

HO CHI MINH NATIONAL ACADEMY OF POLITICS

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**QUALITY OF TEACHING STAFF
OF PROVINCIAL AND CITY POLITICAL SCHOOLS
IN THE CURRENT PERIOD**

**SUMMARY OF DOCTORAL THESIS
MAJOR: BUILDING PARTY AND STATE GOVERNMENT**

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INTRODUCTION

1. The urgency of the thesis topic

Our Party and President Ho Chi Minh always determine the position and role of intellectuals, professional staff, and LECTURERS as well as the quality of LECTURERS in all activities of the country. People consider “cadres are the root of all work”, every job that wants to operate well must have good cadres, which is the most important premise for good implementation of all policies and guidelines, policies, which are proposed by the Party and State. In every revolutionary period, our Party always attaches importance to the training and fostering of cadres, building a system of cadre training and education schools.

The teaching staff of political schools are the force directly participating in all stages of the school's staff training and development process, and are the key factor in successfully carrying out the tasks of the schools. Faced with the rapidly developing situation of society and increasingly high requirements for the quality of lecturers specializing in political science, the 13th Party Congress requested: “Focus on building, consolidating, and regularly fostering and improving the quality and capacity of political lecturers and rapporteurs; consolidate and improve the operational efficiency of the system of political schools”.

In recent years, political schools have actively innovated and improved comprehensive quality, in which many schools have built strategies, identified goals, with appropriate roadmaps and steps. Implementing the proposed strategies and plans, schools have many innovations in a positive direction such as: increasing the number of lecturers, the appropriate proportion of the total number of officials and employees of the school; The quality of teaching staff has been improved; Visiting lecturers are increasingly given attention and developed to meet the high requirements of political tasks; The proportion of lecturers teaching in the right major is increasing in both quantity and quality; appropriate age structure, ensuring continuity between generations; political qualities, ethics, pure and healthy lifestyle; professional working style; Professional qualifications, political theory are increasing, practical understanding and professional and effective pedagogical capacity; Scientific research capacity is paid attention and favorable conditions are created to maximize the abilities of each lecturer. The teaching staff basically meets the political mission requirements of the schools.

Besides the advantages, the lecturers of the provincial Political schools also have limitations and inadequacies in terms of quantity, structure and quality. The number of full-time lecturers is still small in comparison with the requirements, many schools have not reached the ratio of lecturers to the total number of officials and employees; Only 16/63 organizations meet level 1 standards according to regulations (75% are lecturers), on average across 63 schools, this rate currently reaches 64.7% [appendix 01]. Organizational work has many difficulties when arranging staff and employees into 03 faculties and 02 rooms, especially in schools with less than 40 people. The gender structure is not reasonable, the proportion of female lecturers is currently much larger than male lecturers. The average age of lecturers is not appropriate. A few lecturers have a lifestyle that is not consistent with their pedagogical style; Limited ability to do practical activities in society. The number of lecturers with doctoral degrees is still small, accounting for a low rate (as of 2022, schools have 133 doctors, 12 schools have 01 doctorate, 19 schools do not have a doctorate [appendix 01]. Capacity The pedagogical capacity of lecturers is still limited and there are difficulties in applying new forms of learning, research and teaching methods. The scientific research capacity of many lecturers is still weak in the face of new tasks and demands. In the context of international integration and the Fourth Industrial Revolution, the quality of lecturers at political schools still shows many limitations, does not meet the requirements, the number of lecturers capable of international integration is still very limited; lack of experts in specialized fields... Especially in the context that the Corporation is implementing Regulation No. 11-QD/TW dated May 19, 2021 of the Central Secretariat on standard political schools, some provincial Party Committees are still slow in building and approving school projects. standard politics; The assigned staffing targets are not commensurate with the functions and tasks, the teaching staff is lacking and thin, the ratio of main lecturers in many schools does not meet standards; Young lecturers have not met the requirements and tasks in the new situation; The ability to apply information technology to research and teaching is still limited.

Based on the practical situation, the author chose the topic "*Quality of teaching staff of provincial and city political schools in the current period*" as a doctoral thesis in the field of Party Building and State Government. On the basis of to clarify the current quality of teaching staff, from which to implement practical and effective solutions to improve the quality of teaching staff.

2. Purpose and research tasks of the thesis

2.1. Purpose

On the basis of clarifying theoretical and practical issues about the quality of lecturers at organizations today, the thesis proposes solutions to improve the quality of lecturers at organizations until 2035.

2.2. Mission

Overview of domestic and foreign scientific works related to the thesis topic, clearly indicating the issues that have been researched and the contents of the thesis that continue to be researched and clarified.

Explain and clarify concepts, evaluation criteria and factors affecting the quality of teaching staff Provincial -level Corporation in the current period.

Survey and evaluate the current status of the quality of teaching staff field, clearly stating the causes and some raised issues.

Proposing directions and solutions to improve the quality of teaching staff POLITICAL SCHOOLS provinces and cities until 2035.

3. Subject and scope of research of the thesis

3.1. Research object of the thesis

The research object of the thesis is the quality of teaching staff of Provincial and centrally city political schools.

3.2. Research scope of the thesis

Scope of content: Thesis researching the quality of teaching staff the Provincial and city political schools include full-time lecturers and part-time lecturers, excluding visiting lecturers.

Spatial scope: the Provincial-level political schools across the country (63 schools).

Time scope: survey data and materials serve the thesis from 2015 to 2022, setting out directions and solutions to improve the quality of this team until 2035.

4. Theoretical basis, practice and research method of the thesis

4.1. Theoretical basis

The thesis is carried out on the theoretical basis of Marxism-Leninism and Ho Chi Minh's ideology; the Party's guidelines and viewpoints; State policies and laws on cadres, officers and employees; about lecturers and the quality of lecturers.

4.2. Practical basis

Practice of teacher quality the current situation of provincial and city political schools; summary reports, statistical data and results of investigations and surveys of criteria on the quality of teaching staff the author's schools across the country.

4.3. Research methodology and methods

On the basis of dialectical materialism and historical materialism of Marxism-Leninism, the thesis uses a number of specific research methods such as: Method of combining analysis and synthesis; method of combining logic and history; method combining comparison and contrast; methods of classification and systematization; professional solution; method of sociological survey..

5. New scientific contributions of the thesis

Determine the criteria for evaluating the quality of teaching staff of current provincial and city political schools

Assess the current situation of strengths and limitations of teaching staff of provincial and city political schools; Point out issues in improving the quality of teaching staff of provincial and city political schools

Proposing a number of new, groundbreaking solutions to contribute to improving the quality of lecturers at organizations: *Firstly*, researching and perfecting criteria and standards on the capacity of lecturers at organizations in the new period; *Secondly*, continue to innovate regimes and policies, creating motivation to attract talented people to serve long-term at the Corporation; *Thirdly*, invest research funds in “research groups”, whose members are lecturers of political schools

6. Theoretical and practical significance of the thesis

6.1. Theoretical meaning

The thesis provides additional scientific evidence for the provincial and city party committees; Party committees and leaders of provincial and city political schools in leading, directing and improving the quality of teaching staff at schools.

Contribute to perfecting the Party's guidelines and policies; State policies and laws on cadres, civil servants, public employees and lecturers of political schools

6.2. Practical significance

The research results of the thesis provide data on the current status of building teaching staff at organizations.

The research results of the thesis provide solutions for building lecturers of organizations that meet standards in the new era.

7. Structure of the thesis

In addition to the introduction, conclusion, list of references, list of author's scientific works and appendices, the thesis consists of 4 chapters and 9 sections.

Chapter 1

OVERVIEW OF THE RESEARCH SITUATION RELATED TO THE THESIS TOPIC

1.1. SCIENTIFIC WORKS IN THE COUNTRY

The quality of scientific staff in general, of which lecturers are the core, is a topic researched by many agencies, organizations and scientists, from many directions and at many different levels in terms of position and role.; professional qualities and capabilities; on quality and improving the quality of teaching staff. The thesis has overviewed groups of related domestic research works: group of general works on training, education and training schools for cadres and civil servants; group of common projects of school lecturers train cadres and civil servants. Groups of research works in the form of scientific topics; monographs and reference books; doctoral thesis; Scientific articles related to the thesis topic, with many scientific contributions.

1.2. SCIENTIFIC WORKS ABROAD

The thesis has overviewed groups of related foreign research works: group of general works schools for training cadres and civil servants; group of common projects of school lecturers train cadres and civil servants. Groups of research works in the form of monographs and reference books; doctoral thesis; Scientific articles related to the thesis topic, with many scientific contributions, typically: *Educational Performance Management System - EPMS* (Educational Performance Management System - EPMS); Party Building Research Institute - Central Organizing Committee of the Communist Party of China (2019), *Communist Party of China 5 years of comprehensive and strict Party governance*.

1.3. OVERVIEW OF SOME RESEARCH RESULTS OF RELATED SCIENTIFIC WORKS AND PROBLEMS THE THESIS FOCUSES ON RESEARCH AND SOLVING

1.3.1. Evaluate summarize some research results of related scientific works

Through researching published works related to the thesis topic at home and abroad, we can draw some issues as follows:

First, Affirming the position and role of "teacher", the person who directly does the training, training and development work.

Scientific works, regardless of research angles, or different approaches, or in any era or environment, the role of LECTURERS in society is especially important, holding a nuclear position in the construction process, developing high-quality human resources, contributing to the work of building and developing the country.

Second, many research projects have pointed out the requirements for quality and professional capacity of teaching staff

Third, scientific works have evaluated the quality of teaching staff, pointing out the causes of advantages, limitations, and shortcomings; Summarize some experiences and identify requirements, propose solutions to improve quality for teams in each industry and field.

Fourth, many scientific works have affirmed the very important position and role of the team directly involved in training and fostering staff, but have not specifically mentioned the position and role. The core of teaching staff at schools in training cadres, party members, and doing leadership and management work at the grassroots level.

1.3.2. The thesis issues focus on research and resolution

With the goal of building a team of officials and lecturers, POLITICAL SCHOOLS has sufficient quantity, reasonable structure, strong political will, exemplary professional ethics, high professional qualifications, appropriate and guaranteed. The compatibility with the characteristics of the region, the region, and each lecturer has created a gap for the thesis to continue researching the quality of lecturers of the organizations: About theory: Clarifying concepts related to the thesis: lecturer ; DNGV ; Staff members of Provincial and City Political schools; quality of teaching staff; quality of political schools LECTURERS in provinces and cities; Determine the constitutive elements and develop criteria to evaluate the quality of teaching staff of provincial and city political schools Regarding practice: Correctly evaluate the current status of the quality of teaching staff of provincial and city political schools, clarify the causes of advantages; limitations and shortcomings; the problems raised. Regarding solutions: Based on analysis, clarify basic theoretical and practical issues, evaluate influencing factors; Determine directions, requirements and propose a number of solutions to improve the quality of teaching staff of provincial and city political schools from now to 2035.

Chapter 2

SCIENTIFIC BASIS OF QUALITY OF LECTURERS OF PROVINCIAL AND CITY POLITICAL SCHOOLS

2.1. OVERVIEW OF THE LECTURERS OF PROVINCIAL AND CITY POLITICAL SCHOOLS

2.1.1. Overview of the political school system of provinces and cities

2.1.1.1. *General overview of provincial and city political schools*

In the revolutionary cause, building and protecting the Fatherland, cadres are always the most important factor, determining success or failure, closely linked to the destiny of the Party, the country and the regime. Therefore, the work of training and developing cadres is always an important issue, has received attention, appeared very early, before the birth of the Communist Party of Vietnam (in 1930) to prepare forces for the future. Vietnamese revolution, which are classes opened by leader Nguyen Ai Quoc in Guangzhou (China) in the years 1926 - 1927 to train revolutionary politics for Vietnam's elite youth.

On November 13, 2018, the Secretariat issued Regulation No. 09-QDi/TW on the functions, tasks, and organizational apparatus of the Central Government of provinces and cities. Accordingly, the Provincial Government is a public service unit directly under the Provincial Party Committee and City Party Committee, placed under the direct and regular leadership of the Standing Committee of the Provincial Party Committee and City Party Committee. The basic difference is that the General Assembly is no longer a “double” unit (both under the provincial and city party committees, and under the provincial and city People's Committees), only under the provincial and city party committees..

2.1.1.2. *Political school province, city - functions, tasks, positions, roles, organizational structure and staffing*

* *Regarding functions:* Provincial and city political schools have two main functions: *first*, organizing training and training for leaders and managers of the grassroots political system, cadres, civil servants and employees. local officials on LLCT - administration...; *Second*, participating in practical summary and scientific research on Party building and local political system building.

* *Regarding tasks:* Provincial and city political schools carry out 8 groups of tasks specifically stipulated in Regulation No. 09-QDi/TW dated November 13, 2018 on training and training of leaders and managers of Party, government, and

grassroots socio-political organizations; fostering other programs assigned by competent authorities; Coordinate with relevant agencies to guide and provide professional training and teaching methods for LECTURERS of the district political training center; Participate in summarizing practices at localities, facilities, and scientific research organizations serving teaching and learning; Training and BD for other subjects according to the direction of the provincial and city party committees.

** About position:* Provincial and city political schools are public service units directly under the provincial and city party committees, placed under the direct and regular leadership of the standing committee of the provincial and city party committees; is a local party service unit; is the only staff training and development facility at the provincial level; is a scientific research agency, summarizing local practice; is an agency that has close and regular relationships with departments, branches and unions of provinces and cities in carrying out political tasks and implementing the content of programs and plans for investment and BD; organizational structure and staffing; regimes and policies for staff and lecturers as well as activities and management of facilities. Close relationship with Ho Chi Minh National Academy of Politics

** Regarding the role:* Provincial and city political schools are the units that directly advise and implement Resolution No. 32-NQ/TW dated May 26, 2014 of the Politburo on innovating and improving public quality of training political theory plays an important role in propagandizing and developing Marxism-Leninism and Ho Chi Minh's ideology; the Party's guidelines and policies and the State's policies and laws; It is the unit in charge of content, implementation, and supervision of the implementation of the entire process of training and recruiting cadres and party members in the locality; It is a unit participating in summarizing local practice, especially summarizing theoretical science to provide valuable scientific arguments in building mechanisms, policies, and socio-economic development.; serving teaching and learning locally; It plays an important role in refuting wrong and hostile views to protect the Party's ideological foundation through activities on training, staff training and other annual scientific activities of the schools.

** About organizational structure*

First, the establishment of specialized faculties and departments is considered and decided by the standing committee of the provincial and city party

committees; *Second*, regarding department and department focal points: At least 07 people are allowed to establish a focal point (faculty, department and equivalent); If the department or department has less than 10 people, arrange a chief and 01 deputy; For 10 or more people, they are assigned a leader level and no more than 02 deputies to do management work; *Third*, regarding the organizational structure: to create a fundamental and comprehensive change in the work of the Corporation, the organizational structure stipulates: School leaders include: Principal and no more than 2 vice principals; Structure of faculties and departments: Provincial and city political schools are allowed to establish a maximum of 03 faculties and 02 departments according to the following orientations:

03 departments include: Department of Basic Theory; Department of Party Building; Faculty of State and Law.

02 departments include: Department of Training Management and Scientific Research; Department of Organization, Administration, Information and Documentation.

Based on the actual situation of quantity, staffing, and apparatus, each school can balance and arrange the number of officials and lecturers according to general regulations, ensuring the principle of not creating new faculties and departments compared to regulations. regulations are issued.

** About payroll*

The Corporation's payroll is considered and decided by the Standing Committee of the Provincial Party Committee and City Party Committee on the basis of a system of specific and appropriate criteria in terms of functions, tasks, organizational structure, structure, powers, and volume. The work, scope and specific nature of the assigned work content are consistent with the standards of each job title and position approved by competent authorities, ensuring effective and appropriate operations.

2.1.2. Concepts, characteristics, roles of teaching staff of provincial and city political schools

2.1.2.1. Concept of the teaching staff of provincial and city political schools

** Concept of lecturer: are person with clear identities, political qualities, ethics, and professional qualifications, who carry out research, teaching, or specialized training at the intermediate level or higher. Lecturers often work at*

universities, colleges or staff training and education facilities; Must ensure full criteria and conditions for professional title standards as prescribed by law.

** Regarding the teaching staff: is a group of a large number of LECTURERS with clear identities, qualities, ethics, professional qualifications, performing research, teaching or in-depth training at the level from college or higher, or staff training and education facilities; ensure full criteria and conditions for professional title standards according to the provisions of law.*

** Lecturers: Provincial and city political schools are professional officials holding the lecturer rank, including full-time lecturers, on the Corporation's payroll and visiting lecturers who are not on the school's payroll, with political and ethical qualities, lifestyle, political qualifications, expertise, and pedagogical skills suitable to carry out teaching and scientific research in training and education programs according to functions and tasks; Ensure full criteria and conditions for professional title standards according to regulations and in accordance with practical conditions.*

2.1.2.2. Characteristics of the teaching staff of main schools in provinces and cities

Firstly, being a member of the Communist Party of Vietnam, having strong political courage and clear revolutionary ethics

Second, have basic training and appropriate majors; have high LLCT level

Third, be a soldier on the Party's ideological front, be politically sensitive, and regularly cultivate the political bravery and moral qualities of cadres and party members.

Fourth, regularly cultivate practical knowledge

Fifth, the recruitment source and training process have unique characteristics, especially in teaching theoretical sciences

2.1.2.3. The role of the teaching staff of main schools in provinces and cities

First, directly take on a key role, deciding the quality of training and education at schools, contributing to implementing the goals and requirements of staff training and education assigned by the Party and State. Directly educate, foster, and widely propagate Marxism-Leninism and Ho Chi Minh's ideology; the Party's policies, guidelines and viewpoints, and the State's policies and laws

Second, directly participate in activities summarizing practice and scientific research on issues raised in the locality.

Third, be a soldier on the front line of fighting against “peaceful evolution” by hostile forces and political opportunities.

Fourth, plays an important role in building the school's party organization and socio-political organization clean and strong, effectively performing political tasks, contributing to building a strong development of the Corporation., meeting increasing requirements and tasks in the new period.

Fifth, it plays an important role in fostering, educating, training, and is an exemplary example of personality for students to follow.

2.1.3. Standards and tasks of belong to Lecturers of provincial and city political schools

2.1.3.1. Standards of lecturers at provincial and city political schools

* *General standards*: Absolute loyalty to the Fatherland, strong political will, good moral qualities; patriotic spirit, steadfast determination with the goal of national independence, strict compliance with the guidelines, policies, and laws of the Party and State; Have an honest and humble attitude; devoted to work; dedicated to the cause of education, training, and scientific research; Have political qualifications, professional standards of university or higher according to regulations, consistent with expertise and teaching major; Have pedagogical abilities and skills; Have enough health to complete the task; Have a clear personal background that meets political requirements.

* *Specific standards for political schools faculty members*: to effectively meet the political tasks set forth, faculty members must meet specific standards regarding: qualifications; about professional and professional capacity; Able to do scientific research and summarize practice; Use effectively; safety of teaching and learning facilities; have modern teaching methods; Implement goals, plans, content, and programs of assigned subjects; Ability to apply information technology and ability to use foreign languages in work corresponding to each occupational title.

2.1.3.2. Duties of the teaching staff of main schools in provinces and cities

**** General tasks***

Directly teach assigned training and education programs; Carry out the task of summarizing practice and scientific research; Actively participate in training and education to improve qualifications in all aspects; develop plans and

roadmaps, actively participate in field research in departments, branches, districts, wards, communes...; Actively participate in social work and collective activities in the agency and area of residence.

** Specific tasks*

Decision No. 6468-QD/HVCTQG dated December 21, 2021 of the Academy Director clearly stipulates specific responsibilities for each lecturer position; main lecturer; Senior lecturers (including trainee lecturers)

2.2. QUALITY OF LECTURERS OF PROVINCIAL AND CITY POLITICAL SCHOOLS- CONCEPTS, EVALUATION CRITERIA AND INFLUENTING FACTORS

2.2.1. Concept of quality of lecturers at provincial and city political schools

** The concept of quality: is a combination of factors and conditions related to things that reflect the state of things; are the typical values of people and things; is the result of each activity, meeting the determined goal.*

** The concept of lecturer quality: is a combination of constituent elements with unity and close combination of: quantity, structure, political qualities, lifestyle ethics, educational level, professional expertise, work skills and results of completing assigned responsibilities and tasks.*

** The concept of quality of political school lecturers: The quality of political schools lecturers is the sum of the constituent elements, with unity, harmonious combination, and closeness in terms of: number of lecturers, Team structure, political qualities, lifestyle ethics, professional capacity, working skills, pedagogical capacity, scientific research capacity and results of completing assigned responsibilities and tasks of lecturers, meeting the requirements and tasks of training, education, scientific research and development of the Corporation.*

2.2.2. Criteria for evaluating the quality of lecturers at provincial and city political schools

First, the number and structure of the teaching staff

Second, political qualities, ethics, lifestyle, and working style

Third, qualifications; pedagogical capacity; scientific research capacity

Fourth, the degree of completion of political tasks

Fifth, the level of credibility

2.2.3. Factors affecting the quality of lecturers at provincial and city political schools

One is, The Party's guidelines, the State's policies and laws and the regulations of the Ho Chi Minh National Political Academy have a direct impact on the quality of LECTURERS at the Corporation.

Who is the leadership and direction of all levels for political school work ?

Third, recruitment factors, training and development activities and use instructors

Four is, work environment factors

Year is, factors of lecturers' awareness

Chapter 3

CURRENT SITUATION AND ISSUES ABOUT THE QUALITY OF THE LECTURERS OF THE SCHOOL OF POLITICS PROVINCE, CITY

3.1. CURRENT STATUS OF THE QUALITY OF LECTURERS OF PROVINCIAL AND CITY POLITICAL SCHOOLS

3.1.1. These achievements

3.1.1.1. Regarding the number and structure of the teaching staff

Firstly, the number of teaching staff is basically appropriate

Implementing the Lecturer Regulations, Political schools have proactively organized part-time lecturers and visiting lecturers. Many schools have developed plans to invite visiting lecturers who are local leaders and managers at all levels to submit to the Standing Committee of the Provincial Party Committee and City Party Committee for recognition. This method ensures that lecturers are invited to participate in the correct learning plan and perform all assigned political tasks well. Therefore, in recent years, schools have not had a situation where they could not open classes due to lack of teaching force. teach

Secondly, the structure of the teaching staff is relatively reasonable

* Structure of specialized groups and faculties

61/62 schools have completed organizational arrangements in accordance with Regulation No. 09-QDi/TW including 05 focal points; 03 departments, 02 rooms. The restructuring of the staff and lecturers has been done well, resources

have been arranged more scientifically, in line with the development trend of staff training, creating favorable conditions for long-term development."

* Structure of professional qualifications

Teaching staff with majors suitable to the fields of theoretical science have increased to meet the tasks and development trends of staff training, scientific research, and summary of local practice.

* About gender structure

Female lecturers have promoted all their advantages and at the same time overcome many difficulties, constantly studying, training, and striving to meet task requirements.

* Age structure

The age structure of teaching staff at political schools is divided into 4 groups, including: group under 35 years old; 35 to 45 year old group; 45 to 55 year old group and over 55 year old group..

3.1.1.2. Political qualities, ethics, lifestyle and working style

Firstly, the vast majority of lecturers have political qualities, ethics, good lifestyle, and have high awareness and responsibility in building Party school culture.

Second, the majority of lecturers have a professional and exemplary working style

3.1.1.3. Regarding qualifications, pedagogical capacity, and scientific research capacity

Firstly, most lecturers have satisfactory qualifications

* Regarding professional qualifications trained

The number and proportion of staff and lecturers with bachelor's degrees are rapidly decreasing, because they are sent to study to improve their professional qualifications in accordance with their research and teaching majors.

* Many schools have a high rate of Political qualifications, so research, teaching, and training of local staff have better quality.

Second, professional and pedagogical capacity has improved a lot

Third, scientific research capacity has clearly changed

3.1.1.4. Regarding the level of completion of political tasks of lecturers

Carrying out responsibilities at work is always a goal, a requirement, a task and also a criterion for evaluating the level of completion of political tasks and assessing quality. The main force carrying out the entire workload above is the staff. Through annual quality assessment and ranking, the Political schools have all completed their tasks well and excellently, this is the clearest evidence to determine the level of completion of the political tasks of the staff.

3.1.1.5. The credibility of the teaching staff

Firstly, party committees and school leaders have high trust in lecturers

Second, the majority of students have high trust in lecturers

3.1.2. Limit

3.1.2.1. Regarding the number and structure of lecturers

First, the number of lecturers at some political schools is still small

Currently, on average across 63 political schools, this rate has not reached 65.0%. For each school alone, up to now only 16/63 schools have a tenure rate of 75% or more. Especially in some schools, the number of teaching and research staff is less than 50%.

Second, some teaching staff structures do not meet the requirements

* Regarding the demand for specialized groups and faculties

Some schools have not followed Regulation No. 09-QDi/TW on: name; number of department and department contacts; number of processing per focal point. The reason comes from the number and structure of staff and lecturers The schools are uneven, with relative disparities creating many difficulties in achieving the proposed effectiveness and efficiency.

* Regarding the structure of professional qualifications

The number of lecturers with other majors is still high compared to job requirements (8.99%). Arranging this team in specialized faculties faces many difficulties and inadequacies.

* About gender structure

Most schools face difficulties in terms of gender structure, the proportion of female lecturers is the majority in the teaching staff (tending to increase).

* Age structure

The number of lecturers under 35 years old is quite large (accounting for nearly 30%). The average age structure among lecturers is currently not guaranteed, and the ratio and succession between generations of lecturers are not guaranteed in the long term.

3.1.2.2. About political qualities, ethics, lifestyle, and working style

Firstly, the political qualities of some lecturers still have limitations

Second, moral qualities and lifestyle Some lecturers still have shortcomings

Third, working style of some lecturers who are not up to standard

There are still many limitations in performing tasks and general work of the school, there is not much creativity in performing tasks and building modern and appropriate educational methods; Nearly 20% are not really passionate about studying or improving their professional qualifications; enhance your own political bravery; 34.4% still have many limitations in how they operate, demonstrating their cognitive capacity and practical ability.

3.1.2.3. Regarding qualifications; pedagogical capacity; scientific research capacity

First, the qualifications of many lecturers are still inadequate

The number of PhDs is still small, accounting for a low proportion of the total number of school officials and employees (133/3,075, accounting for 4.33%); 19 political schools (accounting for more than 30%) do not have a doctorate; 12 political schoolss (accounting for 19%) each have 01 doctorate.

Second, the professional and pedagogical capacity of many lecturers is still inadequate

Lecturers still have many limitations in their ability to build and develop programs and materials that meet the learning outcomes of each specific subject. Students' positivity, initiative and creativity have not been promoted; not yet bold in innovating and creating organizational forms and teaching and learning methods; Many lecturers are still confused and unable to answer questions asked by students.

Third, the scientific research capacity of most lecturers is still weak

The team mainly focuses on direct classroom teaching content, without many topics, projects, practical summary content, or scientific activities to participate in direct research.

3.1.2.4. Regarding the level of completion of political tasks

Firstly, the results of performing professional tasks are not uniform.

Second, the practical activities of the majority of lecturers are not much.

3.1.2.5. About the credibility of the teaching staff

Firstly, some lecturers have not achieved a high level of trust from the school committee, leaders and lecturers

Second, a small number of lecturers are not trusted by students.

3.2. CAUSES AND PROBLEMS RAISED

3.2.1. Reason

3.2.1.1. Reasons for the results achieved

One is, The Party and State always pay attention and create favorable conditions for the development of education and training, especially the training and development of leaders and managers at the grassroots level.

Second, schools always receive the attention and direction of the provincial Party Committee, city Party Committee and relevant local authorities; the guidance and unification of management in the implementation of expertise and in building and developing teaching staff of the Ho Chi Minh National Academy of Politics.

Third, schools have many positive policies and measures in building and developing teaching staff worthy of assigned political tasks.

Four is, Political schools are more fully and deeply aware of their functions and tasks; efforts, sense of responsibility, and determination of school leaders in implementing tasks

Fifth, lecturers at the Political schools are always conscious of their efforts in carrying out assigned political tasks, constantly striving to improve their political bravery and working style, and improve their professional capacity.

3.2.1.2. Cause of limitation

Firstly, some provincial party committees, city party committees and some political schools have not really paid attention and had breakthrough solutions to improve the quality of teaching staff.

Second, there is a lack of mechanisms and policies to attract talented people to participate in political theory teaching; policies and salaries; The conditions of facilities serving research and teaching for lecturers still have limited negative impacts on improving the quality of lecturers.

Third, the negative side of the market mechanism, the negatives in the political and social system, the "peaceful evolution" of hostile forces negatively impact the teaching staff.

Fourth, the majority of staff in the school's departments are not capable of working as part-time lecturers and immediately switch to the field of research and teaching.

Fifth, a large number of lecturers have not actively strived and voluntarily risen to meet the requirements and tasks.

3.2.2. Issues raised

3.2.2.1. Resolve the conflict between the need to improve the quality of political school lecturers and the limited awareness and capacity of party committees and leaders at all levels in improving the quality of lecturers.

3.2.2.2. Resolve the conflict between the need to improve the quality of training, fostering, and summarizing local practice and the ability of lecturers at political schools to respond.

3.2.2.3. Pressure on organizational structure and staffing affects the quality of teaching staff at schools

3.2.2.4. Resolving conflicts first requires building a team of lecturers that meet the requirements and criteria of a standard political school with limitations in creating resources, planning, managing, and developing young lecturers.

3.2.2.5. Resolve the conflict between the need to improve the quality of lecturers and the inadequacy of the program, content, and methods of training and fostering lecturers.

3.2.2.6. Resolve the contradiction between the requirements to improve the quality of the teaching staff of political schools and the limitations and obstacles in implementing assurance mechanisms and policies.

Chapter 4

FORECASTING IMPACT FACTORS, DIRECTIONS AND SOLUTIONS TO CONTINUE IMPROVING THE QUALITY OF LECTURERS OF PROVINCIAL AND CITY POLITICAL SCHOOLS UNTIL 2035

4.1. FORECASTING IMPACT FACTORS AND DIRECTIONS FOR CONTINUING IMPROVEMENT OF THE QUALITY OF LECTURERS OF PROVINCIAL AND CITY POLITICAL SCHOOLS UNTIL 2035

4.1.1. Forecasting factors affecting improving the quality of lecturers at provincial and city political schools

Favorable factors

First, the policies and guidelines of the Party and State

Second, the trend of global integration and development; the development of information technology

Third, mechanisms and policies for public employees who are lecturers continue to be innovated; Identify and manage lecturers according to job positions

Fourth, the need to improve the quality of telecommunication

Difficult factors

First, limited financial resources

Second, there is a shortage of high-quality human resources to meet the requirements of digital transformation in education and scientific research

Third, the working and working environment

Fourth, Pressure to streamline staffing according to Decree No. 23/2023/ND-CP dated June 3, 2023 of the Government

4.1.2. Directions for improving the quality of lecturers of provincial and city political schools until 2035

First, ensure the appropriate ratio of full-time lecturers, increase part-time and visiting lecturers to meet Regulation No. 09-QDi/TW dated November 13, 2018 and Regulation No. 11-QD/TW dated November 19 -May 2021 of the Secretariat

Second, ensure standards and conditions for professional titles and job positions according to regulations; have appropriate remuneration for lecturers of the political schools

Third, improving the quality of political school lecturers must be consistent with local practical conditions

4.2. SOLUTIONS TO CONTINUE IMPROVE THE QUALITY OF LECTURERS OF PROVINCIAL AND CITY POLITICAL SCHOOLS UNTIL 2035

4.2.1. Raise awareness and responsibility of party committees, leaders at all levels and school officials and party members in improving the quality of teaching staff

Firstly, research, master and implement the resolutions well; regulations; decision; Conclusion... of the Central, Provincial and City Party Committees on building and developing the teaching staff

Secondly, raise awareness of party committees, leaders at all levels and staff and lecturers in improving the quality of lecturers.

4.2.2. Develop a standard school development strategy based on building and perfecting the lecturer capacity framework

Firstly, determining that building and developing a standard political school is a key breakthrough task to improve the quality of training and fostering of cadres and scientific research, and improve the quality of the teaching staff.

Second, research, complete and supplement the professional competency framework for lecturers in accordance with the functions and tasks of the political school.

Third, develop training and fostering programs, content, and methods according to professional title standards; create conditions for the teaching staff fully meets the conditions and criteria of instructors

4.2.3. Carry out staff work well for the teaching staff; promote the role of self-striving and training of lecturers

Firstly, innovate the work of creating resources and selecting lecturers

Second, develop a plan for the development of teaching staff

Third, innovate lecturer management

Fourth, innovate lecturer evaluation work

Fifth, continue to research, improve and supplement regimes and policies for political school lecturers

Sixth, promote the role of proactive self-study, self-research, training, improving political bravery, improving professional capacity, considering research on urgent theoretical and practical issues. posed by practice is a regular and important task to improve the qualifications of each lecturer

4.2.4. Improve the quality of training and fostering; improve skills in scientific research and practical summary; Go on a field trip; arrange and use lecturers after training and fostering to ensure compliance with planning and create a source of lecturers; Effectively implement the work of developing young lecturers

Firstly, master the goals and requirements, identify needs, and develop training and fostering plans Improve professional qualifications and skills for lecturers

Second, organize training and refresher courses on expertise, skills, methods... suitable for each subject and major to meet job requirements.

Third, improve skills in scientific research and practical summary for lecturers

Fourth, increase sending lecturers to practice at the grassroots level

Fifth, do it well The work of arranging and using lecturers after training and fostering ensures compliance with planning and creates a source of lecturers

Sixth, promote the development of young lecturers

4.2.5. Increase investment in funding, material and technical facilities for political schools

Firstly, innovating the method of allocating funds from the state budget and local budget, increasing income from activities in the direction of increasing autonomy in schools.

Second, effectively implement remuneration for lecturers and have a mechanism to attract talented people

Third, invest in synchronous and modern facilities and equipment to serve the research and teaching work of lecturers.

Fourth, invest in scientific research funds for "research groups", thereby building and developing lecturers

4.2.6. Building a Party school culture and a democratic pedagogical environment; promote emulation and reward work; Carry out quality preliminary and summary work on building a team of lecturers

Firstly, Building a Party school culture and a democratic pedagogical environment

Second, promote emulation and reward work

Third, strengthen the organization of preliminary and final reviews of the work of building a team of lecturers

4.2.7. Strengthen the leadership, direction, guidance, inspection, supervision, and facilitation of the provincial and city Party Committees; support from the People's Council, People's Committee, provincial and city departments; The guidance and facilitation of the Ho Chi Minh National Academy of Politics for political schools

Firstly, strengthen leadership, direction, and promote the roles and responsibilities of party committees and leaders at all levels in improving the quality of lecturers.

Second, strengthen inspection and supervision of the implementation of construction and development of teaching staff

Third, strengthen the support of the People's Council, People's Committee, departments and branches of provinces and cities.

Fourth, strengthen the guidance and create favorable conditions of the Ho Chi Minh National Academy of Politics for political schools.

CONCLUSION

Implement Resolution No. 37-NQ/TW dated October 9, 2014 of the Politburo on theoretical work and research orientation to 2030; Resolution No. 19-NQ/TW dated October 25, 2017 of the Central Executive Committee on continuing to innovate the organization and management system, improving the quality and operational efficiency of public service units, on November 13, 2018, the Secretariat issued Regulation No. 09-QDi/TW on the functions, tasks, and organizational apparatus of the Central Government of provinces and cities. Immediately after the Regulations were issued, the Political schools actively implemented assigned tasks; Promote the construction and improvement of the quality of the school's teaching staff; Focus on coordinating the development of new programs and textbooks in accordance with regulations; innovate the organization of training and fostering of officials and lecturers of political schools; Strengthen scientific research and summarize practice at the grassroots level;

Improve the quality of all aspects of work, strengthen the reputation, position and identity of the schools.

In response to the requirements and tasks set out in the new period, to help leading and management agencies of the Corporation have more research and reference documents, research and analysis of content on the quality of teaching staff. Provincial and city political schools are focused on a number of basic contents:

1. Based on an overview of 22 domestic scientific works and 12 foreign scientific works, the thesis has summarized 04 outstanding results of published scientific works related to the topic and pointed out 03 types of thesis problems need to focus on researching and solving.

2. Analyze and clarify theoretical issues about teaching staff and the quality of teaching staff of political schools. Through analysis, it can be confirmed that the quality of lecturers of the organizations is considered comprehensively and deeply. The quality of lecturers of political schools is expressed in the main aspects of: quantity, structure and quality, under the influence of the perspective of human resource development through the construction of capacity frameworks, criteria and standards to The process of implementing staff work such as: planning, recruitment, training, training, training, use, management, evaluation, and implementation of regimes and policies for staff.

3. Analyzing the quality of lecturers of the Political schools has clearly stated the evaluation criteria associated with the standards, positions, roles, tasks, and important characteristics of this team in the training and development of staff and workers. Scientific research activities of political schools in response to the requirements of the reform process.

4. Research, analysis, and evaluation of the current situation of the quality of lecturers of current political schools confirms that in recent years, lecturers of political schools have many outstanding advantages: the number of lecturers is increasing, meeting effectiveness of goals and training and education requirements of schools; Basic specialized structure suitable to functions and tasks; Gender structure promotes the strengths of lecturers; The age structure is quite young; Political qualities, ethics, lifestyle, and professional ethics are always highly appreciated; The collective of teaching staff always has a close

bond and shares responsibility in professional development; Pedagogical qualifications and capacity are increasing, meeting the development trend of staff training and development relatively well; scientific research work. The work of building and improving the quality of teaching staff in many schools has brought many positive and highly effective changes, creating favorable long-term conditions for schools to implement the project of building and developing schools until 2030, vision 2045.

However, the analysis also clearly shows that the quality of lecturers of the organizations still reveals many limitations: many schools have not reached the rate of 75% of the lecturer structure according to regulations; Young lecturers do not have much experience in teaching and research; The ratio of female lecturers is much higher than male lecturers and has tended to increase in recent years; The professional qualifications of some lecturers do not meet the high requirements of theoretical work; The pedagogical capacity and scientific research capacity of many lecturers are not commensurate with the tasks; lecturers, there are still many limitations in supporting colleagues and students to participate in the school's training and education process. The work of building the quality of teaching staff has not kept up with innovation requirements; Lecturer planning is still general; not paying attention to training and maintenance according to work requirements; There are still limitations in training practical capacity; The system of mechanisms and policies is still limited, lacking synchronization, and has not created positive working momentum for teaching staff.

5. The work of building and improving the quality of teaching staff of organizations is currently facing great opportunities and challenges in terms of the increase in the workload and the increasing requirements for work quality; balance the volume and quality between scientific research tasks and teaching. On the basis of assessing the current status of teacher quality, analyzing strengths and weaknesses and clearly indicating the causes of those advantages and limitations, the thesis has proposed main solutions to continue improving quality. Staff members of organizations. Each identified solution has its own important position and role, but they are also closely related, complementary, and supportive of each other to form a unified, comprehensive whole.

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