

**HO CHI MINH NATIONAL ACADEMY OF POLITICS**

**TRAN NGOC NHIEU**

**POLITICAL THEORY EDUCATION FOR KEY  
LOCAL OFFICIALS IN QUANG NAM PROVINCE  
ACCORDING TO HO CHI MINH'S IDEOLOGY**

**SUMMARY OF THE DOCTORAL THESIS**

**MAJOR: HO CHI MINH STUDIES**

**Code: 931 02 04**

**HA NOI - 2024**

**The work has been completed at  
Ho Chi Minh National Academy of Politics**

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**The dissertation will be defended before the Thesis-Evaluation Board  
to be held at Ho Chi Minh National Academy of Politics**

*At 8:00 a.m. on August 2, 2024*

**The thesis can be found at the National Library and  
Ho Chi Minh National Academy of Politics**

## INTRODUCTION

### 1. Rationale

During his lifetime, Ho Chi Minh always considered political theory education the most important task in building the Party and building a team of revolutionary officials. He affirmed that: “learning tenet, sharpening ideology, improving theory... are urgent tasks for the Party” to create a worldview, scientific methodology, and communist outlook on life and equip sharp weapons for officials and Party members to fight for victory in the revolutionary cause. Ho Chi Minh’s ideology on political theory education has comprehensive and profound content, retains theoretical and practical value, and is especially important for Party and team building work staff (especially key staff) to meet the requirements and tasks in the current situation.

The team of key officials at the local level is the core force in the political system in communes, wards, and towns, taking on the role of direct leadership and direction in organizing and implementing the policies and guidelines, Party path, state policies, and laws at the local level. The quality and capacity of this team directly affect the quality and effectiveness of policy implementation at the local level. Therefore, it is necessary to strengthen comprehensive training and fostering for key local officials, especially political theory training, to meet assigned task requirements. Political theoretical education for key local officials plays a particularly important role, directly fostering and perfecting the personality qualities of key local officials, improving the quality and efficiency of this team’s performance of assigned tasks, thereby contributing to building the political system clean, strong facility, operating with high quality and efficiency.

Applying Ho Chi Minh’s ideology to political theory education for key local officials in Quang Nam province has achieved significant results. The content and training programs have been innovated; the methods and forms of political theory training are diverse and suitable for the target audience; the competency of lecturers has been enhanced, directly contributing to the improved quality and capability of officials, especially key local officials, thus significantly contributing to the quality and effectiveness of the local political system and local socio-economic development.

However, political theory education still has inadequacies and limitations for key local officials. Some educators of political theory have an insufficient understanding and have not fully exercised their roles and responsibilities in organizing political theory education for key local officials. The innovation in content, programs, forms, and methods of political theory training has been slow and has not fully met the objectives. A segment of Party members lacks a thorough understanding of the importance of political theory education, showing signs of reluctance to study Marxism-Leninism and Ho Chi Minh’s ideology, and

are not diligent in theoretical research and practical application. This affects the quality and effectiveness of local socio-economic development. This situation has led to some officials losing ideals, moral and lifestyle degradation, showing signs of “self-evolution” and “self-transformation”; the capacity to lead and implement remains weak and slow to improve; the ability to concretize and institutionalize resolutions and policies is limited, and the implementation capacity of officials does not meet the task requirements, causing slow and ineffective implementation of laws and resolutions.

Currently, the global and regional situation continues to evolve unpredictably, with the domestic and local situations, especially at the local level, facing many challenges despite certain advantages. New and difficult tasks require key local officials to have sufficient quality, capability, and prestige to lead and resolve issues. In the face of new task requirements, the Resolution of the 22nd Congress of the Party Committee of Quang Nam province for the 2020-2025 term identified: “Innovating content, forms, and methods, improving the quality and effectiveness of propagating, grasping, studying, and implementing the Party’s policies and the State’s laws. Continue to effectively carry out Party building and rectification, closely linked with promoting learning and following Ho Chi Minh’s ideology, ethics, and style”. This places higher demands on innovating training and fostering to improve the qualifications of officials, especially political theory education for key local officials in Quang Nam province.

For these reasons, the researcher chose the topic “**Political Theory Education for Key Local Officials in Quang Nam Province According to Ho Chi Minh’s Ideology**” for a doctoral thesis in Ho Chi Minh Studies.

## **2. Purpose and Tasks**

### **2.1. Purpose**

To comprehensively and systematically study Ho Chi Minh’s ideology on political theory education, the current State of political theory education for key local officials in Quang Nam province, and propose orientations and solutions for political theory education for key local officials in Quang Nam province according to Ho Chi Minh’s ideology (to 2030 and vision to 2045).

### **2.2. Tasks**

- Overview of the research situation related to the thesis topic;
- Systematize and analyze the basic contents of Ho Chi Minh’s ideology on political theory education;
- Assess the current status of political theory education for key local officials in Quang Nam province (viewed from Ho Chi Minh’s ideology);
- Forecast influencing factors and propose orientations and solutions for political theory education for key local officials in Quang Nam province according to Ho Chi Minh’s ideology (to 2030 and vision to 2045).

### **3. Research Subjects and Scope**

#### **3.1. Subjects**

Political theoretical education for key local officials in Quang Nam province today according to Ho Chi Minh's ideology (clearly defining the subject and target of political theory education)

#### **3.2. Scope**

- **Content:** Study Ho Chi Minh's ideology on political theory education and the training of Intermediate and Advanced political theory for key local officials (surveying mid-level and senior-level political theory students, officials, and lecturers from the Political School of Quang Nam province)

- **Space:** In communes, wards, and towns in Quang Nam province.

- **Time:** From 2018 to 2023 (Since the Party Central Committee Secretariat issued Directive No. 23-CT/TW dated February 9, 2018 "on continuing to innovate, improve the quality and efficiency of learning, research, application and development Marxism-Leninism, Ho Chi Minh's ideology in the new situation").

### **4. Theoretical Basis and Research Methods**

#### **4.1. Theoretical Basis**

The thesis is carried out based on the worldview and methodology of Marxism-Leninism, Ho Chi Minh's ideology, the Party's viewpoints and policies, and our State's policies on political theory education and Political theoretical education for officials.

#### **4.2. Research Methods**

To carry out the tasks of the thesis, the author uses specialized and interdisciplinary methods of social sciences and humanities to clarify the content and value of Ho Chi Minh's ideology on political theory education and combine with other methods such as:

- Logical-historical method: Used to determine the relationship between the general and the particular, between political theory education for subjects nationwide and political theory education for key local level in Quang Nam province in the specific historical context related to the topic.

- Secondary document research method: Used to collect and exploit available documents related to the thesis topic, such as published scientific works, thereby clarifying the basis for solving theoretical and practical issues related to the topic.

- Analysis - synthesis method: Used in analysis, synthesis, and evaluation of documents and summary reports on the political theory education work of the Central Government; resolutions and reports of the Quang Nam Provincial Party Committee on the work of building a team of officials; Resolutions and reports of the School of Politics of Quang Nam province, Academy of Politics Region III...

thereby generalizing and systematizing relevant content to serve the resolution of the topic's contents.

- Evaluation methods: The thesis builds a theoretical framework for evaluation based on the content of Ho Chi Minh's ideology on political theory education, including the following issues: purpose, role, content, form, method, principles, entities and objects, management organization and political theory education environment. On that basis, the thesis evaluates the current status of political theory education for key officials at the local level in Quang Nam province.

- Comparative method: Used to evaluate issues related to many subjects, thereby pointing out the differences and specificities of the research problem.

- Sociological investigation method: Used in survey sample selection, questionnaire design, object selection, and survey scope. Applying this method, the author of the thesis constructed a questionnaire and selected a survey at the School of Politics of Quang Nam province by means of a referendum with subjects (30 officials, lecturers, and 200 students from the School of Intermediate Political Theory training and 50 students from the School of Politics of Quang Nam province, trained by the Academy of Politics Region III). On that basis, SPSS software is used to process survey data, create data tables, and synthesize and analyze data to make comments and assessments related to the topic.

## **5. Scientific Contributions of the Thesis**

- According to Ho Chi Minh's ideology, the thesis contributes to systematizing and deepening many theoretical and practical issues on political theory education for key local officials.

- Based on a comprehensive analysis and assessment of the current status of political theory education for key local officials in Quang Nam province, the thesis provides a theoretical and practical basis for the Party Committee. The province directs the training and fostering of political theory education to improve key local officials' theoretical awareness, management, and leadership capacity.

- The thesis predicts impact factors and proposes directions and solutions to apply Ho Chi Minh's ideology to political theory education for key local officials in Quang Nam province (by 2030, vision 2045).

## **6. Theoretical and Practical Significance of the Thesis**

### **6.1. Theoretical Significance**

The thesis analyzes, explains, and affirms the correctness and lasting value of Ho Chi Minh's ideology on political theory education, the position, role, and importance of political theoretical education for key local officials in Quang Nam province in particular and key local officials in the country.

## **6.2. Practical Significance**

The thesis enriches the resources for teaching, learning, and propagating Ho Chi Minh's ideology, especially in political theory education. The thesis is used as research and teaching material for officials and lecturers at the School of Politics of Quang Nam province and departments, branches, and organizations of Quang Nam province. Educational institutions in training and improving the quality of political theory education depend on the functions and tasks assigned to that institution.

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

Besides the introduction, conclusion, reference list, and appendices, the dissertation consists of 4 chapters and 10 sections.

# **Chapter 1**

## **OVERVIEW OF THE RESEARCH SITUATION RELATED TO THESIS TOPIC**

### **1.1. STATUS OF RESEARCH ON POLITICAL THEORY EDUCATION**

In recent times, especially in recent years, there have been many research works on political theory education, addressing theoretical and practical issues of political theory education. The issue of political theory education has attracted the research attention of many organizations and individuals with many different angles, scopes, and subjects. Many works directly or indirectly refer to political theory education, typically including authors such as La Quoc Kiet, Shanghai, Dinh Gia Kien, Central Propaganda Committee, Pham Huy Ky, Nguyen Vinh Thanh, Vu Van Hau, Ha Thi Bich Thuy, Bui Kim Thanh, Bui Thi Hong Ha, Dinh Ngoc Giang, Le Van Loi, Vu Ngoc Am, Le Hanh Thong, Cam Thi Lai, Phan Thi Thuy Hien... The works have mentioned the concept, role, importance, content, form, methods, principles, subjects, and objects of political theory education. At the same time, the study evaluates the current status of political theory education, pointing out achievements, limitations, causes, experiences, and solutions for political theory education for officials and Party members. Many research projects on political theory education for local officials and local officials have mentioned the role of political theory education in building a team of key local officials and departments, especially fostering and perfecting the political qualities, ethics, and lifestyle of this team. The thesis evaluates the current status of political theory education for local officials and points out achievements, limitations, causes, and solutions for political theory education for this cadre.

## **1.2. STATUS OF RESEARCH AND APPLICATION OF HO CHI MINH'S IDEOLOGY ON POLITICAL THEORY EDUCATION FOR LOCAL OFFICIALS**

Researching and applying Ho Chi Minh's ideology on political theoretical education for officials in general and local officials is an important issue that many scientific works have researched. The works have affirmed the importance of this work, typically including authors such as Ngo Ngoc Thang, Tran Dinh Tuan, Nguyen Xuan Sinh, Ly Viet Quang, Do Minh Tuan, Nguyen Hong Diep, Vu Van Tuan, Phan Thi Hong, Pham Ngoc Anh, Nguyen Minh Khoa,... have summarized, analyzed and clarified Ho Chi Minh's views on this issue on contents such as educational philosophy, main theory treatment; role, purpose, content, and program of political theory education; forms, methods, means, participating forces and effectiveness of political theory education, focusing on clarifying the unique features of his ideology on this issue. All works believe that Ho Chi Minh comprehensively developed his ideology on political theory education based on the worldview and methodology of Marxism-Leninism and the practice of revolutionary activities. Sticking closely to Ho Chi Minh's ideology, the works have evaluated the current status of political theory education in our country, pointed out achievements, limitations, and causes, and, on that basis, proposed a system of solutions to operate. This thesis creatively applied his ideology to the practice of political theory education in our country today. Since then, the projects have proposed directions and groups of solutions to strengthen political theoretical education for officials and Party members, especially local officials.

## **1.3. COMMENTS ON ACHIEVED RESEARCH RESULTS AND ISSUES FOR CONTINUED RESEARCH IN THE DISSERTATION**

### **1.3.1. Achieved Research Results**

An overview of the analyzed works has clarified many theoretical and practical aspects of political education for officials and Party members. Many recent works have pointed out the necessity to innovate political education's content, form, and methods to enhance its quality and effectiveness, meeting the requirements of our country's revolution under new conditions. Some studies have addressed the specificity of political education for local officials and the necessity to innovate and improve the quality of political education for this group. They propose solutions to enhance its quality and contribute to perfecting the qualities and capacities of local officials to fulfil their assigned tasks. Research works on Ho Chi Minh's ideology regarding political education have discussed the foundation, concepts, content, forms, methods, subjects, objects, and roles of political education, affirming the correctness, scientific and revolutionary nature, theoretical and practical value, the historical and present significance of Ho Chi



Minh's ideology on political education. Research works applying Ho Chi Minh's ideology to practical political education have addressed the current situation, proposed requirements, and solutions for applying Ho Chi Minh's ideology to political education for various target groups, suitable to their characteristics and actual situations. The research results of the related works on the thesis provide valuable references for the research approach, providing materials to solve research problems. However, there has been no study on political education for key local officials in Quang Nam province based on Ho Chi Minh's ideology.

### **1.3.2. The issues raised by the thesis continue to be researched**

Firstly, further clarification of some theoretical problems regarding political education and the content of Ho Chi Minh's ideology on political education for officials.

Secondly, the characteristics of key local officials in Quang Nam province today should be analyzed.

Thirdly, it is necessary to analyze the current situation and reasons for the advantages and limitations of political education for key local officials in Quang Nam province from the perspective of Ho Chi Minh's ideology.

Fourthly, based on Ho Chi Minh's ideology, forecasting influencing factors, identifying directions, and proposing main political education solutions for key Quang Nam province local officials.

## **Conclusion of Chapter 1**

Political education for officials based on Ho Chi Minh's ideology has been studied by scholars both domestically and internationally from various perspectives. However, the research mainly focuses on two contents: studies on political education (in general) and applying Ho Chi Minh's ideology to political education for officials. These works have affirmed the importance of political education for building the cadre contingent and the correctness, scientific nature, and revolutionary spirit of Ho Chi Minh's ideology on political education for officials. The works analyze Ho Chi Minh's ideology on political education and discuss the practical aspects of political education for his cadre, contributing to building a cadre contingent that is both red and expert, meeting the requirements of the revolutionary cause. At the same time, these works have addressed the political education situation in Vietnam, evaluating the achievements and limitations of this work in recent years.

The research results have provided valuable reference materials for the author to inherit and further develop, analyzing the fundamental content of Ho Chi Minh's ideology on political education (in general), political education for key

local officials (in particular), analyzing the current situation of political education for key local officials in Quang Nam province (advantages, limitations, and causes), proposing directions and some solutions to improve the quality of political education for key local officials in Quang Nam province based on Ho Chi Minh's ideology, which is extremely important and necessary.

## **Chapter 2**

### **HO CHI MINH'S IDEOLOGY ON POLITICAL THEORY EDUCATION AND POLITICAL THEORETICAL EDUCATION FOR KEY OFFICERS AT THE LOCAL LEVELS - SOME THEORETICAL ISSUES**

#### **2.1. SOME RELATED CONCEPTS**

##### **2.1.1. Political Theory Education**

Political theory education is an organized, planned activity aimed at imparting and absorbing a system of political theoretical knowledge, building a worldview, scientific methodology, political courage, ethics, lifestyle, and scientific action methods for educational subjects according to determined goals and requirements.

##### **2.1.2. Local level**

The local level is defined as the commune, ward, and township levels, the lowest administrative units in the political system in Vietnam. This level is directly responsible for organizing and implementing the Party's guidelines and policies and the State's policies and laws.

The local level in our country's political system plays the following key roles: Firstly, the local level directly organizes the implementation of the Party's guidelines and policies and the State's laws and policies. Secondly, the political system at the local level directly interacts with the people, being the closest to the populace and acting as a bridge between the Party and the people. Finally, the political system at the local level directly organizes, mobilizes, and harnesses the internal strength of the populace, contributing to the building and enhancing the collective strength in the cause of building and defending the Fatherland.

##### **2.1.3. Key officials**

Key officials are the leaders, holding the most important positions, responsible for deciding the process of building and directing the implementation of the Party and State's guidelines and policies.

##### **2.1.4. Key local officials**

Key local officials are the leaders within the Party committees and local government at the commune, ward, and township levels.

The thesis focuses on the key local officials, including those holding the following positions: Secretary and Deputy Secretary of the Party Committee at the

commune, ward, and township levels; Chairman and Vice Chairman of the People's Council; Chairman and Vice Chairman of the People's Committee at the commune, ward, and township levels.

The key local officials play the following primary roles: Firstly, they are crucial in concretizing and organizing the implementation of the Party's and State's guidelines and policies at the local level. Secondly, these officials serve as a particularly important bridge between the Party, the State, the local political system, and the populace. Thirdly, they are the central force in awakening and harnessing the potential and strengths at the local level, as well as in taking care of the material and spiritual lives of the local people. Finally, the key local officials are the pivotal factor determining the quality and effectiveness of the activities of the political system at the commune, ward, and township levels.

### **2.1.5. Political Theoretical Education for key local officials according to Ho Chi Minh's ideology**

*Ho Chi Minh's ideology on political theory education is a comprehensive and profound system of viewpoints on the transmission and acquisition of political theory knowledge aimed at developing the worldview, scientific methodology, political courage, ethics, and lifestyle for officials, party members, and the masses, to meet the demands and tasks of the revolution.*

*Political theory education for key local officials based on Ho Chi Minh's ideology is the activity of imparting and acquiring political theory knowledge to develop the worldview, scientific methodology, political courage, ethics, lifestyle, and revolutionary methods of action for key local officials. This is based on the understanding and creative application of Ho Chi Minh's ideology on political theory education to enhance the quality of political theory education.*

*In essence, Political theoretical education for key officials at the local level, according to Ho Chi Minh's ideology, is awareness and creative application of Ho Chi Minh's ideology to improve the quality of political theoretical education for key officials at local levels. According to Ho Chi Minh's ideology, the purpose of political theoretical education for key local officials is to properly and creatively transform Ho Chi Minh's ideology into practical political theory education for today's core local officials.*

The *subject* of political theoretical education for key local officials following Ho Chi Minh's ideology includes Party committees at the central and local levels, Party committees and political schools at the central and local levels, relevant authorities, specialized faculties, and each learner themselves. The subjects of political theoretical education for key local officials, according to Ho Chi Minh's ideology, are current local officials, key officials, and officials in planning for key positions.

*Content* political theory education for key officials at the local level to follow Ho Chi Minh's ideology totally, focusing on educating the contents that Ho Chi Minh mentioned, such as education on Marxism-Leninism, guidelines, Party policies, State policies and laws, professional education, traditional education, revolutionary ethics, and practical experience education.

*Form and method* of political theoretical education for key officials at the local level, according to Ho Chi Minh's ideology, needs to be based on the forms and methods of political theoretical education to be applied appropriately to the practical situation. Guaranteed conditions and environment Political theoretical education for key local officials, according to Ho Chi Minh's ideology, includes ensuring textbooks, documents, facilities, and educational environment, which directly affects the quality, effective political theory education for key officials at the local level

*Role Political theoretical education for key local officials according to Ho Chi Minh's ideology.*

*For key officials at the local level*, political theory education directly equips the political theory knowledge system and develops a scientific worldview, revolutionary outlook on life, dialectical thinking methods, and scientific action methods, contributing to promoting the positivity of this team of staff according to determined goals and requirements.

*For Party committees and local authorities*, political theory education for key local officials will contribute to improving the Party's leadership and ruling capacity at the local level and improve the quality and effectiveness of leadership, direction, and organization of implementing tasks of the local political system, building a strong and clean political system.

*For the operation of the political system*, political theoretical education for key local officials, according to Ho Chi Minh's ideology, directly contributes to building a comprehensive and strong political system and creates a source of trained officials from the local levels to supplement superiors. It directly contributes to consolidating and strengthening the people's trust in the Party's leadership, the State's management, and the close connection between the Party, the State, local governments, and the people.

## **2.2. CONTENT OF HO CHI MINH'S IDEOLOGY ON POLITICAL THEORY EDUCATION**

### **2.2.1. The purpose and importance of political theory education**

#### **\* Purpose of political theory education**

Ho Chi Minh clearly stated that political theory education aims to practice, work, correct ideology, strengthen a revolutionary stance, cultivate revolutionary ethics, and trust in the revolutionary cause, unions, and the people.

\* The importance of political theory education

Firstly, for the revolutionary cause, who considered theory as a “torch” illuminating the path to victory for the revolutionary cause, unifying ideology, will and practical operational capacity, humanity and humanity; Party, revolutionary and scientific nature for revolutionary forces. For Party-building work, Political theoretical education for officials and Party members has become the most important task, “the Party’s urgent task”. For officials and Party members, political theory education plays a leading role in perfecting learners’ personalities and ideological orientations. Political theory education helps officials and Party members raise awareness; develop a worldview, scientific methodology, and communist outlook on life; develop scientific thinking, build trust and revolutionary ideals; and build a team of officials and Party members to meet the requirements of the revolution.

### **2.2.2. Content of Political Theory Education**

The content of political theory education is very broad, focusing on educating the main contents: education of Marxism-Leninism; Educate the Party’s policies, guidelines, and resolutions and the State’s policies and laws; educating on patriotic traditions and national solidarity; revolutionary moral education; professional education and profession.

### **2.2.3. Subjects and Objects of Political Theory Education**

For staff and lecturers: The Party, State, and revolutionary organizations and unions from the Central down to the local levels must regularly pay attention to political theoretical education for their officials, Party members, trade unionists, and members, including the Lecturers, are the “capital” of the organization, a decisive factor in the quality of political theory education.

For staff who are students: Officials and Party members, especially key officials, must be educated in political theory.

### **2.2.4. Principles of Political Theory Education**

Ho Chi Minh pointed out the principles of political theory education: first, the theory is closely linked to practice; second, learning with practice; and finally, unity between Party and science.

### **2.2.5. Forms and Methods of Political Theory Education**

\* Form of political theory education

According to Ho Chi Minh, political theory education should be organized in both centralized and non-centralized forms. For focused political theoretical training and fostering, the organization of classes must be planned, in-depth, meticulous, and thoughtful, with quality, not quantity. Besides, it is necessary to organize political theory education in a non-centralized form. According to him, political theory education is a regular task of the Party, State, and unions, and it is also a permanent and essential need of each cadre and Party member.

\* Political theory education methods

Teaching and propaganda methods: education, propaganda “Practical and thoughtful is much better than greed”; “Must combine theory with practical work”; must use the exemplary method; Political theory education “must focus on ideological reform”, must apply methods to train learners according to determined goals.

Methods of learning political theory: Learn methods of handling work and dealing with people and yourself; know how to apply theory into practice, apply the viewpoints and methods of Marxism-Leninism to solve practical problems; Promote independent thinking and freedom of ideology; “take self-study as the key”, “must know how to learn automatically”.

### **2.2.6. Conditions and Environment for Political Theory Education**

\* Conditions for political theory education: Ensuring textbooks and documents is important for teachers and learners to realize the purpose, content, form and teaching methods. At the same time, ensure that facilities and materials strongly impact political theory education activities.

\* Political theoretical educational environment: We must create an open, democratic environment with high solidarity and consensus, build a close relationship between teachers and students, and create favourable conditions to carry out educational activities. In particular, we must regularly build democratic, healthy, pure, and impartial relationships between teachers and teachers, teachers and students, and students and students so that learners can learn best.

## **Conclusion of Chapter 2**

Based on the worldview and methodology of Marxism-Leninism and the practice of revolutionary activities, Ho Chi Minh deeply instilled the importance of political theory and political theory education. His ideology on political theory education is a system of comprehensive and profound views on imparting and absorbing political theoretical knowledge, developing worldview, scientific methodology, politics, ethics, and lifestyle for officials and Party members, meeting revolutionary requirements and tasks. This is clearly shown in his views on the role and importance of political theory education and the subjects, objects, principles, content, forms, methods and conditions, and environment of political theory education. Those viewpoints are theoretical issues and valuable experiences drawn and summarized from practice, not only words but deeds, a convergence of Ho Chi Minh’s ideology, ethics, and style. That is a valuable spiritual asset he left behind for our Party and nation, illuminating political theoretical education activities for officials and Party members in the past, present, and future.

Applying Ho Chi Minh’s ideology to political theory education for key officials at the local level today has important implications for perfecting the

qualities and personalities of key officials at the local level. This activity directly equips key local officials with political theoretical knowledge. It develops worldview, scientific methodology, political courage, ethics, and scientific methods of action, improving the professional qualifications and leadership capacity of key staff at the local levels. This will contribute to building this team with sufficient qualities, capacity, and prestige, meeting the requirements and tasks assigned by the Party, State, and people, and building and improving the quality and efficiency of operations of the local political systems, meeting the requirements and tasks of innovation and international integration in the new situation.

### **Chapter 3**

## **POLITICAL THEORY EDUCATION FOR KEY LOCAL OFFICIALS IN QUANG NAM PROVINCE ACCORDING TO HO CHI MINH CITY'S IDEOLOGY - CURRENT SITUATION AND SOME ISSUES RAISED**

### **3.1. FACTORS AFFECTING POLITICAL THEORY EDUCATION FOR KEY LOCAL OFFICIALS IN QUANG NAM PROVINCE TODAY ACCORDING TO HO CHI MINH'S IDEOLOGY**

#### **3.1.1. Global, Regional, and Local**

*Firstly*, the global and regional situation continues to undergo rapid, “complex, and unpredictable” changes.

*Secondly*, the country's comprehensive renovation has succeeded but faces many challenges.

This situation provides both a vivid practical basis and favourable conditions for political theory education for key local officials. However, the fluctuations and challenges also pose significant difficulties for this work.

#### **3.1.2. Natural Conditions, Political-Economic-Cultural-Social Situation in Quang Nam Province**

*Geographical Location*: Quang Nam is a coastal province in Central Vietnam, located between 15°13' - 16°12' North and 107°13' - 108°44' East.

*Natural Conditions*: The diversity in topography, climate, rivers, and natural resources creates the uniqueness of this land and of each administrative unit within the province.

*Political-Economic-Cultural-Social and Human Characteristics*: Currently, the province has 18 district-level administrative units, including two cities directly under the province, one town (Dien Ban), six plains districts, and nine mountainous districts. The entire province has 241 commune-level administrative units, including 203 communes, 25 wards, and 13 towns.

Quang Nam's natural, economic, and social conditions provide a favourable environment for political theory education for key local officials. Notably, the traditions and culture of the land and its people provide a vital basis for determining political theory education's program, content, and methods. However, the unique features of nature, economy, and culture also directly influence the staff, including factors that make it difficult to conduct political theory education for this group.

### **3.1.3. Characteristics of the Key Local Officials in Quang Nam Province**

The key local officials in Quang Nam Province have the following main characteristics:

*Firstly*, the group is ethnically diverse, with significant differences in age, work seniority, leadership qualifications, and abilities.

*Secondly*, these officials are local and well-versed in local culture but have limitations in theoretical understanding and leadership management capacities.

*Thirdly*, they have grown from the grassroots level and are exemplary in ethics and reputation within the community. However, they remain slow in renewing their thinking, with leadership and task execution lacking flexibility and not fully meeting the demands.

## **3.2. THE CURRENT STATUS OF POLITICAL THEORY EDUCATION FOR KEY LOCAL OFFICIALS IN QUANG NAM PROVINCE TODAY, ACCORDING TO HO CHI MINH'S IDEOLOGY**

### **3.2.1. Strengths**

#### ***3.2.1.1. Subjects and Participants of Political Theory Education***

There is increasing recognition of political theory education's purpose, importance, and principles among those responsible for delivering it.

The commitment, qualifications, and capacities of both educators and participants in political theory education have improved. The Provincial Party Committee has focused on leading and directing training and fostering efforts to raise the political theory level of these officials according to the demands of each stage, aligned with their roles and responsibilities.

The Party Committees and the management boards of Party schools have comprehensively studied and grasped Ho Chi Minh's ideology, the Party's viewpoints, and State policies. They have directed innovations in training programs and methods of political theory education, ensuring the programs are well-suited to the demands.

The management and support staff in specialized departments have been sufficient in both number and quality, regularly fulfilling the planning, management, and support functions of political theory education.



Most lecturers have a firm political stance, are committed to their work, and focus on improving their ethics and knowledge. They possess relatively deep political theory knowledge, with many holding master's and doctoral degrees, and have undergone systematic political theory training.

Key local officials participating in political theory training have fundamentally recognized the importance of learning and researching political theory. They actively self-study and self-research, focus on cultivating their ethical qualities and political resolve and are committed to defending the Party's ideology and policies and the State's laws.

### ***3.2.1.2. Content and Curriculum of Political Theory Education***

The curriculum for this group has gradually been refined to ensure comprehensiveness, systematicity, scientific rigour, and practical relevance. Key local officials primarily receive education through the Political Theory Intermediate program, and some key local officials participating in district-level Party committees receive education through the Advanced Political Theory program. In addition, this group attends courses that offer knowledge and skills in leadership and management at the commune level.

Overall, the curriculum maintains continuity, comprehensiveness, and balance. Recently, the content has been updated, streamlined, and more tightly integrated with practical applications, especially when designing and compiling the curriculum.

### ***3.2.1.3. Forms and Methods of Political Theory Education***

Regarding the organizational forms of political theory education, significant changes have been made in organizing and managing the education for key local officials, showing marked progress in political theory training for this group. The Party schools have applied both concentrated and non-concentrated forms of education. Concentrated training at schools has proven more effective in quality than non-concentrated education.

In terms of teaching methods, considerable innovations have been implemented, with various forms tailored to specific content and participants. The schools have focused on improving lecture quality, moving towards thematic lectures that enhance depth. Various post-lecture methods have been used, contributing to the improved quality of political theory education for key local officials. Most lecturers have used a range of methods, emphasizing active learning strategies. Many key local officials have shifted towards more proactive learning, seeking to master the knowledge and skills in each lesson and module.

### ***3.2.1.4. Conditions and Environment for Political Theory Education***

Textbooks and materials for political theory education have been updated, supplemented, and improved in terms of quantity, uniformity of content, and

inclusion of new knowledge, thereby facilitating lecturers and students in self-study and research.

Facilities and teaching equipment have received increased attention and investment, leading to more effective application in teaching and researching political theory. The schools also pay attention to building a democratic and united environment, creating favorable conditions for officials, lecturers, and students to work and study.

### ***3.2.1.5. Outcomes of Political Theory Education***

The quality and effectiveness of political theory education for key local officials have shown positive changes.

In terms of quantity, the province has trained and fostered cadres, civil servants, and public employees in intermediate, advanced, and bachelor's-level political theory programs.

In terms of qualifications, most key local officials have been trained in political theory, from elementary to advanced levels, with gradual improvement in their qualifications to meet assigned tasks. Their political quality has also improved.

## **3.2.2. Limitations**

### ***3.2.2.1. Subjects and Participants of Political Theory Education***

Some lecturers have not fully grasped the importance of political theory education for key local officials, and their qualifications and capacities do not yet meet the job demands.

The professional qualifications and dedication of some administrative staff in relevant departments remain inadequate, lacking professionalism.

Many key local officials have not fully recognized their learning tasks and goals, showing insufficient focus and enthusiasm for studying, being distracted by their official duties, and lacking self-discipline in their studies.

### ***3.2.2.2. Content and Curriculum of Political Theory Education***

Some content in the political theory curriculum remains heavy and dispersed, with limited practical application. Certain content lacks tight integration between theory and contemporary practice, especially at the grassroots level, and insufficient attention is given to the unique characteristics of each group of learners.

### ***3.2.2.3. Forms and Methods of Political Theory Education***

The organizational form of training is still too focused on administrative management, lacking the flexibility to suit real-world conditions.

Innovations in the forms and methods of political theory education have been slow, and the quality is inconsistent.

The learning methods of key local officials are still influenced by traditional approaches, leading to passive learning.

#### ***3.2.2.4. Conditions and Environment for Political Theory Education***

The teaching materials are still lacking in quantity, not uniform content, and are short on new materials, especially foreign ones. Some materials are of low quality, insufficiently updated, heavily theoretical, and lacking practical knowledge directly related to the tasks of key local officials.

Material conditions remain inconsistent, with some facilities deteriorating and failing to meet the best requirements for political theory education activities.

Building a pedagogical, cultural environment still has limitations, with manifestations of a lack of democracy in teaching, scientific research, learning, and working.

#### ***3.2.2.5. Results of Political Theory Education***

The quality of political theory education for the key grassroots officials in the province has shown slow and uneven progress. There are still disparities in learning outcomes between full-time and part-time training classes and between classes consisting mainly of grassroots officials from communes, wards, and towns in lowland areas and those from mountainous, remote, and isolated areas.

### **3.3. CAUSES AND ISSUES TO BE ADDRESSED**

#### **3.3.1. Causes**

##### **3.3.1.1. Causes of the advantages**

*Firstly*, the comprehensive national renewal process has achieved great historical achievements, creating favourable conditions for improving the quality of political theory education, specifically for the key grassroots officials in Quang Nam province.

*Secondly*, key grassroots officials have received attention and leadership from party committees and authorities at all levels regarding political theory education.

*Thirdly*, there has been synchronized and modern investment in upgrading technical infrastructure.

*Fourthly*, the Party Committees and the Board of Directors/Rectors of schools have always focused on improving the quality of political theory education, considering it a central political task that is decisive for enhancing education and training quality.

*Fifthly*, most of the teaching staff have qualities and capabilities that meet the requirements and tasks of political theory education for key grassroots officials.

*Sixthly*, most learners have the correct learning motivation and a high sense of responsibility in their studies.

##### **3.3.1.2. Causes of the limitations**

*Firstly*, there is the negative impact of misinformation on the internet, as some opportunists have exploited the information technology boom and online

media to carry out schemes to sabotage the Party's political theory education. They seek to undermine the socialist regime under the leadership of the Party, as hostile forces continually attempt to slander our Party and State, causing confusion and uncertainty among officials, lecturers, and learners.

*Secondly*, The negative issues in society during the renewal process, the educational environment, and the negative effects of the market economy have influenced political theory education.

*Thirdly*, The hostile forces' sophisticated sabotage schemes and tactics.

*Fourthly*, The awareness and responsibility of some local party committees, agencies, and units regarding political theory education for key grassroots officials are, at times and in certain places, insufficient and not deeply ingrained.

*Fifthly*, The Party Committees and the Board of Directors/Rectors of schools lack timely and decisive policies and solutions to innovate political theory education's content, form, and methods for key grassroots officials.

*Sixthly*, The coordination between agencies, departments, localities, and schools has lacked close collaboration.

*Seventhly*, Some lecturers and speakers still have limitations in their qualities and teaching competencies and have not set good examples.

*Eighthly*, Some learners have not yet developed the correct learning motivation and attitude, and their qualities, knowledge, and abilities are still limited.

### **3.3.2. Issues to be addressed**

*Firstly*, the objectives and requirements for political theory education are increasingly demanding, yet the awareness, responsibility, and capacity of the subjects remain limited.

*Secondly*, the content and curriculum of political theory education are uniform, relatively stable, and comprehensive. At the same time, the learning needs of key grassroots officials are diverse and complex, depending on the job requirements.

*Thirdly*, the organization of political theory education is becoming increasingly strict, with high demands on quality. At the same time, the conditions and capabilities of key grassroots officials still face many difficulties and limitations.

*Fourthly*, the results and quality of political theory education have improved, but the progress in the effectiveness of key grassroots officials' work is still slow.

## **Conclusion of Chapter 3**

According to Ho Chi Minh's ideology, political theory education for key grassroots officials in Quang Nam province today has achieved many important results. The training content and programs have been increasingly perfected, with

attention given to updating and supplementing new content to meet practical demands and the task requirements of key grassroots officials. The organization and management have undergone many innovations, significantly improving political theory training for key grassroots officials. Modern teaching methods and forms are increasingly being utilized, focusing on positive teaching methods and placing the learner at the centre. Educational conditions and environments have been significantly improved, facilitating teaching activities and the management and training of learners. Facilities and resources are being upgraded and supplemented more synchronized, fostering a healthy, united, democratic, and open educational environment. The results and quality of political theory education for key grassroots officials have shown positive changes. However, numerous limitations and shortcomings remain in political theory education for key grassroots officials, such as a narrow perspective on political theory education among certain subjects and certain limitations in the program, content, and methods.

These advantages and limitations stem from objective and subjective reasons, with subjective causes playing a decisive role. Objectively and accurately assessing the current situation, identifying the causes of the advantages and limitations of political theory education for key grassroots officials in Quang Nam province is a practical basis for determining the appropriate orientations and proposing a system of comprehensive solutions to improve the quality of political theory education for key grassroots officials in Quang Nam province according to Ho Chi Minh's ideology in the coming time.

## **Chapter 4**

### **DIRECTIONS AND SOLUTIONS FOR POLITICAL THEORY EDUCATION FOR KEY LOCAL OFFICIALS IN QUANG NAM PROVINCE, ACCORDING TO HO CHI MINH'S IDEOLOGY (TO 2030, VISION 2045)**

#### **4.1. DIRECTIONS FOR POLITICAL THEORY EDUCATION FOR KEY GRASSROOTS OFFICIALS IN QUANG NAM PROVINCE ACCORDING TO HO CHI MINH'S IDEOLOGY**

Political theory education for key grassroots officials, according to Ho Chi Minh's ideology, should focus on the following aspects:

- *Firstly*, political theory education for key grassroots officials must ensure the Party's principles, scientific orientation, and creativity.
- *Secondly*, it continuously updates new knowledge and innovates content, curriculum, forms, and methods of political theory education for key grassroots officials.

- *Thirdly*, political theory education for key grassroots officials should ensure consistency, feasibility, and relevance to practical developments and the specific conditions of Quang Nam province.

- *Fourthly*, mobilize the role of organizations and unions in participating in political theory education for key grassroots officials.

## **4.2. SOLUTIONS FOR POLITICAL THEORY EDUCATION FOR KEY GRASSROOTS OFFICIALS IN QUANG NAM PROVINCE ACCORDING TO HO CHI MINH'S IDEOLOGY**

### **4.2.1. Enhancing Awareness and Responsibility of Entities Regarding Political Theory Education for Key Grassroots Officials**

Correctly understanding the function, tasks, importance, and significance of political theory education is essential for guiding and directing the activities of involved entities. Therefore, to enhance awareness and responsibility among entities regarding political theory education for key grassroots officials in Quang Nam province today, according to Ho Chi Minh's ideology, the following key measures should be implemented:

- *Firstly*, according to Ho Chi Minh's ideology, comprehensively and deeply raise awareness of the role and importance of revolutionary theory and political theory study for key grassroots officials.

- *Secondly*, innovate forms and diversify measures to enhance awareness and responsibility among entities responsible for political theory education for key grassroots officials.

### **4.2.2. Innovating Content and Methods of Political Theory Education, Teaching, and Learning**

Content and methodology are the two most crucial factors that directly determine the quality and effectiveness of education. Therefore, the political theory education content, curriculum, and teaching methods for key grassroots officials must continue to be reformed in several key areas:

- Regarding content innovation: continue to innovate the political theory education content and curriculum in a comprehensive and in-depth direction, incorporating both traditional and modern elements to meet the practical requirements of the work of key grassroots officials. The content should be practical, enhancing both theoretical understanding and practical skills, linking theory with practice.

- Regarding method innovation: strengthen the renewal of teaching methods with a "learner-centred, instructor-driven" approach, combining discussion with self-research. Combine in-class lectures with learners' self-study. Innovate political theory learning methods towards self-study as the core, promoting independence, initiative, and creativity in learning and practice.

### **4.2.3. Innovating the Organization and Management of Political Theory Education for Key Grassroots Officials**

Political theory education for key grassroots officials should be organized under a unified management process to avoid loose, ineffective management, which can lead to deviations and overlap. Focus should be placed on the following measures:

*Firstly*, political theory education plans for key grassroots officials must be developed and rigorously implemented.

*Secondly*, the implementation of political theory education programs for key grassroots officials should be organized with rigour, flexibility, and efficiency.

*Thirdly*, the focus should be on building a team of political theory lecturers who meet the requirements for political theory education for key grassroots officials.

*Fourthly*, ensure sufficient materials, facilities, and teaching equipment.

*Fifthly*, create a democratic, cohesive, and healthy environment for political theory education.

### **4.2.4. Innovating the Inspection and Evaluation of Political Theory Education Quality for Key Grassroots Officials**

The inspection and evaluation of the political theory education results for key grassroots officials should be comprehensive, focusing on evaluating the learners' achievements to gather feedback on the quality of management and training. This helps clarify what has been achieved and what has not, compared to the educational goals regarding knowledge, skills, and attitudes. From this, the overall outcome can be determined, identifying existing limitations and shortcomings in the process of political theory education for key grassroots officials, clarifying the causes and responsibilities, and making timely adjustments to improve the quality of education. Thus, it is necessary to:

- Innovate testing and assessment methods for evaluating key grassroots officials' learning outcomes and progress, enhancing management quality, and ensuring the quality of political theory education and training.

- Improve the quality of final thesis writing by learners.

### **4.2.5. Regularly Summarizing, Learning from Experience, and Praising Achievements in Political Theory Education for Key Grassroots Officials**

Organizing regular reviews and learning from experience is an important solution to assess the results and limitations of political theory education for key grassroots officials, promptly identifying emerging issues and new challenges. Additionally, it is essential to recognize and promote exemplary individuals and groups with effective methods and high efficiency. Therefore, it is necessary to focus on the following key measures:

- Conduct mid-term and final reviews of political theory education activities for key grassroots officials with seriousness and comprehensiveness.
- Regularly promote the good practice of commendation and recognition, promptly discovering and expanding exemplary individuals and groups in political theory education for key grassroots officials.
- Enhance the quality of scientific research and field research, contributing to summarizing practical experiences and supplementing the political theory education content and curriculum for key grassroots officials.

### **Conclusion of Chapter 4**

According to Ho Chi Minh's ideology, political theory education for key grassroots officials in Quang Nam province today is an objective and urgent requirement. The current situation and tasks under new conditions impose increasingly higher demands on building the official contingent. It is necessary to correctly and creatively apply Ho Chi Minh's ideology in political theory education for key grassroots officials in Quang Nam province. Therefore, it is essential to thoroughly implement the Party's direction and the local authorities' requirements concerning political theory education, ensuring the Party's principles, scientific orientation, and creativity; timely update new content and knowledge; continue to innovate the content along with methods and forms of education under the guidelines of science, practicality, creativity, and modernity, relevant to the characteristics and tasks of the key grassroots officials and the practical needs of the province. Moreover, it ensures consistency, feasibility, and relevance to Quang Nam province's practical needs and conditions while regularly leveraging the combined strength of organizations and entities participating in political theory education for key grassroots officials.

It is necessary to focus on implementing the following main solutions to implement the above direction and create a comprehensive, positive transformation in political theory education for key grassroots officials in Quang Nam province according to Ho Chi Minh's ideology: (1) enhancing awareness and responsibility of the entities concerning political theory education for key grassroots officials; (2) continuing to innovate the content, curriculum, forms, and methods of political theory education; reforming the organization of political theory education for key grassroots officials; (3) innovating the inspection and evaluation of political theory education quality for key grassroots officials; (4) strengthening the review, learning from experience, and commendation in political theory education for key grassroots officials. These solutions form a unified whole that is closely connected and mutually supportive, so it is essential to implement them comprehensively without absolutizing or overlooking any solution.



## CONCLUSION

Inheriting and creatively applying the perspectives of Marxism-Leninism, Ho Chi Minh developed a system of guiding views on political theory education for cadres and party members. This aimed to educate and foster theoretical knowledge, enhance political awareness, and improve the ability to apply theory to practice for the cadre team to carry out the revolutionary cause successfully. Ho Chi Minh's thoughts on political theory education are a great spiritual asset, guiding political theory education for the cadre and party members in our country during various revolutionary periods. This has contributed to uniting thought and action in the struggle for national liberation and reunification in the past and the construction and strong defence of the nation today. Particularly, creatively applying Ho Chi Minh's thoughts on political theory education for the core local cadres currently contributes not only to cultivating, improving, and perfecting the qualities and personalities of these cadres but also directly to enhancing the quality and effectiveness of Party building and a strong and clean political system right at the grassroots level.

Political theory education for core local cadres in Quang Nam province has always been considered one of the top priorities in building the cadre team and strengthening the grassroots political system. This essentially reflects an understanding and creative application of Ho Chi Minh's viewpoint on political theory education in the actual education of political theory for the core local cadre team, to foster and improve political theory knowledge, developing a worldview, methodology, and enhancing political bravery, ethics, lifestyle, and scientific working methods for key cadres, thereby meeting the assigned tasks. As such, this directly determines the quality of training and fostering of the core local cadre team and the effectiveness of their task performance, thus contributing to building and enhancing the quality and effectiveness of the grassroots political system.

In recent times, applying Ho Chi Minh's thoughts on political theory education for the core local cadres in Quang Nam province has achieved important and comprehensive results. Most political theory education stakeholders have correctly and comprehensively understood the political theory education work, demonstrating high responsibility in organizing political theory education for the core local cadres. The content and programs for political theory training and fostering for the core local cadres are increasingly being perfected; forms and methods of political theory education have been innovated, and educational conditions and environments have significantly improved. As a result, the outcomes and quality of political theory education for the core local cadres have gradually seen positive changes, and the qualities and capacities of most of the core local cadres have been enhanced, meeting the assigned tasks better and better.

However, the political theory education work for the core local cadres in Quang Nam province still has certain limitations. The awareness of some political theory education stakeholders remains incomplete. It lacks depth, and the role and responsibility in organizing political theory education for the core local cadres are sometimes not high enough. The content and program are slow to be renewed, and although forms and methods of political theory education have been improved, they do not fully meet the requirements. These realities result from objective and subjective causes, with subjective causes playing a decisive role.

In the future, the global and regional situation will continue to experience rapid, complex, and unpredictable changes; the domestic situation will also present many advantages and opportunities interwoven with difficulties and challenges. The task of socio-economic development in Quang Nam province, especially at the grassroots level, will continue to raise new and complex issues, requiring the cadre team in general. The core local cadres, in particular, continuously improve their political qualities, revolutionary ethics, and professional capacity to meet the responsibilities entrusted by the Party, State, and people. This places higher demands on the training and fostering of the core local cadre team in general and political theory education in particular. Therefore, it is necessary to thoroughly grasp and creatively apply Ho Chi Minh's thoughts in the political theory education work for the core local cadres in Quang Nam province. To achieve this, it is crucial to deeply understand and seriously implement the Party's views and policies on political theory education, ensuring the Party's principles, scientific rigour, creativity, and innovation in content, linked with reforms in form and method, suited to the characteristics and tasks of the core local cadre team and the practical demands. It is also essential to regularly mobilize the collective strength of organizations and forces involved in political theory education for the core local cadres.

To realize these orientations, synchronous solutions must be implemented, with a focus on raising awareness and responsibility among stakeholders regarding political theory education for the core local cadres, continuing to innovate content, programs, forms, and methods of political theory education, reforming the organization of political theory education for core local cadres; renewing the inspection and evaluation of the quality of political theory education for core local cadres; and promoting the review, experience sharing, commendation, and rewards in political theory education for core local cadres. Implementing these key solutions effectively will improve the quality of political theory education for the cadre team (in general) and the core local cadres (in particular), thereby creating favourable conditions for Quang Nam to gradually develop and become an economic and cultural hub in the central region.

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