

**MINISTRY OF EDUCATION
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**EDUCATION ON INTEGRITY ETHICS
FOR JUDGES IN THE RED RIVER DELTA
PROVINCES AT PRESENT**

**SUMMARY OF THE DOCTORAL DISSERTATION
MAJOR: IDEOLOGICAL WORK**

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PREFACE

1. Rationale for the Study

In the process of building a socialist rule-of-law state in Vietnam, the development of a contingent of judges who possess strong political qualities, professional competence, and ethical integrity is an important factor in ensuring justice and strengthening public confidence in the judicial system. Judges play a crucial role in protecting justice, safeguarding human rights and citizens' rights, and maintaining the effectiveness and credibility of judicial activities.

In recent years, the People's Court system has achieved many important results in adjudication and judicial reform. However, there remain certain shortcomings related to professional ethics and integrity among a number of judges. These limitations have partly affected the reputation of the judiciary as well as public trust in judicial institutions.

The Red River Delta is one of the key socio-economic regions of Vietnam. With rapid economic development and increasing international integration, the courts in this region face growing pressure in handling complex cases involving civil, economic, administrative, and corruption-related matters. These conditions place higher demands on the professional competence as well as the ethical integrity of judges.

Therefore, strengthening integrity ethics education for judges has become an urgent requirement to improve the quality of judicial personnel and to contribute to the successful implementation of judicial reform in Vietnam. From both theoretical and practical perspectives, studying integrity ethics education for judges in the Red River Delta provinces is of significant importance.

For these reasons, the author selected the topic "*Education on Integrity Ethics for Judges in the Red River Delta Provinces at Present*" as the subject of this doctoral dissertation.

2. Research Objectives and Research Tasks

2.1. Research Objectives

The objective of the dissertation is to clarify the theoretical and practical issues concerning the education of integrity ethics for judges in the Red River Delta provinces at present. On that basis, the dissertation proposes perspectives and solutions aimed at enhancing the effectiveness of integrity ethics education for judges in the coming period.

2.2. Research Tasks

To achieve the above research objective, the dissertation carries out the following specific tasks:

First, to review previous studies related to the research topic, thereby selectively inheriting relevant theoretical achievements and appropriate methodological approaches.

Second, to further study, supplement, and systematize the theoretical foundations of integrity ethics education for judges.

Third, to conduct surveys, analyze, and comprehensively evaluate the current situation of integrity ethics education for judges in the Red River Delta region from 2020 to the present.

Fourth, to propose viewpoints and solutions to strengthen integrity ethics education for judges in the Red River Delta provinces in the coming period.

3. Research Object and Scope

3.1. Research Object

The research object of the dissertation is the activities of integrity ethics education for judges of the People's Courts in the Red River Delta region.

3.2. Research Scope

In terms of content:

The dissertation focuses on the core components of integrity ethics education, including: awareness of integrity ethics, moral consciousness education, the cultivation of integrity-based behavior, and the development of a culture of integrity within court institutions.

In terms of spatial scope:

The study is limited to three provinces in the Red River Delta following the 2025 administrative restructuring, namely: Ninh Binh Province, Hung Yen Province, and Quang Ninh Province.

In terms of time scope:

The data, survey materials, and evaluation of the current situation mainly focus on the period from 2020 to the present. The theoretical analysis and proposed solutions are developed in the context of the current situation with a vision toward 2035.

4. Theoretical Foundations and Research Methods

4.1. Theoretical Foundations

The dissertation is conducted on the basis of Marxism-Leninism, Ho Chi Minh Thought, and the guidelines and viewpoints of the Communist Party of Vietnam on revolutionary moral education. It also inherits theoretical perspectives from educational science and ethics. At the same time, the dissertation applies theories from the field of Ideological Work, particularly the system-structure approach, to analyze integrity ethics education as a unified whole composed of interrelated and closely connected elements.

4.2. Research Methods

4.2.1. Methodological Approach

The dissertation is based on the methodology of dialectical materialism and historical materialism, which considers integrity ethics education not as a static and isolated phenomenon but as one that exists in an organic relationship with, and is influenced by, the specific economic, political, and socio-cultural context of the Red River Delta region.

4.2.2. Specific Methods

In addition to commonly used scientific research methods such as analysis-synthesis and logical-historical analysis, the dissertation also employs the following methods:

Document Analysis Method. This method involves collecting and critically analyzing documents, reports, official statistical data from the court system, research institutions, and related scientific publications.

Sociological Survey Method Structured questionnaires (Anket) designed on a scientific basis are used to collect opinions from judges and managerial staff working in People's Courts within the research area. These surveys are complemented by in-depth interviews with experienced experts and leaders.

In-depth Interview Method; Focus Group Discussion Method; and Observation Method. These methods are applied to obtain deeper insights into perceptions, attitudes, and practical experiences related to integrity ethics education among judges.

5. New Scientific Contributions of the Dissertation

First, the dissertation contributes to supplementing and further developing the theoretical framework of revolutionary moral education as a component of the Party's ideological work, specifically applied to a particular target group of ideological work-the judicial corps of judges-in the context of a rapidly changing educational environment.

Second, the dissertation conducts, for the first time, an empirical survey on the current situation of integrity ethics education for judges in the Red River Delta provinces following the abolition of district-level courts in association with the implementation of the two-tier local government model. The study identifies existing limitations, underlying causes, and especially the difficulties and challenges faced in promoting integrity education for judges in this region.

Third, the dissertation proposes viewpoints and practical solutions from the perspective of Ideological Work science, which are suitable to the characteristics of the target group, the specific practical conditions, and the requirements for enhancing the effectiveness of integrity ethics education for judges in the Red River Delta provinces in the context of implementing the two-tier local government model and digital transformation.

6. Theoretical and Practical Significance of the Dissertation

6.1. Theoretical Significance

The dissertation contributes to further developing the theoretical framework of ideological work, particularly by enriching specialized knowledge regarding the content and specific target groups of education, namely the education of revolutionary ethics for cadres and Party members in general, and for judges in Vietnam in particular.

6.2. Practical Significance

The dissertation provides a rich source of empirical data that contributes to the development of digital data resources serving policy formulation, research, and teaching in the field of ethics. It also provides a scientific foundation for training institutions in the judicial sector in improving programs related to ethical education for judicial personnel.

7. Structure of the Dissertation

In addition to the Introduction, Conclusion, References, and Appendices, the main content of the dissertation is structured into four chapters comprising eleven sections.

Chapter 1

OVERVIEW OF RELATED RESEARCH

1.1. Studies on Integrity Ethics and Integrity Ethics Education

1.1.1. Foreign Studies

At present, there are numerous books, research projects, doctoral dissertations, journal articles, and presentations at scientific conferences by scholars, politicians, educational institutions, and organizations within political systems that address the issue of integrity ethics education. Notable works include: Adam Graycar (ed.), translated by Nguyen Dang Nui and co-authors (2022); Xunikov, “*Bourgeois Ethics and Communist Ethics*”; Luo Guojie (2003), “*Moral and Ideological Self-Cultivation*”; Xue Jianming (2003), “*Ideological and Moral Education for Contemporary Chinese*

Communists”; and the Organisation for Economic Co-operation and Development (OECD) (2001), “*Education for Integrity.*”

1.1.2. Domestic Studies

In Vietnam, several studies have addressed issues related to revolutionary moral education and ideological work, providing theoretical foundations for this dissertation. Notable works include: Dao Duy Quat (2004, ed.), “*Revolutionary Moral Education for Cadres and Party Members at Present - Current Situation and Solutions*”; Luong Khac Hieu (2008), *Principles of Ideological Work, Volume 1*; Dao Duy Quat (2010), *Ideological Work*; along with works by several other scholars that serve as theoretical references for the research conducted in this dissertation.

1.2.1. Foreign Studies

Several foreign studies have addressed judicial ethics and integrity, particularly focusing on independence, impartiality, and accountability within the judiciary. Notable works include: Jeffrey M. Sharman (1996), “*Judicial Ethics: Independence, Impartiality, and Integrity,*” published by the Inter-American Development Bank, Washington, D.C., within the framework of the Judicial Reform Roundtable II under the Sustainable Development Department, State, Governance and Civil Society Division. Another important publication is “*Ethical Principles for Judges*” (1998) issued by the Canadian Judicial Council, which sets out ethical standards for judges in Canada. In addition, Robert J. Hume (2021) authored “*Ethics and Accountability on the U.S. Supreme Court: An Analysis of Recusal Practice,*” a volume in the SUNY Series in American Constitutionalism, analyzing issues of ethics and accountability within the Supreme Court of the United States.

1.2.2. Domestic Studies

In Vietnam, several studies have examined issues related to integrity education and ethical standards for judges and public officials. Notable works include: Hong The Vinh (2024), “*Public Service Ethics of Key Grassroots-Level Judges in the South Central Coastal Region of Vietnam Today*”; Doi Dieu Trang Linh (2024), “*Strengthening Integrity Education in Accordance*

with *Ho Chi Minh's Thought and Ethics for Cadres and Party Members Today*"; the Proceedings of the National Scientific Conference (March 2025), *"Integrity Education in the Fight against Corruption and Negative Phenomena in Vietnam Today: Theory and Practice."* In addition, Nguyen Hoa Binh (2017) published *"Building a Contingent of Cadres and Judges with Firm Political Courage and Strong Professional Competence to Effectively Fulfill Adjudication Tasks and Protect Justice,"* and (2018) *"Developing a Code of Judicial Ethics and Strengthening Judicial Integrity."* Another relevant work is Tran Van Do (2018), *"Integrity, Impartiality, and Objectivity in the Ethical Standards of Judges."*

1.3. Results of the Reviewed Studies and Issues for Further Research

1.3.1. Contributions of the Reviewed Studies

First, in terms of theoretical foundations and methodological approaches, previous scholars have developed a multidimensional, coherent, and highly applicable theoretical framework for studying professional ethics education in general and judicial ethics in particular.

Second, the reviewed studies have proposed various conceptualizations of integrity ethics and integrity ethics education, while also analyzing several key characteristics and requirements of integrity ethics education.

Third, these studies have identified the subjects responsible for integrity ethics education, including leadership bodies, management agencies, Party committees, and governmental authorities at different levels.

Fourth, they affirm that the target groups of integrity ethics education are not limited to a specific group or profession but extend to society as a whole, encompassing both individuals and organizations.

Fifth, the reviewed studies indicate that the content of integrity ethics education includes knowledge, skills, and values aimed at forming proper awareness, attitudes, and behaviors oriented toward honesty, fairness, and responsibility.

Sixth, the modes of integrity education are understood as a harmonious combination of pathways and methods influencing educational subjects

together with the organization of educational activities; in other words, they represent an integrated combination of educational methods and forms.

1.3.2. Issues Requiring Further Research

First, there has not yet been any in-depth and systematic study on integrity ethics education as a specific form of ideological work within the judicial sector.

Second, there remains a lack of organic and dialectical integration between Vietnam's ideological and political foundations and advanced global theories and models of ethics education.

Third, there have been no comprehensive empirical studies examining the current state of integrity ethics education for judges within a specific region, particularly the Red River Delta.

Fourth, previously proposed solutions have generally remained macro-level in nature, lacking systematic coordination and failing to adequately reflect regional characteristics and specific contextual conditions.

Chapter 2

THEORETICAL ISSUES OF INTEGRITY ETHICS EDUCATION FOR JUDGES

2.1. Basic Concepts

2.1.1. Concepts of Ethics and Integrity Ethics

2.1.1.1. Concept of Ethics

Ethics constitutes a fundamental component of the spiritual foundation of society, closely associated with human practical activities. It is expressed through behavioral norms consistent with moral principles, customs, and traditions of a community and nation, thereby forming distinctive cultural values and traditions.

2.1.1.2. Concept of Integrity Ethics

Integrity ethics is a system of ethical values and standards that dialectically combines the qualities of revolutionary morality with

requirements of purity, honesty, objectivity, and fairness in the performance of public duties.

2.1.2. Integrity Ethics of Judges

2.1.2.1. Judges

Judges are individuals appointed in accordance with the law to adjudicate cases and resolve other matters within the jurisdiction of the courts. They are legal professionals with high levels of expertise, responsible for making fair and objective judgments based on evidence and legal provisions, thereby protecting the legitimate rights and interests of citizens.

2.1.2.2. Integrity Ethics of Judges

The integrity ethics of judges refers to the moral qualities that embody honesty, integrity, and steadfast commitment to justice in all circumstances. These qualities characterize individuals who are entrusted by the State with the authority to adjudicate cases in the name of the law and to make decisions regarding the rights and obligations of litigating parties within the legal framework.

2.1.3. Integrity Ethics Education for Judges

2.1.3.1. Concept of Integrity Ethics Education for Judges

Integrity ethics education for judges is a systematic process implemented within the court system to form, develop, and reinforce integrity, honesty, objectivity, and a sense of social responsibility among individuals entrusted by the State to adjudicate cases and render legal decisions concerning the rights and obligations of litigating parties. This process is carried out through training, professional development, and moral cultivation within the legal and judicial practice environment.

2.1.3.2. Role of Integrity Ethics Education for Judges

Integrity ethics education for judges contributes to the formation and cultivation of ethical values such as honesty, fairness, responsibility, and respect for the law. It does not merely involve teaching ethical theories but also directly relates to legal awareness and compliance, as well as to the prevention and combat of corruption, misconduct, and fraud.

2.2. Elements Constituting Integrity Ethics Education for Judges

2.2.1. Subjects

The subjects involved include leadership and management bodies. The direct subjects are ideological agencies of Party committees at various levels within the court system. Participating subjects also include press agencies, journals, and electronic information portals of the courts, as well as socio-political organizations such as youth and women's unions within provincial-level and regional courts, together with the contingent of judges working at these courts.

2.2.2. Target Groups of Integrity Education

The targets include: Incumbent judges, Probationary judges, Other officials and civil servants working in People's Courts of Vietnam at the provincial level.

2.2.3. Content of Integrity Ethics Education

The content of integrity ethics education in provincial or regional courts includes knowledge, skills, and values aimed at forming proper awareness, attitudes, and behaviors oriented toward honesty, fairness, and responsibility.

2.2.4. Modes of Integrity Ethics Education

Integrity education is implemented through: Propaganda and educational activities, Practical activities and professional practice

2.2.5. Means of Integrity Ethics Education

Integrity education utilizes two main types of means. The first consists of tools that directly convey educational content to the target groups. The second includes supporting facilities and infrastructure that serve the implementation of integrity education.

2.2.6. Outcomes of Integrity Ethics Education

Outcomes refer to the results obtained after a process of educational activities, representing the realization of educational objectives. These outcomes are reflected in the quantity, quality, and effectiveness of the educational process.

2.3. Factors Influencing Integrity Ethics Education for Judges

2.3.1. Objective Factors

2.3.1.1. Professional Characteristics of Judges

Professional characteristics significantly influence the effectiveness of integrity ethics education for judges. Proper identification and handling of these factors help build a judiciary that is not only professionally competent but also morally steadfast, thereby strengthening public trust in justice and the rule of law.

2.3.1.2. Regulations of the Party, the State Legal System, and the National Tradition of Integrity

Vietnamese cultural traditions, with values such as honesty, fairness, respect for honor, and moral righteousness, have long served as the foundation for ethical standards in social life. These values play an important role in shaping the moral awareness of judges, who are expected to represent justice and truth.

A transparent and well-structured legal system, together with open and fair mechanisms for the selection, appointment, and supervision of judges, helps create a professional working environment and strengthens judicial ethics. In Vietnam, ethical standards for judges are stipulated in several legal and Party documents, including regulations issued by the Communist Party of Vietnam regarding prohibited acts for Party members.

2.3.1.3. Negative Impacts of the Market Economy

One of the most evident impacts of the market economy is the transformation of the social value system. It may also facilitate the development of individualism, which tends to place personal interests above public interests.

2.3.2. Subjective Factors

2.3.2.1. Attention and Exemplary Leadership of Party Committees and Court Leaders

The attention and exemplary conduct of leaders should not remain merely at the level of appeals but must be demonstrated through concrete

actions, such as transparency in management, objectivity in evaluation, fairness in reward and discipline, protection of integrity, and determination in combating misconduct.

2.3.2.2. Self-Cultivation and Moral Efforts of Each Judge

Each judge must regularly engage in self-reflection and self-correction, maintain moral integrity, resist temptations arising from material benefits, power, and social relations, while continuously improving legal knowledge and professional skills to ensure impartial and lawful adjudication.

Chapter 3

THE CURRENT SITUATION OF INTEGRITY ETHICS EDUCATION FOR JUDGES IN THE RED RIVER DELTA PROVINCES

3.1. Overview of the Survey Area and the Contingent of Judges in the Red River Delta Provinces

3.1.1. Natural Geographic, Economic, and Political Characteristics

The Red River Delta is not only the cradle of Vietnam's wet-rice civilization but also occupies a strategic geo-economic position. It currently serves as an important driving force within the country's key development pole.

3.1.2. Cultural and Social Characteristics

From a socio-cultural perspective, this region clearly reflects the profound cultural heritage of the Red River Delta accumulated over thousands of years of history. It is characterized by a relatively high educational level among the population and a rich cultural tradition.

3.1.3. The Contingent of Judges in the Red River Delta Provinces

3.1.3.1. Organization of the People's Court System in the Area

According to Resolution No. 81/2025/UBTVQH15 dated June 27, 2025, issued by the Standing Committee of the National Assembly of

Vietnam, provincial-level People's Courts and regional People's Courts were established, and their territorial jurisdiction was defined.

3.1.3.2. Quantity and Quality of the Judicial Contingent

Statistical data as of July 2, 2025 indicate that the total number of judges working in the two-tier court system of three provinces is 369. This number is unevenly distributed according to population size and caseloads of each locality, with Ninh Binh Province having the largest number (144), followed by Hung Yen Province (125) and Quang Ninh Province (100).

Overall, the judicial contingent in these provinces has gradually been strengthened in both quantity and quality. Judges in the region generally demonstrate strong political commitment, maintain good moral qualities and healthy lifestyles, and display a high sense of responsibility, fairness, objectivity, impartiality, and honesty in performing their duties.

3.2. Current Situation of Integrity Ethics Education for Judges in the Red River Delta Provinces

3.2.1. Achievements

3.2.1.1. Responsible Implementation by Relevant Educational Actors

In general, relevant actors have effectively fulfilled their roles and responsibilities in integrity ethics education for judges in the region. Under the general direction of the Party Committee of the Supreme People's Court of Vietnam, Party organizations together with chief justices and deputy chief justices of provincial and regional courts have implemented specific measures within their assigned authority and responsibilities. Key activities include: Promulgating and disseminating judicial ethical standards; Organizing training, professional development, and workshops; Promoting exemplary conduct and role modeling in integrity ethics; Conducting inspection, supervision, and timely rectification; Building a transparent and clean working environment

3.2.1.2. Educational Content Generally Tailored to Professional Characteristics

The content of integrity ethics education has been largely adapted to the professional characteristics of judges and the regional context.

Key characteristics include: Clear orientation aligned with judges' functions and responsibilities; Strong practical relevance and applicability; Harmonious integration between legal principles and traditional moral values of the Vietnamese nation; Emphasis on building judicial culture and promoting the exemplary role of judges; Close linkage between integrity education and anti-corruption efforts within the judiciary; Continuous adjustment and updating in response to judicial practice and judicial reform requirements

3.2.1.3. Diversification and Initial Innovation in Educational Methods

Educational methods and forms have gradually been diversified and improved. Examples include: Integration of integrity education into professional training sessions; Organization of specialized courses such as “Judicial Integrity,” “Judicial Codes of Conduct,” and “Anti-Corruption in Adjudication”; Promotion of self-criticism and criticism as an educational method; Implementation of emulation movements and professional competitions as effective educational tools

3.2.1.4. Improvement of Facilities and Digital Infrastructure

Facilities and technological tools serving integrity education have been increasingly invested in and gradually modernized.

Integrity education activities are supported by training institutions within the political and judicial system, including: Ho Chi Minh National Academy of Politics; Provincial political schools; Judicial Academy of Vietnam; Vietnam Court Academy; Hanoi Law University

Mass media and digital transformation applications have also played an important role in promoting integrity education among judges.

3.2.1.5. Positive Educational Outcomes

Integrity ethics education has achieved significant results. The rate of disciplinary violations among judges has decreased noticeably, while the number of exemplary individuals and collectives has increased.

Educational outcomes are also reflected in improved quality of case adjudication. Court hearings have been conducted in accordance with legal

procedures, wrongful convictions have been minimized, complex cases have been handled objectively, and judicial decisions have gained increasing public confidence. Judicial judgments increasingly demonstrate fairness, objectivity, and integrity.

3.2.2. Limitations

3.2.2.1. Insufficient Leadership Attention in Some Localities

In some courts, Party committees and court leaders have not fully exercised their responsibilities in integrity education.

Shortcomings include: Lack of consistent and regular supervision mechanisms; Formalistic implementation of ethical education at grassroots levels; Administrative management style with limited innovation; Weak coordination with related institutions

3.2.2.2. Educational Content Remains Theoretical

Integrity education content still shows several shortcomings: It remains general and insufficiently specialized for the judicial profession; Lack of differentiation according to judicial levels and fields of adjudication; Limited integration between judicial professional ethics and broader social ethics; Weak linkage with reward and evaluation mechanisms

3.2.2.3. Educational Methods Remain Monotonous

In some localities, particularly regional courts: Educational methods remain limited and outdated; Educational forms tend to be administrative and one-way; Some activities are implemented in a formalistic and movement-oriented manner

3.2.2.4. Insufficient Infrastructure

Some areas still face shortages in facilities and educational resources: Online training remains largely formalistic; Educational materials are limited; Lack of shared databases for professional experience

3.2.2.5. Educational Outcomes Not Yet Fully Substantive

Despite progress, results remain limited: Awareness among judges remains uneven; Ethical knowledge is often memorized rather than

internalized; A gap persists between awareness and actual behavior; Evaluation of ethical conduct sometimes remains subjective

3.2.3. Causes

3.2.3.1. Causes of Achievements

Achievements can be attributed to: Consistent leadership direction from the Party and the State; Guidance from the Supreme People's Court of Vietnam and coordination with provincial authorities; Increasing integration of ethical education with professional training; Favorable socio-economic conditions in the Red River Delta; Continuous improvement in judges' professional and educational levels

3.2.3.2. Causes of Limitations

Key causes include: Shortcomings in leadership and direction from higher authorities; Limitations among the actors directly responsible for integrity education; Individual shortcomings among some judges; Inadequate evaluation, reward, and disciplinary mechanisms; Social environmental pressures affecting ethical behavior

3.3. Emerging Issues for Integrity Ethics Education

3.3.1. High Professional Requirements for Educators

Integrity education requires highly competent educators with both professional expertise and exemplary ethical standards. However, many current educational actors have not fully met these requirements.

3.3.2. Limited Role of Self-Education Among Judges

Integrity ethics among judges is primarily formed through self-discipline, self-awareness, and professional responsibility in each judicial decision. Nevertheless, the role of judges as central subjects of self-education has not been fully promoted.

3.3.3. Educational Content Must Be Practical

Educational content should be closely linked to judicial practice. However, in reality it remains theoretical and insufficiently adapted to regional characteristics and practical adjudication needs.

3.3.4. Need for Modern Educational Methods

Integrity education requires diverse, modern methods and tools. In practice, educational forms remain outdated, monotonous, and sometimes formalistic.

3.3.5. Need for Improved Material and Professional Conditions

Ensuring integrity among judges also requires adequate material and spiritual conditions. Although the Party and the State have improved remuneration policies, they still do not fully match the professional pressures and risks faced by judges.

Insufficient remuneration and lack of synchronized support measures—such as working conditions, protection against unlawful interference, and psychological support—reduce the overall effectiveness of integrity ethics education.

Chapter 4

VIEWPOINTS AND SOLUTIONS TO PROMOTE INTEGRITY ETHICS EDUCATION FOR JUDGES IN THE RED RIVER DELTA PROVINCES IN THE COMING PERIOD

4.1. Forecast of the situation and viewpoints on promoting integrity ethics education for judges in the Red River Delta provinces in the coming period

4.1.1. Situation Forecast

4.1.1.1. Global situation

The global situation is evolving in a complex manner, bringing both favorable conditions and considerable challenges for integrity ethics education for judges. International cooperation in anti-corruption has been strengthened. Transnational and high-tech crimes are becoming increasingly sophisticated. The influence of pragmatic lifestyles is expanding. In addition, challenges arising from Artificial Intelligence (AI) are becoming increasingly significant.

4.1.1.2. Domestic situation

In Vietnam, the period from 2026 to 2030 will be a stage of accelerating judicial reform in accordance with the spirit of Resolution No.

27-NQ/TW and the Resolution of the 14th National Congress of the Communist Party of Vietnam.

The Party's strong and decisive leadership in preventing and combating corruption and negative phenomena has created an integrity ecosystem. Legal documents regulating the organization of courts as well as the Code of Ethics and Conduct for Judges have been increasingly improved. However, work pressure has become heavier due to provincial mergers and the implementation of the two-tier local government model, which poses a challenge for the court system. Meanwhile, bribery methods are becoming increasingly sophisticated and complex compared to the past.

4.1.1.3. Situation in the Red River Delta region

The Red River Delta is considered a land of “talented people and sacred spirit,” the cradle of clan and village culture with valuable Confucian moral values such as integrity, honor, chastity, and righteousness.

This region has the best access to information technology in the country. Provinces in the Red River Delta generally have strong budget revenues, which allows them to support funding for training, professional development, and improving the living standards of court officials, thereby creating favorable conditions for integrity education. With the fastest urbanization rate in the country, land-related disputes in the region always account for a large proportion and are particularly complex.

The specific characteristics of the Red River Delta, with its dense networks of kinship, village relations, and hometown connections, create invisible psychological pressures. The concentration of industrial zones and large corporations also leads to increasingly complex economic disputes. A high level of public awareness also means that supervision from citizens and the press in this region is particularly strict.

4.1.1.4. Forecast of key influencing trends

Four major trends will directly affect integrity ethics education for judges in the Red River Delta in the coming period:

First, the trend of comprehensive digitalization.

Second, the trend toward personalization of responsibility.

Third, the trend of confronting intellectual and high-tech crimes.

Fourth, the revival of traditional moral values.

4.1.2. Viewpoints on promoting integrity ethics education for judges in the Red River Delta region

4.1.2.1. Integrity ethics education for judges is a central component of ideological work, creating an important foundation and driving force for judicial reform

This viewpoint has strategic orientation, affirming the central and pivotal position of integrity ethics in the process of building a clean and strong judiciary.

4.1.2.2. Ensuring consistency, systematicity, and continuity in the process of innovating educational content and methods

In integrity ethics education for judges, ensuring consistency, systematic organization, and inheritance in renewing educational content and methods is an urgent requirement to establish a comprehensive, continuous, and uninterrupted training mechanism. Consistency means that ethics education cannot be separated from Party discipline, State laws, and professional codes of conduct, forming a strict legal and ethical framework governing all judicial activities.

4.1.2.3. Closely combining education with self-education, placing judges' self-cultivation and self-discipline at the center

Within the structure of solutions aimed at improving the quality of the judiciary, the close combination of education and self-education, with judges' self-cultivation as the core, is the most sustainable and internally driven solution.

4.1.2.4. Proactively integrating and selectively learning from international experiences in integrity ethics education for judges

In the context of globalization and deep international integration, proactively integrating and selectively adopting international experiences in integrity education for judges is an important principle for approaching advanced standards of the global judicial system.

4.1.2.5. Closely linking education with practice and considering practice as the measure of effectiveness

This viewpoint requires integrity education programs to be continuously tested and adjusted through judicial practice. The real effectiveness of education should not only be assessed through the number of training sessions or test results but must be measured through changes in judges' ethical behavior and professional conduct in court and in their professional lives.

4.2. Fundamental solutions to improve the effectiveness of integrity ethics education for judges in the Red River Delta provinces

4.2.1. Enhancing awareness and responsibility, especially the exemplary responsibility of Party committees and chief judges of People's Courts at all levels in integrity ethics education for judges

This is a breakthrough and leading solution because the Red River Delta is a strategic area where the largest number of cases nationwide are handled and where courts face considerable pressure from complex social relationships. The core of this solution lies in transforming resolutions on public ethics into voluntary actions, beginning with leaders, thereby creating a transition from ideological awareness to practical behavior in management and adjudication. To effectively implement this solution, three groups of systematic measures should be deployed:

First, standardizing responsibility regulations and establishing mechanisms for controlling the power of leaders.

Second, building a substantive exemplary mechanism through transparency in operations and direct dialogue.

Third, strengthening internal inspection and supervision while promoting the role of Party organizations within the court system.

4.2.2. Strongly innovating the content and methods of integrity ethics education in accordance with the professional characteristics of judges

This solution focuses on modernizing educational programs, shifting from dry legal instruction to the development of specific ethical behavioral

standards closely associated with practical situations that judges frequently encounter, particularly in complex civil, land, and economic disputes in the key economic region of Northern Vietnam. Educational methods should also be diversified through digital technology and interactive modern approaches instead of traditional one-way lectures, thereby allowing integrity values to be naturally integrated into judges' daily professional thinking.

To concretize this solution, several tasks should be implemented:

First, conducting in-depth research to redesign the integrity ethics education system with high differentiation, closely aligned with ethical challenges specific to the Red River Delta.

Second, implementing a fundamental transformation in educational methods, shifting from passive lectures to highly interactive and experiential approaches that place learners at the center.

Third, developing a core team of lecturers with modern educational skills and deep practical experience.

4.2.3. Strengthening investment and applying information technology, implementing digital transformation in integrity education for judges

This solution focuses on building a smart digital education ecosystem where integrity values are digitized into rules, data, and online interaction processes, enabling judges to access knowledge and strengthen their professional ethics anytime and anywhere. To implement this solution decisively, breakthrough measures in infrastructure and mindset should be carried out:

First, developing a specialized online ethics education management system for the court sector.

Second, applying artificial intelligence and algorithms to monitor integrity through professional activities.

Third, establishing an “electronic integrity handbook” on mobile devices for each judge.

Fourth, creating an interactive portal to receive feedback on judicial ethics from lawyers and citizens.

Fifth, piloting and applying advanced educational technologies such as Virtual Reality (VR) and Augmented Reality (AR) to create profound and safe ethical learning experiences.

Sixth, comprehensively digitizing management, surveys, and data analysis for integrity education toward data-driven governance.

4.2.4. Promoting judges' spirit of self-cultivation and self-education in the face of professional temptations and the negative aspects of the market economy

This solution focuses on awakening professional honor, dignity, and the self-discipline of each judge, transforming objective ethical standards of the State and the court sector into internal beliefs and personal needs. To effectively implement this solution, several measures should be adopted:

First, establishing mechanisms for monitoring integrity and developing annual personal self-training plans.

Second, organizing forums for dialogue and sharing experiences among generations of judges on overcoming professional temptations.

Third, establishing appropriate recognition and protection mechanisms for exemplary integrity role models.

Fourth, strengthening family education and building an “integrity-oriented family environment.”

4.2.5. Strengthening discipline, inspection, and effective supervision in the performance of judges' duties

This solution focuses on tightening internal order, concretizing disciplinary regulations into strict sanctions, and establishing a multidimensional supervision network from higher to lower levels, from internal supervision within the judiciary to oversight by elected bodies and the public. To effectively implement this solution, the following measures should be carried out:

First, improving systems of regulations, professional standards, and ethical standards as the basis for inspection and supervision.

Second, conducting unexpected inspections and thematic supervision for complicated cases attracting public attention.

Third, applying digital technology to supervision to ensure objectivity and continuity.

Fourth, promoting the supervisory role of the Vietnam Fatherland Front, elected bodies, the press, and citizens through transparent feedback mechanisms.

4.2.6. Building a healthy workplace environment and an integrity culture in courts associated with integrity-supporting policies for judges

This solution focuses on establishing a transparent working environment where integrity standards become daily habits and guiding values for court officials, while also creating appropriate welfare and benefit policies corresponding to the high-risk and high-pressure nature of judicial work. To effectively implement this solution, breakthrough measures in policy and governance should be implemented:

First, developing and standardizing criteria for a “Court Office Culture” imbued with integrity values.

Second, implementing practical special welfare and integrity-support policies.

Third, establishing mechanisms to protect the honor and safety of judges and their families against threats or defamation.

Fourth, organizing cultural, sports, and spiritual activities to strengthen collegial solidarity and promote traditional values.

CONCLUSION

The doctoral dissertation entitled “*Integrity Ethics Education for Judges in the Red River Delta at Present*” has successfully achieved the research objectives set forth.

First, from a theoretical perspective, the dissertation contributes to the development and refinement of a relatively comprehensive theoretical framework for integrity ethics education for judges.

Second, from a practical perspective, the dissertation provides a vivid, multidimensional, and reliable picture of the current state of integrity ethics education in a strategic region-the Red River Delta-during the period 2020-2025.

Third, based on the established theoretical foundation and the empirical findings, the dissertation proposes a system of guiding viewpoints and solutions that are systematic, feasible, and innovative.

In conclusion, the dissertation convincingly demonstrates that, in the context of a socialist-oriented market economy and deep international integration, integrity ethics education for judges-particularly in key economic regions such as the Red River Delta-is essentially a complex ideological struggle aimed at safeguarding the internal integrity of the judiciary and preserving the revolutionary nature of the socialist rule-of-law state.

**LIST OF THE AUTHOR'S PUBLISHED WORKS RELATED
TO THE DISSERTATION TOPIC**

1. Luu Duc Diep, Dinh Thanh Tung (2023), *Issues in Building Urban Government in Vietnam*, Political Theory Journal, No. 539, January 2023, ISSN 2525-2607.
2. Luu Duc Diep, Dinh Thanh Tung (2023), *Ho Chi Minh's Thought on the Court System: Profound Lessons and Values*, Ho Chi Minh Studies Journal, Ho Chi Minh National Academy of Politics, ISSN 2525-2550.
3. Luu Duc Diep (2024), *Improving Ethical Standards for Judges to Meet Current Political Tasks*, Journal of Political Theory and Communication, ISSN 1859-1485.
4. Luu Duc Diep (2024), *Fundamental Issues of Integrity Ethics Education for Judges in Vietnam Today*, Journal of Political Theory and Communication, ISSN 1859-1485.
5. Luu Duc Diep (2026), *Innovating Revolutionary Ethics Education for Judges in the Red River Delta in the Current Context*, Journal of Youth Scientific Research, ISSN 2734-9039.