

HO CHI MINH NATIONAL ACADEMY OF POLITICS

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**THE PRACTICAL SUMMARIZATION CAPACITY OF LECTURERS
IN PROVINCIAL POLITICAL SCHOOLS IN THE NORTHERN MIDLAND
AND MOUNTAINOUS REGIONS OF VIETNAM TODAY**

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INTRODUCTION

1. The Urgency of the Dissertation Topic

The study of the movement and historical development of human society, as articulated by Marxist-Leninist theory, posits that practice serves as both the foundation and the driving force of cognition and theory, acting as the objective standard of truth. Practice is not merely the starting point but also the ultimate destination of all cognitive processes. For the Communist Party of Vietnam, the summation of practical experience is an indispensable method for supplementing and developing revolutionary theory. In the current period, amidst the complex developments of both domestic and international contexts, "the synthesis of practical experiences and theoretical research has, in some aspects, failed to keep pace with reality, and has yet to provide satisfactory explanations for several new issues raised by practical developments."**Error! Reference source not found...** Consequently, enhancing the quality of practical synthesis has become an urgent requirement to provide scientific arguments for strategic decision-making in the cause of building a Vietnam that is "peaceful, independent, democratic, wealthy, prosperous, civilized, and happy" [37,p. 25], while simultaneously protecting and advancing the Party's ideological foundation in the new era.

Provincial political schools are directly responsible for training and fostering cadres who work in agencies and units within the political system and mass organizations tasked by the Party and State at the local level; concurrently, they serve as centers for theoretical research and the summation of practical experience at the local level. The faculty, acting as the core force, are progressively asserting their pivotal role in policy consultation and advisory services, in alignment with the Party's guiding viewpoints—particularly Regulation No. 09-QĐ/TW, dated November 13, 2018, of the Secretariat, regarding the mandate to participate in the summation of practical experience and conduct scientific research on Party building and the political system at the local level.

The Northern Midland and Mountainous region of Vietnam presents unique socio-economic conditions, possessing strategic significance in terms of geopolitics, economy, defense, and security. The region is characterized by uneven development, with numerous complex issues related to ethnicity, religion, and poverty reduction. The ongoing process of streamlining administrative machinery and merging administrative units, coupled with the advancement of digital transformation and the adoption of scientific and technological progress, poses pressing challenges. The summation of practical experience in this region

is crucial not only for enhancing the professional competence of faculty through dynamic, practice-oriented lectures that avoid generic theoretical dogma detached from reality, but also for equipping Party committees and authorities with the scientific and practical basis to modify and adjust policies, thereby overcoming the issue of "commendation-based achievements" and dogmatism in local leadership and management. Conducting empirical reviews in this region is essential not only for enhancing lecturers' professional capacity by enriching their lectures with vivid, real-world insights rather than relying on dogmatic and detached theories but also for addressing the practical demands of local party committees and authorities, who require scientific and empirical foundations to refine and adjust local leadership and management policies.

This reality demands that faculty members at political schools in the region possess the capacity to summarize practical experience to meet their professional obligations. The aforementioned reality demands that faculty members at regional political schools continuously enhance their capacity for empirical review. However, current capacities reveal limitations, such as a lack of genuine interest from some Party committees and authorities, who may underestimate or superficially engage in the summation of practical experience; a faculty that may struggle with identifying unique research topics; and difficulties in organizing the conversion of field data into generalized scientific arguments. Policy recommendations often remain general, lacking breakthroughs and predictive capabilities, and failing to provide sufficient arguments for policy consultation and regional development.

Consequently, enhancing the practical experience summation capacity of faculty is essential for them to effectively integrate theory with practice in their cognition and activities. This capacity directly influences the scientific depth of lectures, guiding students in applying theory to practice, and supports teaching, research, and policy consultation.

Researching the practical experience summation capacity of faculty at provincial political schools in the Northern Midland and Mountainous region of Vietnam aims to provide scientific arguments for improving the professional quality of these faculty members, empowering them with the confidence and ability to develop new scientific arguments, and transforming political schools into policy consultation centers that significantly contribute to building a robust, stable, and sustainably developing local political system in the new era.

Driven by these considerations, the doctoral candidate has chosen the topic: *"The Practical Experience Summation Capacity of Faculty at Provincial Political Schools in the Northern Midland and Mountainous Region of Vietnam Today"* for this dissertation.

2. Research Objectives and Tasks of the Dissertation

2.1. Research Objectives:

Based on a clear theoretical framework and an assessment of the current state of the practical experience summation capacity of faculty at provincial political schools in the Northern Midland and Mountainous region of Vietnam, this dissertation proposes solutions to enhance this capacity in the coming period.

2.2. Research Tasks:

First, to provide a comprehensive review of existing research related to the dissertation topic. Second, to clarify theoretical issues concerning the practical experience summation capacity of faculty at provincial political schools in the Northern Midland and Mountainous region of Vietnam. Third, to survey, analyze, and evaluate the current state of the practical experience summation capacity of faculty at provincial political schools in the Northern Midland and Mountainous region of Vietnam from 2016 to the present, and to identify the underlying reasons for this situation. Fourth, to propose solutions for enhancing the practical experience summation capacity of faculty at provincial political schools in the Northern Midland and Mountainous region of Vietnam to meet the region's development needs in the coming period.

3. Research Subject and Scope

3.1. Research Subject:

The practical experience summation capacity of faculty at provincial political schools in the Northern Midland and Mountainous region of Vietnam today.

3.2. Research Scope: Geographical Scope:

Provincial political schools in the Northern Midland and Mountainous region, as defined by socio-economic zoning in Resolution No. 202/2025/QH15 dated June 12, 2025, of the National Assembly of the Socialist Republic of Vietnam, comprising 09 provinces after consolidation: Lang Son, Cao Bang, Thai Nguyen, Tuyen Quang, Phu Tho, Lao Cai, Lai Chau, Dien Bien, and Son La.

Temporal Scope: The dissertation focuses on the period from 2016 to the present, with a particular emphasis on surveys conducted from 2021 to 2025, in conjunction with the implementation of Politburo Resolution No. 11-NQ/TW dated May 19, 2021, on building standardized political schools.

The study specifically investigates the practical experience summation capacity of full-time faculty, part-time faculty members, and students of intermediate political theory courses during the period from April 2025 to December 2025, in relation to their teaching and research duties.

The dissertation evaluates the empirical review capacity of full-time and part-time faculty members on the permanent staff of provincial political schools, as well as students enrolled in intermediate programs of political theory from April 2025 to December 2025, in direct relation to the teaching and research duties of lecturers at these institutions.

4. Theoretical Basis and Research Methodology

4.1. Theoretical Basis:

This dissertation is grounded in the dialectical and historical materialism of Marxism-Leninism and Ho Chi Minh's ideology concerning the dialectical relationship between theory and practice, the concepts of competence and the capacity for practical experience summation, as well as the dialectics of subject, object, and the relationship between the objective and the subjective. Furthermore, it incorporates the viewpoints, policies, and guidelines of the Party, along with state laws and regulations regarding the summation of practical experience, in close association with the current provisions on the duties of faculty members at provincial political schools.

4.2. Research Methodology:

To fulfill its objectives, the author employs the dialectical and historical materialist approach, combined with specific research methods such as:

* Historical-Logical Method: Used to grasp the essential, fundamental, and developmental trends of the research subject - faculty members engaging in practical experience summation; their capacity to organize and implement tasks; management, acceptance, and evaluation of the results of practical experience summation activities related to political, economic, cultural, and social development; and the impact of relevant policies, guidelines, and regulations.

- Generalization and Abstraction Method: Utilized for collecting, processing, classifying information, and filtering out incidental or isolated elements to systematically study the factors and interrelationships that lead to generalized conclusions about the practical experience summation capacity of faculty in the studied provincial political schools.

- **Analysis-Synthesis Method:** Employed to extract information from documentary and textual sources, thereby enabling the evaluation of factors and processes relevant to the dissertation. Furthermore, this method facilitates the collection and generalization of textual contents to serve the research objectives, with a particular emphasis on assessing the empirical review capacity of faculty members at political schools in the Northern Midland and Mountainous region of Vietnam at present.

- **Comparison Method:** Used to highlight differences and specific characteristics by evaluating multiple groups of faculty members from different schools in their practical experience summation activities.

- **Sociological Survey, Quantitative Research, and Statistical Methods:** Applied to gather information from subjects through questionnaires, aiding in the understanding and assessment of the current situation and issues related to the dissertation's objectives.

5. New Scientific Contributions of the Dissertation

The dissertation contributes to a clearer understanding of the theoretical aspects of practical experience summation and the capacity for this summation among faculty at provincial political schools. Based on theoretical research and surveys, it assesses the current situation and its causes, and proposes solutions to enhance the practical experience summation capacity of faculty at provincial political schools in the Northern Midland and Mountainous region of Vietnam for the future.

6. Theoretical and Practical Significance of the Dissertation

6.1. Theoretical Significance:

The dissertation contributes to systematizing, supplementing, and clarifying theoretical issues concerning the practical experience summation capacity of faculty at provincial political schools in the Northern Midland and Mountainous region of Vietnam.

6.2. Practical Significance:

- Provides scientific arguments that directly support the evaluation and summation of Project No. 587/QĐ-TTg dated May 17, 2019, issued by the Prime Minister on enhancing the capacity of officials, civil servants, and public employees at Academies and provincial political schools (referred to as Project 587) and the implementation of standardized political school criteria.

- Provide a scientific foundation for the Ho Chi Minh National Academy of Politics' professional leadership in designing education and training programs

aimed at enhancing the capacity of lecturers at provincial political schools - in general, and particularly in Vietnam's Northern Midlands and Mountainous region - to synthesize practical experience.

- Provides a theoretical and practical foundation for issuing leadership and guidance documents by Provincial Party Committees to improve the practical experience summation capacity of faculty at provincial political schools in the Northern Midland and Mountainous region of Vietnam.

7. Structure of the Dissertation

In addition to the introduction, conclusion, appendices, and reference list, the dissertation comprises 4 chapters and 14 sections.

Chapter 1

OVERVIEW OF RESEARCH RELATED TO THE DISSERTATION TOPIC

1.1. OVERVIEW OF RESEARCH WORKS RELATED TO THE THEORY OF PRACTICAL SUMMARIZATION CAPACITY OF LECTURERS IN PROVINCIAL POLITICAL SCHOOLS

The research indicates that the common consensus is that the ability to summarize practical experience is a core competency, acting as a bridge to apply theory to life and, conversely, to test theory against practice. The approaches also highlight the need for a more comprehensive study to assess the specific capacity for summarizing practical experience among lecturers at provincial political schools, generally, and in the Northern midland and mountainous regions of Vietnam, currently.

1.2. OVERVIEW OF RESEARCH STUDIES RELATED TO THE CURRENT STATE OF PRACTICAL SUMMARIZATION CAPACITY OF LECTURERS IN PROVINCIAL POLITICAL SCHOOLS

A review of scientific research reveals that while the perception and responsibility of lecturers in provincial political schools regarding the summary of practical experience have improved, a significant weakness remains: a tendency to be hesitant due to a lack of "theoretical frameworks and methodologies," insufficient systematicity, and a shortage of a "core expert" force. The outputs of summarizing practical experience are often limited to simple administrative reports, rather than scientific knowledge valuable for advising local leadership in formulating policies and strategies, or for resolving critical challenges in local development.

1.3. OVERVIEW OF RESEARCH STUDIES RELATED TO SOLUTIONS FOR IMPROVING THE PRACTICAL SUMMARIZATION CAPACITY OF LECTURERS IN PROVINCIAL POLITICAL SCHOOLS

Based on research into the current situation, numerous scientific works have proposed solutions to address the "bottlenecks" in summarizing practical experience. These studies focus on several directions:

First, research on solutions with strategic, cognitive, and institutional guidance.

Second, research addressing solutions for training and developing the theoretical reasoning capacity of lecturers at political schools.

Third, research from the perspective of innovating the model and methodology for implementing the summary of practical experience.

1.4. THE VALUE OF THE REVIEWED WORKS RELATED TO THE DISSERTATION AND ISSUES REMAINING FOR FURTHER RESEARCH

1.4.1. The Value of the Reviewed Works Related to the Dissertation

A review of related research on the capacity to summarize practical experience among lecturers at provincial political schools shows that this is a topic of significant interest to scientists, managers, and theorists.

The synthesized studies, approached from various angles, have created a rich theoretical and practical landscape of summarizing practical experience and the capacity to do so. The in-depth analysis of the nature of human competency, including the capacity to summarize practical experience, consistently affirms that for lecturers teaching political theory, this capacity is a prerequisite for identifying the essence of phenomena and for making sound management decisions and providing relevant guidance aligned with local realities. This consensus strongly suggests that summarizing practical experience is not merely a supplementary task but a core attribute of a lecturer's competence at a political school.

Theoretically, the studies have established a conceptual framework for competency and the role of summarizing practical experience. They also indicate that this capacity not only helps lecturers grasp and deeply understand theoretical principles for teaching and scientific research, but also serves as a foundational element for their advisory role to Party committees and local authorities. Furthermore, it enhances students' theoretical reasoning by fostering a scientific worldview and methodology, thereby guiding learners on effective approaches to address issues in their local work, organizations, and units.

On the current situation, existing studies have identified and outlined a multidimensional picture of the deficiencies in the competence structure of faculty members with regard to synthesizing practical experience. The critical bottleneck has been pinpointed as the lack of real-world knowledge, which results in “dry” teaching, abstract theorizing, or rigidity in approaches to learners. In particular, scholars have emphasized the limitations in generalizing thought and the capacity for abstraction skills necessary to elevate local practical issues into theoretical lessons of universal value. Reports and recommendations have largely remained confined to internal use or administrative documentation, lacking the scientific depth required to provide policy advice or critique. Research has also revealed a systemic set of influencing factors, including objective barriers stemming from management mechanisms and operational procedures, as well as subjective constraints related to professional skills and the intrinsic capacities of faculty members themselves.

On proposed solutions, numerous works have introduced effective operational models, underscoring the necessity of testing truth through practice in order to enrich and develop the theoretical corpus of Marxism-Leninism and Ho Chi Minh Thought under new conditions. They affirm that synthesizing practice is not merely a technical task but constitutes one of the core functions that defines the identity of political schools. Building on this foundation, several innovative models such as the “institute–school” model and the “in-depth consultancy” model are being promoted to enhance the capacity for practical synthesis among stakeholders, particularly the faculty of provincial and municipal political schools. These constitute valuable directions for the dissertation author to pursue further in-depth research.

1.4.2. Issues that the dissertation will continue to research

The existing research has identified and outlined a multi-faceted picture of the shortcomings in the structure of the capacity to summarize practical experience among lecturers. The key bottleneck identified is the lack of practical knowledge, leading to teaching that is “dry,” purely theoretical, or rigid in its approach to subjects. Notably, authors have emphasized the limitations in abstract thinking and generalization required to elevate practical issues into universally applicable theoretical lessons. The resulting reports are often confined to internal use or administrative briefs, lacking the scientific depth to advise or provide policy feedback. The research also points to systemic factors influencing this, including objective constraints from management mechanisms

and operational processes, as well as subjective limitations in professional skills and individual capabilities of lecturers.

Regarding solutions, many studies have suggested effective operational models, emphasizing the necessity of testing truths through practice to supplement and develop Marxist-Leninist theory and Ho Chi Minh's ideology in the new era. They assert that summarizing practical experience is not just a routine professional duty but a core function that defines the identity of a political school. Building on this, numerous breakthrough models, such as "institute-university" partnerships and "deep consultation," have been developed to enhance the capacity for summarizing practical experience among lecturers at provincial political schools, especially in the Northern midland and mountainous regions. These provide valuable insights for the dissertation author to conduct further in-depth research.

Thus, although previous studies have provided important knowledge regarding lecturers at provincial political schools in the task of summarizing practical experience in association with local cadre training and fostering, the literature review also reveals a scarcity of systematic, holistic, and in-depth research specifically addressing practical experience summation and the corresponding capacity. In particular, there is a notable absence of research on the practical experience summation capacity of the faculty at provincial political schools in general, and specifically among lecturers at provincial political schools in the Northern midland and mountainous region of Vietnam today.

Building upon existing work and from the perspective of the approach of dialectical materialism and historical materialism, this dissertation focuses on systematically researching and addressing the following issues:

First, systemizing the theoretical basis of the capacity to summarize practical experience and the role and importance of this capacity for lecturers at provincial political schools in the Northern midland and mountainous region of Vietnam.

Second, evaluating the current state of the capacity to summarize practical experience among lecturers at provincial political schools in the Northern midland and mountainous regions of Vietnam from 2016 to the present, particularly during the 2021-2025 period, in conjunction with the mission of building standardized political schools, identifying strengths, weaknesses, and underlying causes.

Third, based on the analysis of the current situation, proposing solutions to enhance the capacity to summarize practical experience among lecturers at provincial political schools in the Northern midland and mountainous regions of Vietnam.

CONCLUSION OF CHAPTER 1

Based on the overview of research works related to the dissertation topic on the capacity to summarize practical experience, and the necessity of this capacity, the author will further clarify the research objectives and tasks outlined in the dissertation. This aims to enhance the capacity for summarizing practical experience, and professional competence in general, of lecturers at provincial political schools in the Northern midland and mountainous regions of Vietnam to meet the requirements for training and developing cadres for the localities.

The author will continue to clarify the research objectives and tasks outlined in the dissertation to enhance the capacity for summarizing practical experience, and professional competence in general, of lecturers at provincial political schools in the Northern midland and mountainous regions of Vietnam to meet the requirements for training and developing cadres for the localities.

Chapter 2

OVERVIEW OF THE PRACTICAL ABILITIES OF THE TEACHING STAFF AT POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM CURRENTLY - SEVERAL THEORETICAL ISSUES

2.1. CONCEPTION OF THE TEACHING STAFF AT POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM CURRENTLY

2.1.1. Conception of the teaching staff at political academies

Political academies are institutions with the function of "training, fostering cadres of the Party and State administration at the grassroots level, civil servants, public employees in the locality on political theory and administrative affairs...; participating in the summarization of practical experience, scientific research on the construction of the Party and the system of political institutions in the locality."

This thesis posits that the teaching staff at political schools are a collective of officials with good political qualities and professional abilities, meeting the

conditions and standards stipulated by the Party, State, and the Ho Chi Minh National Academy of Politics to implement the tasks of training, fostering, scientific research, summarization of practical experience, and policy consultation for localities.

2.1.2. Tasks of the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam currently

The tasks of the teaching staff are implemented in accordance with the Regulation No. 09-QĐ/TW dated November 13, 2018, on the function, tasks, and organizational apparatus of Political Schools in provincial cities and municipalities directly under the Central Government. These tasks can be summarized as follows:

Firstly, to conduct political theory instruction and implement the training and fostering of local cadres.

Secondly, implementing tasks of scientific research, summarization of practical experience.

Thirdly, implementing tasks of policy consultation and advice for localities.

2.1.3. Features of the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam currently

The teaching staff at political schools in the Northern midland and mountainous regions of Vietnam in this study are considered to be full-time and part-time lecturers (excluding guest lecturers). The following are the basic characteristics that represent them:

First, the faculty members at political schools in the region have increased in both quantity and professional qualifications.

Second, the faculty maintain close ties with local communities; they directly experience and are profoundly influenced by the distinct characteristics of production labor, local economic development, and the cultural identities of ethnic minority groups in the Northern midland and mountainous region of Vietnam.

Thirdly, in addition to their teaching roles, many lecturers have directly participated in local development programs.

Fourthly, they have strong political will and a sense of responsibility corresponding to the specific conditions of the Northern midland and mountainous regions of Vietnam.

Fifthly, compared with the national average, the Northern midland and mountainous regions of Vietnam still lack lecturers with doctoral degrees, and

they rarely have the opportunity to improve their research skills in summarizing practical experience.

2.2. PRACTICAL ABILITIES AND ROLE OF THE TEACHING STAFF AT POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM CURRENTLY

2.2.1. Conception of the practical abilities of the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam currently

2.2.1.1. Conception of practical abilities

The summation of practical experience is the process by which the research subject identifies and selects issues, organizes implementation activities, and generalizes them into experiential lessons to advance cognition and theory, thereby enhancing work efficiency in addressing the issues posed by social reality.

Role of summarization of practical experience

For lecturers at political schools in the Northern midland and mountainous regions of Vietnam, summarization of practical experience is the process of converting dry theoretical knowledge into engaging and persuasive lectures. Specifically:

Firstly, summarization of practical experience helps lecturers to concretize theoretical knowledge when teaching students.

Secondly, this is a tool for verifying and updating new knowledge.

Thirdly, it improves the lecturers' critical thinking and analytical skills.

Fourthly, it contributes to policy consultation and advice for localities.

In summary, summarization of practical experience is the method by which lecturers in political theory ensure the dialectical unity between theory and practice, making theory more nuanced and effective in the political and social life of the locality.

2.2.1.2. Practical abilities

Concept of practical abilities, this thesis posits that practical abilities are the comprehensive mobilization and application of knowledge, skills, and attitudes of the subject to understand and solve problems emerging from practice in a specific situation, ensuring the achievement of the set goal.

Concept of practical abilities in summarization of practical experience, this thesis posits that practical abilities in summarization of practical experience are the comprehensive attributes of the subject, enabling them to discover, select,

organize, and summarize activities to abstract lessons and experiences to develop understanding, theory, and improve work effectiveness.

2.2.1.3. Conception of practical abilities in summarization of practical experience of the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam

The practical abilities in summarization of practical experience of the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam are the comprehensive attributes of the subject, enabling them to discover, select, organize, and summarize activities to abstract lessons and experiences to develop understanding, theory, and improve work effectiveness. This practical ability is manifested:

Firstly, the ability to discover and select problems for summarization of practical experience.

Secondly, the ability to organize and implement tasks of summarization of practical experience.

Thirdly, the ability to abstract lessons and experiences and propose policy advice.

2.2.2. Role of practical abilities in summarization of practical experience for the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam

One, helping lecturers to improve their critical thinking and analytical skills, preventing and overcoming the disease of experience and the disease of dogmatic thinking.

Two, helping lecturers to improve the quality of teaching, research, and policy advice.

Three, practical abilities in summarization of practical experience enable lecturers to adapt quickly to changes in their roles and positions.

2.3. KEY FACTORS AFFECTING THE IMPROVEMENT OF PRACTICAL ABILITIES IN SUMMARIZATION OF PRACTICAL EXPERIENCE OF THE TEACHING STAFF AT POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM CURRENTLY

One, the leadership's perception of the Party's guidelines, the regulations of the Ho Chi Minh National Academy of Politics, the attention of local authorities, and the management board of political academies towards the task of summarization of practical experience.

Two, the individual qualities of lecturers, the process of education and training, and their self-improvement efforts.

Three, the working environment and mechanisms and policies affecting the implementation of tasks of summarization of practical experience by the teaching staff.

Four, the collaboration between political schools and other agencies in the organization of research on political theory and summarization of practical experience.

Five, the natural conditions, culture, and society of the Northern midland and mountainous regions of Vietnam.

CONCLUSION OF CHAPTER 2

In this chapter, the thesis has outlined and clarified general theoretical issues related to the tasks, characteristics of the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam, including practical abilities, summarization of practical experience, practical abilities in summarization of practical experience, and the practical abilities of the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam.

The dissertation delineates the competence of faculty members at political schools in synthesizing practical experience as comprising three core dimensions: the capacity to identify and select issues for practical synthesis; the capacity to organize and implement tasks of practical synthesis; and the capacity to generalize, distill lessons learned, and formulate policy recommendations and advisory inputs. It further examines the role of this competence and the principal factors influencing the ability of faculty members to synthesize practice in provincial political schools across the Northern midland and mountainous regions of Vietnam in recent years.

CHAPTER 3

PRACTICAL ABILITIES OF THE TEACHING STAFF AT POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM CURRENTLY - STATUS AND CAUSES

3.1. PRACTICAL ABILITIES OF THE TEACHING STAFF AT POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM CURRENTLY - STRENGTHS AND CAUSES

3.1.1. Basic strengths

3.1.1.1. Strengths in identifying and selecting practical issues for conclusion by the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam currently

Firstly, there has been a significant change in awareness and thought in selecting practical issues for conclusion, linked to political theory and practical issues in building the Party and the political system. Secondly, the identification and selection of practical issues for conclusion are closely linked to the practical issues of the locality and the local characteristics. Thirdly, there has been a proactive approach in approaching and immersing in complex practical issues in difficult-to-access areas. Fourthly, the identification and selection of practical issues for conclusion are linked to the model of connection and the development of standard political schools. Fifthly, the identification and selection of practical issues for conclusion are linked to the provision of policy advice for the locality. Sixthly, the identification and selection of issues for practical synthesis must be closely aligned with the professional activities of faculty members.

3.1.1.2. Strengths in organizing and implementing conclusion activities by the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam currently

Through a survey of the system of tasks of teaching and research, and practical conclusion activities of some schools in the region, the following basic strengths can be identified:

Firstly, the teaching staff have improved their ability to specify ideas, topics for research into concrete plans with a scientific basis. Secondly, lecturers have improved their ability to chair, coordinate, and connect to implement tasks within the process of practical conclusion. Thirdly, the teaching staff have improved their ability in terms of methodology and skill in handling in-depth information within the process of practical conclusion. Fourthly, the ability to convert the results of practical conclusion into teaching tasks has improved the quality of training. Fifthly, the ability to organize and implement practical conclusion activities through forms of immersion and research in the field on a regular and time-limited basis.

3.1.1.3. Strengths in abstracting, drawing conclusions, and proposing policy advice by the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam currently

The strengths in this area are reflected through the following main aspects:

Firstly, there has been a fundamental change in the ability to think systemically, reflected in the improvement of the scale and quality of research products. Secondly, the ability to abstract and draw conclusions has been improved through the organization of multi-disciplinary and interdisciplinary scientific forums. Thirdly, the ability to systematize and abstract has contributed to the improvement of the quality of training, research, and the defense of the Party's ideological foundation. Fourthly, the ability to conclude and draw conclusions has contributed to the improvement of the quality of policy advice for the Party's authorities and the local government.

3.1.2. Causes of the strengths

Firstly, the attention and leadership of the Party in the work of practical conclusion, and the improvement of the quality of training and fostering cadres. Secondly, the attention, trust, and provision of conditions by Party authorities and local governments, and the initiative and responsibility of academy leaders. Thirdly, the work environment and policies that create favorable conditions for the improvement of the teaching staff's practical conclusion abilities. Fourthly, the sense of responsibility, self-motivation, and the desire to affirm themselves of the teaching staff.

3.2. PRACTICAL ABILITIES OF THE TEACHING STAFF AT POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM CURRENTLY - LIMITATIONS AND CAUSES

3.2.1. Main limitations

3.2.1.1. Limitations in identifying and selecting practical issues for conclusion by the teaching staff at political schools in the Northern midland and mountainous regions of Vietnam currently

Firstly, the thought of identifying practical issues is still limited to narrow professional frameworks. Secondly, there is a lack of consistency between timeliness and scientificity in determining research objectives. Thirdly, there are limitations in the application of scientific methodology to research and analysis of practical issues. Fourthly, there is a lack of depth in thought and a dependence on secondary data.

3.2.1.2. Limitations in organizing and implementing conclusion activities

Firstly, there is a lack of systematization and standardization in the management of research tasks. Secondly, there are limitations in the application of methods and techniques for data collection and processing. Thirdly, there is a

lack of connection between research activities in the field and the scientific process of practical conclusion.

3.2.1.3. Limitations in abstracting, drawing conclusions, and proposing policy advice

Firstly, provincial political schools in the Northern midland and mountainous region currently lack standard criteria for evaluating the outcomes of practical conclusion. Secondly, the trend of "administrativeization" in the work of practical conclusion has limited the ability to provide strategic policy advice. Thirdly, there is a lack of consistency between teaching and research activities and the work of practical conclusion. Fourthly, there is a lack of coordination among stakeholders and limitations in the work environment and policies. Fifthly, there is a lack of consistency in the reward policies and limitations in investment in the work of practical conclusion.

3.2.2. Causes of the limitations

Firstly, the influence of the "bacteria of experience" and the "bacteria of determinism" in the work of practical conclusion. due to limitations in theoretical thinking and the theoretical proficiency of a segment of the faculty members. Thirdly, there are localities that have not paid sufficient attention to the leadership of the work of practical conclusion, and the coordination between departments and agencies has not been effective. Fourthly, the work environment and policies have not created a favorable context for the participation of teaching staff in the work of practical conclusion. Fifthly, there are still lecturers who do not have a correct understanding of the tasks of practical conclusion, leading to a lack of enthusiasm and sense of responsibility in improving their abilities.

CONCLUSION OF CHAPTER 3

In this chapter, the dissertation has combined the analysis of the system of reports, proposals, and real-world data from the opinions of 105 lecturers and 345 students. The comparison of data between the two periods (2016-2020, 2021-2025) has made it clear that there has been a significant change in the practical conclusion abilities of the teaching staff, with both static and dynamic aspects. Through analysis, the dissertation has revealed the dynamic changes in practical conclusion abilities in three core areas: identifying and selecting practical issues, organizing and implementing activities, and abstracting, drawing conclusions, and proposing policy advice. The analysis of the causes of strengths and limitations has highlighted the barriers to thought (bacteria of experience,

determinism), the inconsistencies in the structure of the teaching staff's abilities, and the limitations in the coordination of interdisciplinary research and investment. The results of this research serve as a basis for the author's proposal of a system of solutions to improve the practical conclusion abilities of the teaching staff, meeting the requirements for the improvement of the position of political schools in the Northern midland and mountainous regions of Vietnam in the new era.

CHAPTER 4

SOLUTIONS TO IMPROVE THE PRACTICAL ABILITIES OF THE TEACHING STAFF AT POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM IN THE FUTURE

4.1. IMPROVING THE AWARENESS AND RESPONSIBILITY OF LOCAL LEADERS AND SCHOOL DIRECTORS OF POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM REGARDING THE PRACTICAL ABILITIES OF THE TEACHING STAFF

4.1.1. Improving the awareness and responsibility of local leaders regarding the utilization of the teaching staff's practical abilities in conclusion

In order to implement this solution, it is necessary to focus on the following key measures:

Firstly, to formalize the responsibility of local leaders in utilizing the teaching staff's practical abilities through regulations and policies.

Secondly, to establish a standardized mechanism for data collection and sharing on the internet.

Thirdly, local leaders should periodically organize dialogue forums on "theory - practice" between the Standing Committee of the Provincial Party Committee, the leaders of the Provincial People's Committee, and the core teaching staff.

Fourthly, the leadership needs to show support and encouragement for field trip projects aligned with specific objectives, or second lecturers on fixed-term field placements tied to the assignment of advisory and consulting tasks for local authorities

Fifthly, fostering the expansion of the space for practical synthesis through regional linkages and international cooperation.

4.1.2. Improving the awareness and responsibility of school directors regarding the utilization of the teaching staff's practical abilities in conclusion

In order to transform awareness into concrete action, school directors should focus on the following key measures:

Firstly, to standardize the management of research activities and determine the output standards.

Secondly, to establish a mechanism for appointing staff based on their effectiveness in advising and consulting.

Thirdly, to increase the initiative in mobilizing and assigning field-based research projects for teaching staff, attached to the reform of working methods.

Fourthly, to fully utilize the role of the School's Scientific Council in developing a vision for development, linked to the national and provincial strategies.

4.2. DEVELOPING A DEMOCRATIC WORKING ENVIRONMENT AND IMPROVING MECHANISMS AND POLICIES TO CREATE MOTIVATION FOR ENHANCING THE COMPETENCE OF FACULTY MEMBERS IN SYNTHESIZING PRACTICAL EXPERIENCE AT PROVINCIAL POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM

To implement this solution, it is necessary to focus on the following key measures: Firstly, standardizing processes and raising awareness among the faculty members through a system of regulatory documents.

Secondly, innovating management mechanisms and cadre policies to create genuine motivation for the faculty.

Thirdly, perfecting financial mechanisms and support measures to ensure resource allocation for practical experience summation activities.

Fourthly, establishing a democratic and scientific working environment, alongside digital infrastructure and shared databases.

Fifthly, strengthening management, supervision, and innovating the formats of scientific activities.

4.3. STRENGTHENING TRAINING AND DEVELOPMENT TO IMPROVE THE PRACTICAL ABILITIES OF THE TEACHING STAFF AT POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM

To implement this solution, it is necessary to focus on the following key measures:

Firstly, to encourage and create opportunities for teaching staff to attend advanced training to enhance their theoretical foundations.

Secondly, to increase the number of teaching staff attending courses to upgrade their knowledge of Marxist-Leninist theory, Ho Chi Minh Thought, and dialectical materialism.

Thirdly, to provide specialized training for teaching staff in research methods and field-based research in the Northern midland and mountainous regions of Vietnam.

Fourthly, to increase the number of teaching staff participating in training through practice and policy debate.

Fifthly, standardizing output products and establishing a mechanism to promote the role of core expert groups.

4.4. STRENGTHENING COOPERATION WITH OTHER AGENCIES TO IMPROVE THE PRACTICAL ABILITIES OF THE TEACHING STAFF AT POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM

This solution aims to create a multi-dimensional connection environment to overcome the closed nature of the school. To achieve this, it is necessary to focus on the following key measures:

Firstly, to continue the guidance and direction of the Ho Chi Minh National Academy of Politics in the form of an Institution - School model.

Secondly, to strengthen the connection between political academies and local authorities, departments, and agencies in upgrading the practical abilities of teaching staff.

Thirdly, to promote specialist activities linked to the responsibility of teaching staff in field-based research.

Fourthly, to innovate the cooperation model between regions in conclusion activities, based on the model of comparative research and objective criticism between political schools in the Northern midland and mountainous regions of Vietnam.

4.5. FOSTERING THE PROACTIVE AND SELF-DETERMINED NATURE OF TEACHING STAFF AT POLITICAL SCHOOLS IN THE NORTHERN MIDLAND AND MOUNTAINOUS REGIONS OF VIETNAM IN UPGRADE THE PRACTICAL ABILITIES

4.5.1. Improving the self-awareness and sense of responsibility of teaching staff in developing their practical abilities

Firstly, transforming the training process into a process of self-training through practical experience.

Secondly, thoroughly grasping and applying President Ho Chi Minh's method of "mass mobilization" (Dân vận).

Thirdly, each faculty member needs to actively cultivate a spirit of innovation.

Fourthly, enhancing organizational companionship and support for individual efforts in the summation of practical experience..

4.5.2. Emphasizing the cultivation of revolutionary virtues and political courage - the decisive factor in integrity in conclusion activities

Firstly, every political school lecturer must cultivate a steadfast political stance and strictly implement the spirit of the "seven dares".

Secondly, upholding integrity and maintaining academic honesty in research and policy advisory work.

Thirdly, continuously studying and practicing President Ho Chi Minh's teachings on the dialectical relationship between "virtue" and "talent".

4.5.3. Improving the digital skills of teaching staff in accessing, processing, and utilizing information

Improving the digital skills of teaching staff is an inevitable requirement. To implement this solution, it is necessary to focus on the following specific measures:

Firstly, to provide training in accessing, selecting, and converting data on digital platforms.

Secondly, to establish a shared digital infrastructure and stimulate the digital competition spirit.

4.5.4. Improving the ability to abstract and formulate policy recommendations

To achieve a high level of abstraction and formulation of policy recommendations in conclusion activities, each teaching staff member must actively cultivate the following advanced skills:

Firstly, to enhance the ability to analyze and process information in a systematic manner.

Secondly, to cultivate the ability to think critically and systemically in addressing issues.

Thirdly, to increase the ability to connect practical experiences with theoretical frameworks and policy frameworks.

Fourthly, to professionalize the ability to abstract and formulate policy recommendations through expert forums.

Fifthly, to enhance the ability to engage in multi-dimensional interactions with relevant stakeholders.

CONCLUSION OF CHAPTER 4

In this chapter, the dissertation proposes a comprehensive system of solutions that require synchronous and decisive implementation. Specifically:

- First, enhancing the awareness and responsibility of local leadership bodies and school boards of management. Second, fostering a conducive working environment and perfecting motivational mechanisms and policies, which serves as a breakthrough solution for internal governance. Third, strengthening training and professional development initiatives to improve the capacity for summarizing practical experience among lecturers at regional political schools. Fourth, intensifying coordination and connectivity among relevant agencies and units. Fifth, promoting the proactivity, initiative, and self-motivation of individual lecturers.

CONCLUSION AND RECOMMENDATIONS

Based on the research findings, this dissertation draws the following key conclusions:

1. The practical abilities of teaching staff at political schools are a core ability that reflects the unity of theoretical thinking and practical activities. This dissertation has established a structured framework for the practical abilities of teaching staff, consisting of three core components: (1) Ability to identify and select practical issues; (2) Ability to organize and implement conclusion activities; (3) Ability to abstract and formulate policy recommendations.

2. Through a survey of the current status, this dissertation has comprehensively outlined the practical abilities of teaching staff at political schools in the Northern midland and mountainous regions of Vietnam. The research has also revealed the gaps in abstracting and formulating policy recommendations, the lack of systematic evaluation of conclusion products, and the limitations in the coordination mechanisms between agencies, which are the key bottlenecks that need to be addressed.

The dissertation proposes a comprehensive system of five synchronous solution groups, emphasizing a profound transformation from two primary dimensions: individual lecturers and institutional management.

- On the institutional management side, local authorities and the School Board of Management must fundamentally shift their cognitive paradigms regarding the summarization of local practical experience. Concurrently, it is imperative to foster a democratic and open working environment, establish robust collaborative mechanisms between the school, the Ho Chi Minh National Academy of Politics, and specialized agencies, and enhance training and professional development initiatives to elevate the theoretical reasoning capacity of the teaching staff.

- On the lecturers' side, the core focus lies in promoting self-motivation and a proactive commitment to engaging with reality. Lecturers should perceive the summarization of practical experience as an intrinsic need to revitalize their knowledge base, enhance their professional acumen, cultivate revolutionary moral qualities, and advance their digital competencies in the new era.

Ultimately, these proposed groups of solutions are intrinsically interconnected and mutually reinforcing, thereby demanding synchronous implementation driven by high political determination across the entire political system.

Based on the research findings, this dissertation recommends the following specific measures:

1. For the Ho Chi Minh National Academy of Politics

To establish a standardized framework for conclusion activities with five steps: (1) Proposal of research tasks; (2) Development of research plans and outlines; (3) Implementation of conclusion activities; (4) Evaluation and

assessment of conclusion products; (5) Transfer of conclusion results, linked to a set of shared evaluation criteria.

Regarding education and training, content innovation should place a strategic focus on fieldwork techniques, data analysis skills, and methodologies for theoretical generalization from practical realities. It is essential to design specialized training programs in advanced practical review skills tailored specifically for faculty members at political schools in socio-economically distinct regions. Furthermore, a comprehensive project proposal should be formulated to recruit and enroll candidates in Master's and Doctoral programs, incorporating preferential policy frameworks for ethnic minority groups in general, and lecturers at political schools in particular. Finally, regional academic forums should be institutionalized periodically to enable lecturers from political schools in the Northern Midlands and Mountainous regions to share practical review experiences regarding shared contemporary issues.

2. For the Provincial Party Committees and Provincial People's Committees

It is recommended that the Provincial Party Committee direct the provision of a comprehensive list of practical issues requiring review, alongside implementing a commissioning mechanism that tasks the Political School with leading or collaborating on these efforts. Furthermore, the task of conducting practical reviews and submitting recommendation reports by lecturers should be integrated as a formal criterion for performance evaluation, commendation, career planning, and appointment to leadership and managerial positions. Regarding financial matters, it is proposed that a specialized budget allocation be approved for high-altitude fieldwork activities (including support for long-term accommodation, guide hiring, and language interpretation,...) thereby enabling lecturers to fully commit their intellectual efforts to field research.

3. For the School Directors of Political Schools

Regarding internal governance, it is imperative to decisively amend and supplement regulations on scientific research to institutionalize practical review tasks, implement financial autonomy via lump-sum funding, and offer meritorious rewards for research projects that provide valuable advisory inputs to the Provincial Party Committee, thereby eliminating the egalitarian mindset in evaluating teaching and research hours. Furthermore, academic seminars and peer-review forums must be maintained. Younger lecturers should be encouraged to join research groups, with an emphasis on transferring practical review skills. Finally, a digital database compiling local socio-economic realities and historical practical review reports over the years should be developed, enabling lecturers to easily access, build upon, and pioneer new research directions.

**List of Published Research Works by the Author Relevant to
This Dissertation**

1. Hoàng Thị Ánh Thu (2024). *Capacity for summarizing practical experience among lecturers at political schools in the northern mountainous and border regions. Journal of Social Sciences Human Resources*, No. 12/2024, pp. 102-111.
2. Hoàng Thị Ánh Thu (2025). *Scientific research and practical experience summarization among political theory lecturers: Evidence from Lao Cai province. Journal of Theoretical Activities*, No. 2(207), 2025, pp. 90-95.
3. Hoàng Thị Ánh Thu (2025). *Enhancing practical experience summarization capacity in building political school lecturer teams. Electronic Journal of Political Theory*, <https://lyluanchinhtri.vn/>