

SUMMARY OF THE NEW FINDINGS OF THE DOCTORAL DISSERTATION

Dissertation Title: Integrity Ethics Education for Judges in the Red River Delta Provinces at Present

Major: Political Science

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New Findings of the Dissertation

Integrity ethics education for judges is the process of equipping, fostering, and reinforcing professional ethical values in order to form, develop, and strengthen honesty, fairness, integrity, and social responsibility among judges, thereby ensuring that judges perform adjudicative functions impartially, independently, and transparently, contributing to the protection of justice and the people's trust in the courts. Integrity ethics education is a component of ideological work within the court sector, designed for a special group requiring high standards in both educational methods and practical outcomes.

The structure of integrity ethics education consists of the following fundamental components: objectives, subjects, objects, methods, means, and outcomes. In particular, the methods must be appropriate to the professional characteristics and regional features. The ultimate outcome is reflected in the awareness, attitudes, and ethical behavior of integrity among judges.

The current state of integrity ethics education for judges in the Red River Delta provinces from 2020 to the present, besides its achievements, still reveals several limitations and shortcomings, raising four major issues that need to be addressed: improving the awareness, responsibility, and skills of the educational subjects; promoting the self-education role of judges; innovating educational content in association with practical realities and regional characteristics; overcoming outdated and monotonous forms, methods, and means of education; and ensuring that the policy of "integrity nurturing" keeps pace with practical conditions.

In order to strengthen integrity ethics education for judges in the Red River Delta provinces, six synchronized solutions should be implemented: enhancing awareness and responsibility, especially the exemplary responsibility of educational subjects; fundamentally innovating educational content and methods; increasing investment and strongly applying information technology and digital transformation in education; promoting the spirit of self-cultivation and self-education among judges; strengthening discipline, inspection, and supervision during task performance; and building a culture of integrity ethics within court agencies while implementing the policy of "integrity nurturing" for judges.

The dissertation can be immediately applied in practice without requiring any additional conditions. However, further in-depth research is still needed on regional characteristics and on methods of integrity ethics education tailored to different groups of judges.

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