

**HO CHI MINH NATIONAL ACADEMY OF POLITICS**

**PHOUVONE SITHONTHONGDAM**

**THEORETICAL THINKING CAPACITY  
OF THE TEACHING STAFF OF PROVINCIAL  
POLITICAL AND ADMINISTRATIVE SCHOOLS IN THE  
LAO PEOPLE'S DEMOCRATIC REPUBLIC TODAY**

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Academic Advisors: **1. Associate professor, Dr. Nguyen Thi Nga**



**2. Dr. Le Thi Hanh**



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## INTRODUCTION

### 1. Rationale for Topic Selection

In recent years, the Lao People's Revolutionary Party and the Government of the Lao People's Democratic Republic have consistently prioritized the development of the teaching staff of Lao National Political and Administrative Schools in general, and provincial-level Political and Administrative Schools in the Lao People's Democratic Republic in particular. As a result, the teaching staff of provincial-level Political and Administrative Schools in the Lao People's Democratic Republic has been increasingly ensured in terms of quantity, quality, and structure. In particular, the theoretical thinking capacity of the teaching staff of provincial-level Political and Administrative Schools in the Lao People's Democratic Republic has been increasingly enhanced. This can be seen in the level of political theory and professional expertise; research and teaching capacity; awareness and attitude in career development, self-development, and activities of grasping, assessing, and summarizing practical experiences for creative application in the specific conditions of the localities have been increasingly enhanced and effectively implemented.

Current reality shows that the theoretical thinking capacity of a segment of lecturers at provincial-level political and administrative schools in the Lao People's Democratic Republic still has certain limitations. Facing the requirements of Laos' comprehensive renovation, which is increasingly deepening and creating strong changes in socio-economic development towards quality and efficiency, along with the impact of the Fourth Industrial Revolution, requires the theoretical thinking of cadres and party members to constantly develop along with the evolving development of society. This situation requires lecturers at provincial-level political and administrative schools in the Lao People's Democratic Republic to, on the one hand, master science and technology, and on the other hand, possess a high level of

political and military theoretical thinking capacity, be able to grasp practical realities, and identify optimal directions and solutions to resolve arising practical issues, creatively applying them to teaching, scientific research, and the struggle to protect the ideological foundation. Therefore, provincial-level political and administrative schools in the Lao People's Democratic Republic need to prioritize enhancing the theoretical thinking capacity of their lecturers to a level commensurate with their tasks and meeting the requirements of practical development.

From the above theoretical and practical issues, the author has chosen the topic: “*The theoretical thinking capacity of lecturers at provincial-level political and administrative schools in the Lao People's Democratic Republic today*” as the research topic for this dissertation with the desire to contribute to analyzing and clarifying the issues currently arising.

## **2. Objectives and research tasks of the dissertation**

### ***2.1. Research Objectives of the Dissertation***

Clarify some theoretical issues and the current state of theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR, and on that basis, propose some key solutions to improve the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR to meet future requirements.

### **2.2. Research tasks of the dissertation**

- Overview of research related to the dissertation;
- Analyze some theoretical issues regarding the theoretical thinking capacity of lecturers at provincial-level political and administrative schools in the Lao People's Democratic Republic;
- Assess the current state of theoretical thinking capacity of lecturers at provincial-level political and administrative schools in the Lao People's Democratic Republic and the causes of this situation;

- Proposing key solutions to enhance the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR in the coming period.

### **3. Subjects and scope of the dissertation**

#### **3.1. Research subject of the dissertation**

Theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR.

#### **3.2. Scope of the dissertation**

- Spatial scope: The research is conducted in 17 provinces and the capital of the Lao PDR.

- Time scope: The research covers the period from the 10th Congress of the Lao People's Revolutionary Party to the present.

- Subject scope: The teaching staff at provincial-level political and administrative schools in the Lao PDR.

- Content scope: The research focuses on analyzing the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR through two fundamental aspects: (1) Theoretical thinking capacity in research and teaching of the teaching staff at provincial-level political and administrative schools; (2) Theoretical thinking capacity in scientific research activities, grasping, evaluating, and summarizing practical experiences, applying them creatively in specific local conditions; combating wrong viewpoints and protecting the Party's ideological foundation.

### **4. Theoretical basis and research methods of the dissertation**

#### ***4.1. Theoretical Basis of the Dissertation***

The dissertation is based on the theoretical foundation of Marxism-Leninism, Ho Chi Minh Thought, President Kaysone Phomvihane's theory of cognition, of human beings, of educators, and the viewpoints and guidelines of the Lao People's Revolutionary Party on building the teaching staff.

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

The dissertation utilizes the methodology of dialectical materialism and historical materialism; focusing on the application of specialized and interdisciplinary research methods such as: the method of abstraction, the method of generalization, the inductive method, the deductive method, the method of analysis and synthesis, the logical and historical method, the statistical method, the method of summarizing practical experience, the comparative method, the observational method, the sociological survey method, and the in-depth interview method.

## **5. New Contributions of the Dissertation**

Contributes to clarifying theoretical issues regarding the theoretical thinking capacity of the teaching staff by further elucidating the concept, role, content, and factors affecting the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR.

Provides a general assessment of the current status of the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR, including both strengths and limitations, and identifies the causes of these strengths and limitations.

Proposes key solutions to enhance the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR in the new period. These include some breakthrough solutions such as: increasing the proactiveness of the teaching staff in improving their theoretical thinking capacity; creating a democratic, equitable, and united environment among the teaching staff; improving salary and reward policies for the teaching staff; and focusing on continuing education and training through exchange and cooperation with training and research institutions domestically and internationally.

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

### ***6.1. Theoretical Significance***

The research results contribute to clarifying the theoretical thinking capacity of the teaching staff at provincial-level political and

administrative schools in the Lao PDR through the aspects of carrying out the fundamental tasks of lecturers.

### ***6.2. Practical Significance***

The analyzed results of the dissertation help enrich and diversify research materials for scholars and scientists when studying the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR.

The proposed solutions in the dissertation provide the Lao National Academy of Politics and Public Administration with important bases and foundations for enhancing the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR to meet the requirements and demands in the coming period.

### **7. Structure of the Dissertation**

In addition to the introduction, conclusion, bibliography, and appendices, the dissertation consists of 4 chapters and 13 sections.

## **Chapter 1**

### **OVERVIEW OF RESEARCH**

#### **RELATED TO THE DISSERTATION TOPIC**

##### **1.1. KEY SCIENTIFIC WORKS THAT ADDRESS THE ISSUE OF THEORETICAL THINKING CAPACITY OF LEADING CADRES AND PARTY MEMBERS IN VIETNAM IN GENERAL AND THE LAO PEOPLE'S DEMOCRATIC REPUBLIC IN PARTICULAR**

The research direction on the theoretical thinking capacity of leading cadres and party members in Vietnam and the Lao People's Democratic Republic has received attention from scientists. Some typical works of authors researching in this direction are: Tran Sy Phan (2017), “Theoretical Thinking”; Tran Van Phong (2018) in the article “International Integration and the Requirement for Strategic Thinking of Leaders Today”; Souk Phongphichit (2019), “The Role of Theoretical Thinking in the Renovation

Process in the Lao People's Democratic Republic”. Nguyen Xuan Thang (2021), Thought and Theory with Innovation and National Development; Kouyang Sisomblong (2016), The Quality of the Research and Teaching Staff at Provincial Political-Administrative Schools in the Lao People's Democratic Republic Today.

The group of scientific research works on the theoretical thinking capacity of leading cadres and party members is a valuable source of information for doctoral candidates to consult and complete their dissertations.

## **1.2. COLLECTION OF KEY SCIENTIFIC WORKS RESEARCHING ON IMPROVING THE THEORETICAL THINKING CAPACITY OF CADRES IN GENERAL AND LECTURERS AT PROVINCIAL POLITICAL AND ADMINISTRATIVE SCHOOLS IN PARTICULAR**

The research direction on improving the theoretical thinking capacity of cadres in general and lecturers at provincial political and administrative schools in particular has received attention from scientists. Some typical works of authors researching in this direction are: Nguyen Dinh Trai (2001), Improving Theoretical Thinking Capacity for Lecturers of Marx-Lenin Theory at Provincial Political Schools; SaiKham Mounmanivong (2013), The Issue of Marx-Lenin Theory Education for High-Level Students at Political and Administrative Schools in the Lao People's Democratic Republic Today; Tran Thien Tu (2021), “Solutions to Improve the Theoretical Thinking Capacity of Key Provincial Cadres Today”; Pham Xuan Quyen (2021), “Improving the Quality of Young Lecturers Towards Building Standard Political Schools”; Vo Minh Hieu (2022), “Improving Theoretical Thinking Capacity for Lecturers at Provincial Political Schools in the Mekong Delta Region”.

Through the aforementioned research works, it can be seen that each work has a different approach to researching the improvement of theoretical thinking capacity of the cadre team in general and the teaching staff of provincial political and administrative schools in particular. The



author of this dissertation inherits the reasonable points of previous scientists to complete this dissertation.

### **1.3. OVERVIEW OF THE RESULTS OF SCIENTIFIC WORKS THAT HAVE BEEN REVIEWED AND DIRECTIONS FOR FURTHER RESEARCH**

#### **1.3.1. Overview of the results of scientific works that have been reviewed**

Firstly, the group of research works addressing the issue of theoretical thinking of the cadre and party member team in Vietnam in general and the Lao People's Democratic Republic in particular, especially the research works in Vietnam, have interpreted this issue from various aspects and with different content.

Secondly, the group of research works on improving the theoretical thinking capacity of the cadre team in general and the teaching staff of provincial political and administrative schools in particular has had some initial works clarifying the most fundamental and general issues.

#### **1.3.2. Further Research Directions for the Dissertation**

Firstly, analyze and clarify some theoretical issues regarding the theoretical thinking capacity of the teaching staff of provincial political and administrative schools in the Lao PDR, such as the concept of theoretical thinking capacity of the teaching staff of provincial political and administrative schools, and the role of theoretical thinking capacity of the teaching staff of provincial political and administrative schools in the current period.

Secondly, analyze the characteristics of the teaching staff of provincial political and administrative schools in the Lao PDR; assess the current status of the theoretical thinking capacity of the teaching staff of provincial political and administrative schools in the Lao PDR and the causes of this situation.

Thirdly, propose some key solution groups to improve the theoretical thinking capacity of the teaching staff of provincial political and

administrative schools in the Lao PDR in the coming time, thereby helping the teaching staff meet the increasingly high demands of the development context of the Lao PDR.

### **Chapter 1 Summary**

In Chapter 1, the dissertation provides an overview of research related to the topic through three groups of works: research conducted internationally and in Laos on theoretical thinking and theoretical thinking capacity; research conducted internationally and in Laos on the teaching staff of provincial political and administrative schools; and research conducted internationally and in Laos on improving the theoretical thinking capacity of the teaching staff of provincial political and administrative schools. The content clarified in this chapter will serve as a basis, foundation, and useful reference material for the author to carry out the content of the topic.

## **Chapter 2**

### **SOME THEORETICAL ISSUES REGARDING THEORETICAL THINKING CAPACITY OF THE TEACHING STAFF OF POLITICAL SCHOOLS AND ADMINISTRATION OF PROVINCIAL LEVEL IN THE REPUBLIC CURRENT PEOPLE'S DEMOCRACY IN LAOS**

#### **2.1. THEORETICAL THINKING AND THEORETICAL THINKING CAPACITY OF THE TEACHING STAFF AT PROVINCIAL-LEVEL POLITICAL AND ADMINISTRATIVE SCHOOLS IN THE LAO PEOPLE'S DEMOCRATIC REPUBLIC**

##### **2.1.1. Theoretical Thinking**

###### **\* Concept of Thinking**

From a Philosophical Perspective, Thinking Is a Philosophical Category Used to Refer to the Mental Activities of Human Beings That Take Place in the Cognitive Activity of Human Beings When They Reflect on

Reality to Achieve Correct Understanding and Positive Actions That Transform the Movement of Reality. For Philosophy, Thinking Is a Special Category, Because Without This Category, We Cannot Explain Human Activities. Marxist Philosophy Argues That Human Activity Is Conscious Activity. Humans Have Used Thinking to Form Their Consciousness and Use That Consciousness to Guide Their Activities in Social Life.

\* Concept of Theory

Theory Is the Product of Cognitive Activity, a System of Knowledge Reflecting the Essential and Necessary Relationships in Objective Reality. Theory Is Generalized from Practice, so It Must Be Formed on the Basis of Practical Experience and Serve Practice. Therefore, Only Practice Is the Standard for Testing the Scientific Correctness of Theory: “Theory Is the Summation of Human Experience, the Synthesis of Knowledge About Nature and Society Accumulated Throughout History”.

\* Concept of Theoretical Thinking

Theoretical thinking is high-level thinking, carried out based on the principles of dialectical materialist methodology and logical thinking operations to create theoretical knowledge, reflecting more and more accurately the nature and laws of development of things and phenomena, thereby orienting human cognitive and practical activities in certain historical periods.

**2.1.2. Theoretical Thinking Capacity and Theoretical Thinking Capacity of the Teaching Staff at Provincial-Level Political and Administrative Schools in the Lao People's Democratic Republic**

\* Concept of Capacity

Capacity is the ability to perform an activity in a certain social field. Capacity is a synthesis of the physiological, psychological, and social attributes of an individual, enabling them to meet the requirements of a certain activity and ensuring high results for that activity.

\* Concept of Thinking Capacity and Theoretical Thinking Capacity

of the Teaching Staff at Provincial-Level Political and Administrative Schools in the Lao People's Democratic Republic

The theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR is the ability to grasp and apply the entirety of the theoretical knowledge of Marxism-Leninism, Kaysone Phomvihane's thought, the guidelines and policies of the Lao People's Revolutionary Party, and progressive human knowledge in teaching, training, fostering, scientific research, and combating erroneous viewpoints, effectively protecting the ideological foundation of the teaching staff at provincial-level political and administrative schools, meeting the political tasks of the Lao People's Revolutionary Party.

## **2.2. THE ROLE AND CONTENT OF THE THEORETICAL THINKING CAPACITY OF THE TEACHING STAFF AT PROVINCIAL-LEVEL POLITICAL AND ADMINISTRATIVE SCHOOLS IN THE LAO PEOPLE'S DEMOCRATIC REPUBLIC TODAY**

### **2.2.1. The Role of Theoretical Thinking Capacity for Lecturers at Provincial-Level Political and Administrative Schools in the Lao People's Democratic Republic Today**

Firstly, contributing to improving the political theory and professional expertise of the teaching staff at provincial-level political and administrative schools in the Lao People's Democratic Republic.

Secondly, Contributing to Improving the Quality of Training and Scientific Research of the Teaching Staff at Provincial-Level Political and Administrative Schools in the Lao People's Democratic Republic to Meet Current Practical Requirements.

Thirdly, Contributing to Perfecting the Qualities and Personality of the Teaching Staff at Provincial-Level Political and Administrative Schools in the Lao People's Democratic Republic Today.

### **2.2.2. The fundamental components of the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao People's Democratic Republic today**

Firstly, the theoretical thinking capacity of the teaching staff is demonstrated through their grasp and comprehensive application of the theoretical knowledge of Marxism-Leninism, Kaysone Phomvihane Thought, the guidelines and policies of the Lao People's Revolutionary Party, and progressive global knowledge in carrying out the tasks of teaching, training, and fostering learners at provincial-level political and administrative schools in the Lao People's Democratic Republic.

Secondly, the theoretical thinking capacity of the teaching staff is demonstrated through their grasp and comprehensive application of the theoretical knowledge of Marxism-Leninism, Kaysone Phomvihane's thought, the guidelines and policies of the Lao People's Revolutionary Party, and progressive human knowledge in carrying out scientific research, summarizing practical experiences, combating erroneous viewpoints, and protecting the Party's ideological foundation.

### **2.3. FACTORS AFFECTING THE THEORETICAL THINKING CAPACITY OF LECTURERS AT PROVINCIAL POLITICAL AND ADMINISTRATIVE SCHOOLS IN THE LAO PEOPLE'S DEMOCRATIC REPUBLIC TODAY**

#### **2.3.1. The qualities of the teaching staff at provincial-level political and administrative schools in the Lao People's Democratic Republic**

Firstly, theoretical thinking capacity is, first and foremost, a special form of human capacity.

Secondly, passion for the work.

Thirdly, flexibility and creativity for the teaching staff of provincial political and administrative schools.

#### **2.3.2. The training process and the efforts and self-training and fostering of the teaching staff of provincial-level political and administrative schools in the Lao People's Democratic Republic today**

Firstly, the efforts of the teaching staff of provincial political and administrative schools in improving their professional knowledge.

Secondly, the efforts of the teaching staff of provincial political and

administrative schools in grasping theoretical and practical issues.

Thirdly, the efforts of the teaching staff of provincial political and administrative schools in contributing to professional work.

### **2.3.3. Practical Activities of the Teaching Staff at Provincial-Level Political and Administrative Schools in the Lao People's Democratic Republic**

Firstly, the impact of practical activities on the perception of theoretical thinking capacity.

Secondly, practical activity is the fundamental factor directly affecting human theoretical thinking.

Thirdly, practice is also a place to train human senses; trained sensory organs will create a basis for the subject to perceive more effectively and correctly.

### **2.3.4. Meeting the needs and interests of the teaching staff at provincial-level political and administrative schools in the Lao People's Democratic Republic**

Needs and interests are factors that shape attitudes and motivations in all human activities, including training activities to form and develop theoretical thinking capacity. Human activities are activities with specific purposes, specific means at a specific location, always aimed at pursuing certain goals, and what governs the purpose of human activity are needs and interests. Considered comprehensively, all human activities, whether directly or indirectly impacting, transforming, and changing nature or society, ultimately aim to achieve a certain material or spiritual benefit.

### **2.3.5. The current political, economic, and social environment of the provinces in the Lao People's Democratic Republic**

Firstly, regarding the socio-economic environment, it is the movement of material production, the foundation that plays a decisive role in the formation, transformation, and development of social life.

Secondly, regarding the socio-political environment, it is the environment reflecting the political and legal relations of the thinking subject.

Thirdly, regarding education, science, technology, educational level, and cultural background, these are the main factors in developing the theoretical thinking capacity of the subject.

### **Conclusion of Chapter 2**

In this chapter, the author focuses on systematizing and clarifying some theoretical issues regarding the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR today. It clarifies the concept of theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR; analyzes the role and content of the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR. In addition, also in this chapter, the dissertation analyzes and clarifies the factors affecting the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools in the Lao PDR in the current period. The issues clarified in this chapter will be an important theoretical basis and foundation for the author to rely on to continue implementing the following chapters of the dissertation.

## **Chapter 3**

### **THEORETICAL THINKING CAPACITY OF THE TEACHING STAFF PROVINCIAL-LEVEL POLITICAL AND ADMINISTRATIVE SCHOOLS IN THE LAO PEOPLE'S DEMOCRATIC REPUBLIC TODAY - REALITY AND CAUSES**

#### **3.1. OVERVIEW OF PROVINCIAL POLITICAL AND ADMINISTRATIVE SCHOOLS AND THE TEACHING STAFF OF PROVINCIAL POLITICAL AND ADMINISTRATIVE SCHOOLS OF THE LAO PEOPLE'S DEMOCRATIC REPUBLIC**

##### **3.1.1. Overview of Provincial Political and Administrative Schools and their Teaching Staff in the Lao People's Democratic Republic**

Firstly, an Overview of the System of Provincial-Level Political and Administrative Schools in the Lao PDR.

Secondly, the role of provincial-level political and administrative schools in the Lao PDR.

Thirdly, the functions, tasks of the provincial political and administrative schools in the Lao PDR.

Fourthly, the authority of the provincial political and administrative schools in the Lao PDR.

### **3.1.2. Overview of the teaching staff at provincial-level political and administrative schools in the Lao People's Democratic Republic.**

The dissertation analyzed and summarized the current situation regarding the quantity, gender structure, qualifications, skills, and experience of the teaching staff at the provincial political and administrative schools in the Lao People's Democratic Republic.

The data shows that the teaching staff at the provincial political and administrative schools in the Lao PDR, with a reasonable structure, has gradually met the increasing demands of the theoretical education and cadre training of the Lao Party and State.

## **3.2. CURRENT STATE OF THEORETICAL THINKING CAPACITY OF LECTURERS AT PROVINCIAL-LEVEL POLITICAL AND ADMINISTRATIVE SCHOOLS IN THE LAO PEOPLE'S DEMOCRATIC REPUBLIC IN MEETING THE BASIC TASKS OF LECTURERS**

### **3.2.1. Theoretical Thinking Capacity of the Teaching Staff in Implementing Teaching, Training, and Development Tasks**

The Teaching Staff at the Provincial Political and Administrative Schools Are the Direct Force Participating in and Playing the Main and Key Roles in All Stages of the Training and Fostering Process of the Schools, from Establishing Training and Fostering Programs; the Process of Building and Developing Programs; Directly Teaching Lessons, Topics, and Content in the School's Programs; Guiding the Writing and Organizing the Evaluation of Projects, Course Papers, Theses, and Dissertations...



Practical Teaching Experience Shows That the Majority of the Teaching Staff at the Provincial Political and Administrative Schools in the Lao People's Democratic Republic Apply Marxism-Leninism and the Thoughts of President Kaysone Phomvihane to Theoretical and Practical Issues Arising Domestically and Internationally, Helping Learners Deeply and Correctly Understand the Core Values of Theoretical Issues, Relate Them, and Apply Them to the Practical Revolution in Laos as Well as the Specific Situation in the Provinces... Thereby, Most of the Teaching Staff Perform Their Teaching Tasks Well. Specifically, in the Period 2017-2023, the Number and Proportion of Teaching Staff at Provincial Political and Administrative Schools Classified as Excellent Had a Relatively Even Rate Over the Years, Ranging from 178 to 192 Lecturers, Corresponding to a Rate Always Accounting for 54.43% to 56.80%. The Number of Teaching Staff at Provincial Political and Administrative Schools Classified as Good Also Ranged from 142 to 155 Lecturers, Corresponding to a Rate of 43.36% to 45.06%.

Despite this, the theoretical thinking capacity in provincial-level political and administrative schools in the Lao PDR has faced shortcomings in recent years. Aspects of scale, speed, model, training quality, and professional development all have limitations compared to current societal demands. Some typical limitations include: not utilizing diverse teaching methods; limited integration of practical lessons in teaching; and inadequate reinforcement of training and development facilities in some schools...

**3.2.2. The theoretical thinking capacity of the teaching staff is demonstrated through the implementation of scientific research tasks, summarizing practical experience, and combating erroneous viewpoints to protect the Party's ideological foundation.**

In the recent period, the teaching staff at provincial-level political and administrative schools in the Lao PDR have applied their theoretical thinking capacity to research scientific topics. Many theoretical and

practical issues have been researched, such as: summarizing the application of Marxism-Leninism to the development path of the Lao PDR in the new context; summarizing the study of the morality and leadership style of President Kaysone Phomvihane; summarizing the implementation of the historical mission, especially the issue of protecting the regime and the Party; and summarizing Party building and cadre development at all levels. These contributions to summarization have helped systematize, analyze, interpret, and clarify issues within the country's new context, thereby supplementing the nation's theoretical thinking.

In the recent period, a total of 241 scientific research projects carried out by the faculty of provincial political and administrative schools have been accepted. The number and proportion of journal articles by faculty members of provincial political and administrative schools have also tended to increase, with the number rising during the period 2017-2023.

The teaching staff at provincial-level political and administrative schools have also focused on leveraging the strengths of theoretical thinking capacity in developing and protecting the ideological-theoretical foundation of the Lao People's Revolutionary Party (LPRP) in the new period. Many studies focus on clarifying, analyzing, and interpreting topics such as the achievements of the LPRP and all 50 ethnic groups in leading the revolution for national independence; analyzing the significant achievements in national reconstruction, especially since the Renovation and international integration; and clarifying new issues in theoretical research and practical summarization to promote international integration and the development of a socialist-oriented market economy to achieve the goals of peace, independence, democracy, unity, and prosperity.

However, in scientific activities, the grasping, assessment, and summarization of the practical theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools still have

limitations. Research, grasping, assessment, and summarization of issues related to the specific practical situation of the localities are still limited; research and recommendations contributing to ensuring stability and development have not been invested in; the fight against wrong viewpoints to protect the Party's ideological foundation, and the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools are also limited.

### **3.3. CAUSES OF STRENGTHS AND LIMITATIONS IN THE THEORETICAL THINKING CAPACITY OF LECTURERS AT PROVINCIAL-LEVEL POLITICAL AND ADMINISTRATIVE SCHOOLS IN THE LAO PEOPLE'S DEMOCRATIC REPUBLIC**

#### **3.3.1. Causes of the Advantages in Theoretical Thinking Capacity of the Teaching Staff at Provincial-Level Political and Administrative Schools in the Lao People's Democratic Republic**

Firstly, stemming from the guidelines and orientations of the Party and State. In the recent period, the Lao People's Revolutionary Party, as well as the Government of the Lao People's Democratic Republic, have paid great attention to innovation and investment in education in general and training and fostering the cadre contingent of the political system in particular.

Secondly, all provincial-level political and administrative schools focus on creating conditions for lecturers to improve their qualifications and capacity through training and fostering the teaching staff, and have achieved positive results.

Thirdly, scientific research has been valued and promoted by provincial-level political and administrative schools. Over the years, the teaching staff at provincial-level political and administrative schools have always been encouraged to participate in school-level scientific research projects as well as conduct independent research.

Fourthly, the proactiveness, enthusiasm, and self-awareness of the teaching staff at provincial-level political and administrative schools have been promoted.

### **3.3.2. Causes of limitations in the theoretical thinking capacity of lecturers at provincial-level political and administrative schools in the Lao People's Democratic Republic**

Firstly, the theoretical, professional, and operational qualifications of lecturers at provincial-level political and administrative schools and the training programs for fostering theoretical capacity are still inadequate compared to the requirements, and the practical knowledge and experience of some lecturers are still limited.

Second, a portion of the lecturers are not yet proactive in improving their theoretical thinking capacity. The impact of the efforts and endeavors of the teaching staff at provincial political and administrative schools on their theoretical thinking capacity is a crucial aspect for political and social development, as well as in ensuring that the teaching staff are capable of applying political theory to practice and teaching and conducting research effectively.

Third, the mechanisms and policies to encourage teaching staff at provincial political and administrative schools to improve their theoretical thinking capacity are still inadequate and have not kept pace with reality.

Fourth, many conditions and facilities serving the work of the teaching staff at provincial political and administrative schools are not yet truly favorable.

### **Conclusion of Chapter 3**

In Chapter 3, the author continues to analyze and clarify the current situation and causes of the theoretical thinking capacity of the teaching staff at provincial political and administrative schools in the Lao PDR. Thereby, it analyzes key issues such as clarifying the characteristics of the teaching staff at provincial political and administrative schools in the Lao PDR by specifying the characteristics of provincial political and administrative schools in the Lao PDR and of their teaching staff. It analyzes the current

state of the theoretical thinking capacity of the teaching staff at provincial political and administrative schools in the Lao PDR, such as the capacity for theoretical thinking in research and teaching, the capacity for theoretical thinking in grasping, assessing, and summarizing practical situations, and creative application in the specific conditions of the locality, and the capacity for theoretical thinking in combating wrong viewpoints and protecting the Party's ideological foundation. In addition, this dissertation also clarifies the causes of the achievements and limitations regarding the theoretical thinking capacity of the teaching staff at provincial political and administrative schools in the Lao PDR today. The clarification of these contents will serve as a basis for the author to continue implementing the subsequent contents of the dissertation.

## **Chapter 4**

### **SOME KEY SOLUTION GROUPS TO IMPROVE THEORETICAL THINKING CAPACITY OF LECTURERS AT PROVINCIAL-LEVEL POLITICAL AND ADMINISTRATIVE SCHOOLS LAO PEOPLE'S DEMOCRATIC REPUBLIC IN THE COMING PERIOD**

#### **4.1. SOLUTIONS FOR CONTINUING TO TRAIN AND DEVELOP THE THEORETICAL THINKING CAPACITY OF LECTURERS AT PROVINCIAL POLITICAL AND ADMINISTRATIVE SCHOOLS IN THE LAO PEOPLE'S DEMOCRATIC REPUBLIC**

##### **4.1.1. Solutions for continuing training and fostering professional qualifications and necessary skills serving teaching and scientific research**

Firstly, strengthen professional training for the teaching staff.

Secondly, support the teaching staff in participating in advanced training courses.

#### **4.1.2. Focus on strengthening cooperation with domestic and international training and research institutions to improve the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools.**

This collaboration will ensure that the teaching staff of provincial political and administrative schools will have access to the latest technologies and knowledge, helping to make teaching, research, and training more effective. It is necessary to create conditions to help the teaching staff of provincial political and administrative schools strengthen cooperation activities with training institutions such as universities. This will enable them to learn and apply new technologies and develop more advanced training programs that meet the needs of students in the new period.

In addition, strengthening cooperation with international training and research institutions is a crucial solution. This requires policies that foster an environment and create conditions for faculty members of provincial political and administrative schools to have opportunities for cooperation, exchange, and collaboration with lecturers and experts in relevant fields from countries around the world that have close relationships with Laos, such as Vietnam, China, and Russia. . In coordinating with these partners, sharing lessons between the provincial political schools of Vietnam and Laos is a key area of focus. Vietnamese provincial political schools have extensive experience and achievements in training, research, and teaching. Sharing lessons between these schools and provincial political and administrative schools in Laos will provide faculty members with opportunities to access new knowledge and develop their theoretical thinking capacity.

#### **4.2. SOLUTIONS FOR ENHANCING THE PROACTIVENESS AND INITIATIVE IN IMPROVING THE THEORETICAL THINKING CAPACITY OF LECTURERS AT PROVINCIAL-LEVEL POLITICAL AND ADMINISTRATIVE SCHOOLS IN THE LAO PEOPLE'S DEMOCRATIC REPUBLIC**

#### **4.2.1. Facilitating and encouraging faculty members at provincial political and administrative schools to enhance their theoretical thinking capacity**

Firstly, create conditions for the teaching staff of provincial political and administrative schools to improve their theoretical thinking capacity.

Secondly, encourage the teaching staff of provincial political and administrative schools to improve their theoretical thinking capacity.

#### **4.2.2. Strengthening inspection and evaluation in improving the theoretical thinking capacity of the teaching staff at provincial-level political and administrative schools**

A deep and comprehensive understanding of the new requirements and tasks requires the teaching staff of provincial political and administrative schools to continue promoting the summarization of practical experience and theoretical research, further clarifying the issues and urgent requirements posed by practice. Mastering the scientific viewpoints of Marxism-Leninism, Ho Chi Minh Thought, and President Kaysone Phomvihane's thought to uphold the spirit of criticism and self-criticism scientifically, not being satisfied with the achieved results. Therefore, it requires the teaching staff of provincial political and administrative schools to have self-awareness and scientific learning methods, turning the training process into a self-training process, promoting proactiveness, and practicing to improve their theoretical thinking capacity.

#### **4.2.3. Encourage the teaching staff of provincial political and administrative schools to proactively innovate and improve the content and curriculum.**

Firstly, conduct an assessment of the current status of the content and curriculum taught by the teaching staff in practice.

Second, focus on supporting the innovation and improvement of the content and curriculum by the teaching staff.

### **4.3. POLICY SOLUTIONS FOR IMPROVING THE THEORETICAL THINKING CAPACITY OF LECTURERS AT PROVINCIAL POLITICAL AND ADMINISTRATIVE SCHOOLS IN THE LAO PEOPLE'S DEMOCRATIC REPUBLIC**

#### **4.3.1. Improving salary, allowance, and bonus policies for lecturers at provincial political and administrative schools**

First, improve the salary policy for the teaching staff of provincial political and administrative schools.

Second, improve the allowance policy for the teaching staff of provincial political and administrative schools.

Third, improve the reward policy for the teaching staff of provincial political and administrative schools.

#### **4.3.2. Improving policies in teaching, guidance, and scientific research for the teaching staff of provincial political and administrative schools**

First, improve teaching policies for the teaching staff of provincial political and administrative schools.

Second, improve research guidance policies for the teaching staff of provincial political and administrative schools.

Third, improve scientific research policies for the teaching staff of provincial political and administrative schools.

#### **4.3.3. Continuing to Renovate the Recruitment of Lecturers at Provincial-Level Political and Administrative Schools**

First, establish recruitment policies and standards.

Second, focus on publicizing lecturer recruitment information through recruitment promotion activities.

### **4.4. SOLUTIONS FOR CREATING A FAVORABLE ENVIRONMENT FOR ENHANCING THE THEORETICAL THINKING CAPACITY OF LECTURERS AT PROVINCIAL-LEVEL POLITICAL AND ADMINISTRATIVE SCHOOLS IN THE LAO PEOPLE'S DEMOCRATIC REPUBLIC**



#### **4.4.1. Creating a democratic, equitable, and united environment among the teaching staff of provincial political and administrative schools**

First, create a democratic environment within the teaching staff of provincial political and administrative schools.

Second, create a fair environment within the teaching staff of provincial political and administrative schools.

Third, create a united environment within the teaching staff of provincial political and administrative schools.

#### **4.4.2. Ensuring Material Facilities, Equipment, and Resources for the Faculty of Provincial Political and Administrative Academies**

First, ensure adequate facilities for the teaching staff of provincial political and administrative schools.

Second, ensure adequate equipment for the teaching staff of provincial political and administrative schools.

Third, ensure adequate means of transportation for the teaching staff of provincial political and administrative schools.

#### **4.4.3. Create conditions for the teaching staff of provincial political and administrative schools to work practically at the grassroots level**

Firstly, facilitate by establishing a coordination mechanism between the teaching staff of provincial political and administrative schools and grassroots agencies.

Secondly, facilitate through financial support and allowances for the teaching staff of provincial political and administrative schools when they work at the grassroots level.

## CONCLUSION

In the recent period, provincial political and administrative schools in the Lao PDR have paid great attention to and focused on researching and integrating the development of theoretical thinking capacity for teaching staff into the schools' programs and action plans. As a result, the theoretical thinking capacity of the teaching staff at provincial political and administrative schools in the Lao PDR has gradually improved and met the requirements and practical demands of the current period. This is clearly demonstrated through the practice of teaching staff at provincial political and administrative schools in the Lao PDR applying their theoretical thinking capacity in research and teaching; in activities of grasping, assessing, and summarizing practical experiences and applying them creatively in the specific conditions of the locality; and in combating wrong viewpoints to protect the ideological foundation of the Lao People's Revolutionary Party. This has made a great contribution to the training and fostering of cadres for the provincial political system as well as to the country's social sciences to meet the requirements in the context of international integration. However, the theoretical thinking capacity of the teaching staff at provincial political and administrative schools in the Lao PDR still has some limitations stemming from both objective and subjective causes. Therefore, to improve the theoretical thinking capacity of the teaching staff at provincial political and administrative schools, it is necessary to implement synchronously important and feasible solutions.

**LIST OF RELATED RESEARCH WORKS  
TO THE DISSERTATION TOPIC**

1. Phouvone Sithonthongdam (2023), “Improving the quality of teaching at the Lao National Academy of Politics and Public Administration”, at <https://lyluanchinhtri.vn/nang-cao-chat-luong-giang-day-tai-hoc-vien-chinh-tri-va-hanh-chinh-quoc-gia-lao-2235.html>, on July 4, 2023.
2. Phouvone Sithonthongdam (2024), “Training and Fostering Cadres at Provincial-Level Political and Administrative Schools in Laos Today”, at <https://lyluanchinhtri.vn/cong-tac-dao-tao-boi-duong-can-bo-cua-cac-truong-chinh-tri-va-hanh-chinh-cap-tinh-tai-lao-hien-nay-5557.html>, August 18, 2024.