

**MINISTRY OF EDUCATION
AND TRAINING**

**HO CHI MINH NATIONAL
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ACADEMY OF JOURNALISM AND COMMUNICATION

TRAN HOANG HA

**POLITICAL THEORY EDUCATION AND PROFESSIONAL
DEVELOPMENT FOR COMMUNE-LEVEL OFFICIALS
IN KHANH HOA PROVINCE**

**SUMMARY OF DOCTORAL DISSERTATION
PARTY BUILDING AND STATE ADMINISTRATION**

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Công trình được hoàn thành tại: Học viện Báo chí và Tuyên truyền

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The dissertation is to be defended before the Doctoral Board of Examiners at the Academy of Journalism and Communication.

INTRODUCTION

1. Necessity of the research

In the revolutionary cause of the Party and the nation, cadre work has always been identified as the "key of keys." President Ho Chi Minh once affirmed: "Cadres are the root of all work" and "Cadre training is the fundamental task of the Party." Notably, the commune level is the local government closest to the people, serving as a direct bridge between the Party, the State, and the citizens; it is where guidelines and policies are directly implemented into life. Therefore, the quality of the commune-level cadre contingent directly affects the validity and effectiveness of the grassroots political system, as well as the people's confidence in the regime.

Entering a new stage of development, under the impact of the Fourth Industrial Revolution, extensive international integration, and the requirements of building a socialist rule-of-law state, the cadre contingent must be both "red and expert"—steadfast in politics and proficient in professional expertise. Legally, the Government issued Decree No. 33/2023/ND-CP, which sets higher standards and standardizes the educational qualifications for commune-level officials. Particularly for Khanh Hoa province, the implementation of Resolution No. 09-NQ/TW of the Politburo—aiming for Khanh Hoa to become a centrally-governed city by 2030—demands that grassroots cadres possess modern governance thinking and integration capacity to meet the requirements of an international service and maritime tourism center.

However, the reality in Khanh Hoa shows that the training and professional development of commune-level officials is facing several major challenges: (1) The quality of training and professional development is, in some respects, still not high; program content remains overly theoretical, lacks practical relevance, and has not been updated promptly with new knowledge on state management and grassroots-level problem-solving skills. (2) Teaching methods at some training institutions have been slow to innovate and have not fully promoted learners' proactiveness and creativity; the application of information technology and digital transformation in training and professional development also remains limited. (3) The learning motivation of a portion of officials is not yet appropriate, with signs of "studying to obtain a degree" or "studying to meet appointment standards" rather than truly "studying in order to work effectively." (4) Post-training management and evaluation have not been carried out systematically; there is still no mechanism to assess officials' work performance after training and professional development, leading to a waste of resources. (5) The linkage between planning, utilization, and training and professional development has at times and in some places not been sufficiently close; policies and incentives for lecturers and learners also still contain shortcomings.

Based on the above analysis, the doctoral student decided to choose the topic: "Political theory education and professional development for commune-level officials in Khanh Hoa province." as a doctoral dissertation in the major of Party Building and State Administration.

2. Aims and Objectives of the Thesis

2.1. Aims

By clarifying theoretical issues and assessing the current situation, this thesis proposes perspectives and a system of solutions to improve the quality of political theory

training and fostering for commune-level officials in Khanh Hoa Province towards 2030, with a vision to 2045.

2.2. Objectives

- Systematize and clarify the theoretical basis of political theory training and fostering for commune-level officials.

- Analyze and evaluate the current state of political theory training and fostering for commune-level officials in Khanh Hoa Province from 2015 to 2025; identify strengths, limitations, causes, and lessons learned.

- Propose orientations and key solutions to enhance the quality of this work in the coming period.

3. Subject Matter and Scope of the Research

3.1. Subject Matter of the Research

The research object of the thesis is the work of political theory training and fostering for commune-level officials in Khanh Hoa Province.

3.2. Scope of the Research

- *In terms of content:* The thesis focuses on researching training activities (Intermediate and Advanced levels of political theory) and political theory fostering.

- *Geographical scope:* At commune-level administrative units within Khanh Hoa Province.

- *Time scope:*

Survey data and assessment of the current state: From 2015 to 2025 (Inheriting summary reports from the 2010-2020 period and updating until 2025).

The proposed solutions are oriented toward 2030, with a strategic vision extending to 2045.

- *Survey Subjects:* Commune-level officials and civil servants, Lecturers at Political Centers and Political Schools, Local residents

4. Theoretical, Practical Basis, and Research Methodology

4.1. Theoretical Basis

The thesis is based on the theoretical foundations of Marxism-Leninism and Ho Chi Minh Thought regarding officials and personnel work; the viewpoints and guidelines of the Communist Party of Vietnam (the 13th National Congress Documents and Central Committee Resolutions); and the legal documents of the State.

4.2. Practical Basis

The thesis is based on summary reports and statistical data from the Khanh Hoa Provincial Party Committee, the Provincial People's Committee, and the Department of Home Affairs regarding personnel resources and training and development activities

4.3. Research Methodology

To execute the research objectives, the thesis adopts the methodology of dialectical materialism and historical materialism as its foundation. Additionally, a combination of the following specific research methods is employed: analysis and synthesis, systematization, statistics, comparison, sociological investigation, expert interviews, and practical review.

5. Research Questions and Research Hypotheses

5.1. Research Questions

- What is the role of political theory training and development for commune-level cadres in building the grassroots political system?

- What is the current status of these training and development activities in Khanh Hoa Province? What are the key factors influencing the quality of this training?

- What breakthrough solutions need to be implemented to enhance the effectiveness of training and development activities to meet the development requirements of Khanh Hoa Province?

5.2. Research Hypotheses

- Although the training and development of political theory for commune-level cadres in Khanh Hoa Province have achieved certain results, the quality remains unsustainable. The underlying causes are that programs, content, and methods are still heavily theoretical and lack specificity; furthermore, the management mechanism has not strictly integrated training with the subsequent utilization and post-training evaluation of cadres.

- Research Hypothesis: If there is a fundamental shift in approach from "quota-based and planned training" to "competency and position-based training"; and if a "commissioning" mechanism is implemented that aligns with the geographical and economic characteristics of each area (urban, island, and mountainous), coupled with a rigorous "post-inspection" evaluation process, it will eliminate formalistic practices, substantively enhance the political mettle and public service capacity of commune-level cadres, and contribute to the successful implementation of Resolution No. 09-NQ/TW.

6. Theoretical and Practical Significance of the Research

6.1. Theoretical Significance

The thesis contributes to systematizing and enriching the theoretical framework of cadre training and development within the context of digital transformation and international integration; furthermore, it provides additional scientific arguments for the formulation of local personnel policies.

6.2. Practical Significance

The research findings serve as a valuable reference for the Provincial Party Committee, the People's Committee of Khanh Hoa Province, the Department of Home Affairs, and the Provincial Political School in formulating strategic plans and innovating the training and development of commune-level cadres for the 2026 - 2030 period.

7. New Scientific Contributions of the Thesis

First, regarding the research approach: The thesis marks a fundamental shift from traditional processes to "Total Quality Management" (TQM) and a "Competency-Based Approach." This is uniquely integrated with the specific context of developing Khanh Hoa into a centrally-governed city, where learning outcomes demand a mindset focused on marine urban governance and international integration.

Second, regarding the data system: The study provides a comprehensive update for the volatile 2015–2025 period (marked by administrative mergers and Decree No. 33). It introduces a new evaluation channel based on public satisfaction and conducts a comparative analysis of data disparities across specialized regions (e.g., the urban center of Nha Trang versus the remote districts of Truong Sa and Khanh Son).

Third, regarding proposed solutions (Breakthroughs): The thesis proposes a "Commissioning" mechanism for training based on specific job positions rather than fixed quotas. It introduces a specialized training model for Truong Sa (combining hybrid online/offline learning with sovereignty protection and rescue operations). Finally, it

suggests a "Post-Audit" solution: a post-training evaluation (6–12 months later) to substantively measure actual job performance.

8. Structure of the Dissertation

In addition to the Introduction, Conclusion, List of Author's Published Scientific Works Related to the Dissertation, References, and Appendices, the dissertation is structured into 4 chapters and 10 sections.

Chapter 1 LITERATURE REVIEW ON RESEARCH RELATED TO THE DISSERTATION TOPIC

1.1. OVERVIEW OF INTERNATIONAL RESEARCH RELATED TO THE TOPIC

1.1.1. Research Works Related to Cadres and Commune-Level Cadres

Sullivan, H., Dickinson, H., & Henderson, H. (Eds.) (2021), *The Palgrave handbook of the public servant*, Palgrave Macmillan. Baimenov, A., & Liverakos, P. (Eds.) (2019), *Public Service Excellence in the 21st Century*, Palgrave Macmillan.

Berman, E. M., Bowman, J. S., West, J. P., & Van Wart, M. (2022), *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*, CQ Press (an imprint of Sage Publications, Inc.).

World Bank (2024), *Training for Public Administration and Management in Developing Countries: A Review*, World Bank Staff Working Papers, Management and Development Series.

Kim, H., & Shim, D. C. (2025), *Unveiling the Link between Organizational Politics and Innovative Work Behavior: Evidence from Local Civil Servants in South Korea*, Public Personnel Management.

Luu Ngoc Oanh (2020), *Seven essential competencies of young cadres in the new era*, Xinhua Publishing House.

Vuong Huy (2023), *Strengthening comprehensive management and regular supervision of the cadre contingent*, Study Times.

Lu Minh (2025), *Research on the impact of digital competence on the governance capacity of rural cadres - An empirical analysis based on survey data of 675 village cadres*, Journal of Agricultural Sciences - Yunnan University, No. 19, pp. 1-9.

Tran Vi (2025), *Three generations of commune and township-level cadres in grassroots governance*, Central Social Work Department of the Communist Party of China, December 18, 2025.

Khoi Giang Dong (2024), *Research on solutions to enhance the digital leadership capacity of grassroots cadres in the new era*, Journal of Pioneer Social Sciences, No. 13(3).

Vuong Hong (2023), *Difficulties and solutions in integrating the sense of responsibility of commune and township-level cadres into performance evaluation in the new context*, Journal of Pioneer Social Sciences, No. 12 (1), pp. 29-35.

Cao Truong (2022), *Solutions to enhance the survey and research capacity of commune and township-level cadres*, Scientific research project of the Fuyang Municipal Party School, Anhui Province.

1.1.2. Research Works Related to Political Theory Training and Development, and Political Theory Training and Development for Commune-Level Cadres

Hartley, J. (2024), *Public aspects of public manager training, education and development*, Public Money & Management.

Angaw, K. W., Debela, B. K., Fobé, E., & Brans, M. (2025), *The Impact of Public Administration Education on Individual Policy Capacity of Federal Civil Servants in Ethiopia*, Public Administration and Development.

Editorial Team (2024), *Learning keywords for cadres and party members in the new era*, Party Building Publishing House.

Central Organization Department of the Communist Party of China (2023), *National curriculum for learning and training of grassroots cadres*, Party Building Publishing House.

Duong Van Dong (2025), *Cadre education and training system of the Communist Party of China: Historical process, roles, and innovation strategies*, Journal of Social Science Research and Practice, No. 1 (9).

Ly Diem (2024), *Research and innovation in education: The role of practice-based teaching in improving the quality of cadre training at Party schools*, Journal of Educational Research and Innovation, No. 1(2).

Ky Vu Sa (2021), *Research on political ideological education for commune and township-level cadres and party members in the new era*. Source: CNKI.

Phan Van Chuong (2024), *Issues and solutions in political ideological education for commune and township-level cadres in the Northern Shaanxi region*, Delta Journal, No. 14.

Vi Canh Nguyet (2026), *Research on the current status and solutions of political ideological education for commune and township-level cadres in Guangxi*, Southwest University.

He Tien Xuan (2025), *Research on the effectiveness of political ideological education for commune and township-level cadres in the new context*, Guizhou Normal University.

1.2. DOMESTIC RESEARCH WORKS IN VIETNAM

1.2.1. Research Works Related to Cadres and Commune-Level Cadres

Mai Duc Ngoc (2008), *The role of key leading cadres at the commune level in maintaining socio-political stability in rural Vietnam today*, Political-Administrative Publishing House, Hanoi.

Nguyen Thi Ha (Ed.) (2012), *Essential skills for grassroots government cadres*, National Political Publishing House - Truth, Hanoi.

Cao Khoa Bang (2013), *Improving the quality of leading and managerial cadre contingent in the period of industrialization and modernization of the capital*, National Political Publishing House - Truth, Hanoi.

Doan Phu Hung (2018), *Building the contingent of key grassroots cadres in the Mekong Delta today according to Ho Chi Minh's ideology*, Doctoral Dissertation, Ho Chi Minh National Academy of Politics, Hanoi.

Cao Van Thong & Vu Trong Lam (2020), *Innovating and improving the quality of the cadre contingent and cadre work in the new stage*, National Political Publishing House - Truth, Hanoi.

Pham Song Ha (Ed.) (2021), *Behavioral culture of grassroots-level cadres*, People's Public Security Publishing House, Hanoi.

Nguyen Tu Thien (2023), *Building the contingent of cadres managed by the Standing Boards of Provincial and Municipal Party Committees in the Mekong Delta today*, National Political Publishing House - Truth, Hanoi.

Le Khanh Ly (2023), *Ensuring and promoting the integrity of leading and managerial cadres in Vietnam today*, National Political Publishing House - Truth, Hanoi.

Le Cong Huu (2024), *Leadership capacity of key district-level cadres in Quang Binh Province, Doctoral Dissertation*, Vinh University, Nghe An.

Vu Trong Lam (2024), *Revolutionary ethical standards of cadres and party members in the new stage*, National Political Publishing House - Truth, Hanoi. **1.2.2.**

Research Works Related to Political Theory Training and Development, and Political Theory Training and Development for Commune-Level Cadres

Truong Thi Nhu Yen (2015), *Managing Advanced Political Theory training for ethnic minority cadres at the Ho Chi Minh National Academy of Politics in the current context*, Doctoral Dissertation, Ho Chi Minh National Academy of Politics, Hanoi.

Nguyen Van Quyen (2016), *Developing the political education capacity of company-level political officers in the Vietnam People's Army today*, Doctoral Dissertation, Academy of Politics, Ministry of National Defense, Hanoi.

Nguyen Khac Diu (2016), *The quality of Advanced Political Theory training for leading and managerial cadres in the current period*, Doctoral Dissertation, Ho Chi Minh National Academy of Politics, Hanoi.

Luong Trong Thanh, Nguyen Thi Thanh Nhan (2016), *Improving the quality of training and development for commune-level leading and managerial cadres in Thanh Hoa today*, National Political Publishing House Truth, Hanoi.

Nguyen Huy Hoang (2016), *Developing national defense and security task capacity for key cadres of communes, wards, and townships in Military Region 3 today*, Doctoral Dissertation, Academy of Politics, Ministry of National Defense, Hanoi.

Tran Thanh Sang (2018), *Training and development for commune-level cadres in the Mekong Delta in the current period*, Doctoral Dissertation, Ho Chi Minh National Academy of Politics, Hanoi.

Le Chi Phuong (2018), *Impact of training and development activities on the management capacity of commune-level government cadres and civil servants: research in Can Tho City*, Doctoral Dissertation, National Economics University, Hanoi.

Dang Truong Khac Tam (2019), *Managing training quality at Regional Political Academies from the perspective of Total Quality Management (TQM)*, Doctoral Dissertation, Ho Chi Minh City University of Education, Ho Chi Minh City.

Pham Nguyen Nhung (2020), *Managing political theory development activities at district-level Political Development Centers in Hanoi*, Doctoral Dissertation, Vietnam Institute of Educational Sciences, Hanoi.

Nguyen Thi Lan Anh (2021), *Quality of development for commune-level cadres and civil servants at provincial and municipal Political Schools in the Red River Delta region*, Doctoral Dissertation, National Academy of Public Administration, Hanoi.

Nguyen Manh Quan (2021), *Implementation of training and development policies for commune-level cadres and civil servants in Hanoi*, Doctoral Dissertation, Graduate Academy of Social Sciences, Hanoi.

Nguyen Dang Quang, Vu Thanh Son (2022), *Training and developing cadres capable of working in an international environment*, National Political Publishing House Truth, Hanoi.

Nguyen Tri Hai (2024), *Implementation of training and development policies for Khmer district-level cadres and civil servants in the Mekong Delta*, Doctoral Dissertation, Vinh University, Nghe An.

Nguyen Thi Thu Huyen (2024), *Managing the Advanced Political Theory training process based on a competency-based approach at the Ho Chi Minh National Academy of Politics*, Doctoral Dissertation, University of Education, Vietnam National University, Hanoi.

Tran Ngoc Nhieu (2024), *Political theory education for key grassroots-level cadres in Quang Nam Province today according to Ho Chi Minh's ideology*, Doctoral Dissertation, Ho Chi Minh National Academy of Politics, Hanoi.

1.3. OVERVIEW OF THE RESULTS OF INHERITED RESEARCH WORKS AND THE ISSUES THE DISSERTATION FOCUSES ON

1.3.1. Overview of the results of inherited dissertation research works

The system of domestic and international research works has consistently affirmed the nuclear role of grassroots cadres and the work of political theory training and education (PTTE). These studies have successfully constructed a theoretical framework regarding the "bridge" position of the commune level, while emphasizing the shift in civil servant competency requirements within the context of digital transformation: from an "execution and compliance" mindset to a "constructive" mindset, intertwined with accountability and public service ethics. Consequently, the objective of PTTE is determined to not only stop at degree standardization but, at its core, to cultivate political mettle and modern governance thinking.

In practical terms, authors acknowledge positive transformations thanks to the decisive leadership of Party committees, yet frankly point out existing bottlenecks: quality disparities between regions, weak practical situational handling skills, and post-training evaluation mechanisms that remain formalistic. Proposed solutions primarily revolve around job title standardization and building a culture of quality. However, the rapidly changing practical context is creating urgent research gaps that predecessor works have yet to address. First, the institutional shift to a two-level government model (operational from July 2025) is a historical turning point, forcing commune-level cadres to transform into active governance roles with entirely new competency requirements. Second, in Khanh Hoa province, there is currently no research that profoundly assesses the reality following the administrative boundary merger event in 2025.

Therefore, the central task of the thesis is to inherit the existing theoretical foundations, focusing on assessing the current situation within the new institutional and territorial context, thereby proposing strategic solutions to improve the quality of PTTE to meet the requirements of modern governance models and the sustainable development of Khanh Hoa province.

1.3.2. Core Research Problems of the Thesis

Based on the identification of research gaps, it can be seen that the thesis topic is a new research direction, not overlapping with previously published works. The PhD candidate chooses this issue as the research topic for the doctoral thesis, meeting both theoretical and practical requirements while being closely associated with assigned duties and tasks.

The thesis will focus on resolving the following basic issues:

Firstly, to clarify the theoretical and practical basis of PTTE for commune-level cadres. This includes clarifying the connotation of the commune level within the current two-level local government model, as well as the cadres, roles, and responsibilities at the commune level. Additionally, it involves analyzing the conceptual connotation of PTTE for commune-level cadres, and clearly defining the content and methods of PTTE for these subjects.

Secondly, to objectively analyze and evaluate the current reality of PTTE for commune-level cadres in Khanh Hoa province. Emphasis will be placed on surveying and analyzing the current state of the content and methods of PTTE for commune-level cadres in Khanh Hoa province; thereby identifying achievements, limitations, and the causes thereof; while simultaneously drawing out practical lessons.

Thirdly, to forecast the factors affecting PTTE for commune-level cadres in Khanh Hoa province today, and to propose directions and synchronous, feasible solutions to improve the effectiveness of PTTE for commune-level cadres in Khanh Hoa province in the coming time, contributing to building a contingent of commune-level cadres with sufficient qualities and capacities to well meet task requirements in the new context.

Chapter 2

TRAINING AND FOSTERING POLITICAL THEORY FOR COMMUNE-LEVEL OFFICIALS IN KHANH HOA PROVINCE – THEORETICAL AND PRACTICAL ISSUES

2.1. OVERVIEW OF THE COMMUNE LEVEL AND COMMUNE-LEVEL OFFICIALS IN KHANH HOA PROVINCE AT PRESENT

2.1.1. An overview of natural conditions, economic, political, socio-cultural, and national defense – security conditions of communes, wards, and special administrative zones in Khanh Hoa province.

Following the arrangement of administrative units according to Resolution No. 1667/NQ-UBTVQH15, Khanh Hoa province possesses an optimal development space with 65 commune-level units spanning from the highlands to strategic islands, creating a premise for effective resource allocation. The local economy has shifted strongly towards industry, the marine economy, and high-quality services, driven by the decentralization and autonomy mechanism of the two-tier government model. The socio-cultural field has developed in depth, harmonizing identity preservation with the building of a civilized lifestyle, with a focus on social welfare and substantive digital transformation. Particularly, national defense and security work in key areas such as Truong Sa and Cam Ranh are always firmly consolidated, proactively responding to all challenges to ensure a stable environment for development.

2.1.2. The commune-level political system in Khanh Hoa province – position, role, function, duty, and organizational apparatus.

2.1.2.1. The position and role of the commune-level political system in Khanh Hoa province

The commune-level political system of Khanh Hoa holds a foundational position in the two-tier government model, acting as a pillar for exercising state power and community governance. Within this system, the Party Committee serves as the leadership core, the People’s Committee acts as the development-enabling entity, while the Fatherland Front and socio-political organizations ensure the people's right to mastery through supervision and the promotion of great national unity. Notably, this system also serves as a strategic fortress in protecting sea and island sovereignty, requiring a robust shift toward proactive and creative thinking to meet the demands of lean and effective governance.

2.1.2.2. Functions and duties of the commune-level political system in Khanh Hoa province

First, to lead and comprehensively manage activities related to socio-economic development, budgeting, and resource management within the locality. Second, to provide recommendations, make proposals, and organize the implementation of guidelines and policies, directly bringing the law into practice at the commune level. Third, to ensure political security, social order and safety, and national defense, while proactively resolving conflicts at the grassroots level. Fourth, to carry out mass mobilization work, build the great national unity bloc, promote substantive democracy, and promptly address the aspirations of the people. Fifth, to cultivate personal ethics and improve professional qualifications, while proactively engaging in self-study to meet standardization requirements. Sixth, to promote administrative reform and digital transformation, and to deliver public services effectively with a spirit of professional service.

2.1.2.3. Organizational apparatus of the commune-level political system in Khanh Hoa province

First, they play a “root” and foundational role in determining the effectiveness of the political system, serving as the central factor in translating guidelines into practical action. Second, they serve as a closely connected two-way bridge, acting as the “face” of the regime in conveying policies, reflecting the people’s aspirations, and strengthening public trust. Third, they play a core role in organizing the implementation of the law, transforming policy decisions into administrative directives, and ensuring discipline and the rule of law. Fourth, they play a leadership and guiding role in stimulating and fostering local socio-economic development. Fifth, they act as the principal force in building culture and maintaining security and social order, serving as the nucleus of solidarity in resolving conflicts and preserving the “people’s support posture” right from the grassroots level.

2.1.2.4. Characteristics of commune-level officials in Khanh Hoa province

First, in terms of size and gender structure, the distribution is relatively appropriate, ensuring the performance of the roles and duties of commune-level officials in Khanh Hoa Province. Second, in terms of age, the contingent of commune-level officials in Khanh Hoa Province is generally in a mature, energetic, and highly enthusiastic stage of life. Third, commune-level officials in Khanh Hoa Province generally possess professionally trained qualifications. Fourth, in terms of political

theory, the officials are well equipped, ensuring firm political steadfastness in the performance of public duties. Fifth, in terms of ethnic composition, the structure ensures representativeness and is consistent with the locality's culturally diverse characteristics.

2.1.3. Commune-level officials in Khanh Hoa province – Concept, duties, tasks, roles, and characteristics

2.1.3.1. The concept of commune-level officials in Khanh Hoa province

Commune-level officials in Khanh Hoa province are citizens holding leadership and management positions within the grassroots political system through election or appointment. In the new two-tier government model, they serve as the core force and the nucleus directly linked to the provincial level, organizing the implementation of policies across all specific terrains, from urban areas to strategic islands. The essence of this contingent is to act as a direct bridge between the government and the people, bearing comprehensive responsibility for the effectiveness of political activities and the sustainable development of the locality.

2.1.3.2. Duties and tasks of commune-level officials in Khanh Hoa province

Commune-level officials perform six core tasks associated with modern governance requirements: advising, organizing the implementation of laws, and concretizing resolutions on marine economic development and new rural development; providing comprehensive socio-economic management while building infrastructure and livelihood models; ensuring firm national defense and security in strategic areas; effectively conducting mass mobilization and promoting democracy; proactively self-standardizing their own competencies; and taking the lead in administrative reform and digital transformation to serve the people effectively.

2.1.3.3. The role of commune-level officials in Khanh Hoa province

Commune-level officials in Khanh Hoa hold a "root" role that determines the political vitality and effectiveness of the grassroots political system; they serve as an intimate bridge reflecting the Party's will and the People's heart, and act as a yardstick for the people's trust in the institution. As the core force in performing public duties, they directly bring laws into life, ensuring discipline and the uniformity of the administrative system. Simultaneously, they are creative entities that orient economic strategies and mobilize socialized resources for development, while also serving as the nucleus in building cultural life and consolidating the "people's heart position" to maintain security and order in strategic areas.

2.1.3.4. Characteristics of commune-level officials in Khanh Hoa province

The commune-level official contingent in Khanh Hoa is characterized by a diverse ethnic composition and operational areas spanning from mountainous regions to islands, necessitating flexible competence between skillful mass mobilization and modern governance. This force is undergoing strong rejuvenation and standardization in professional qualifications, yet continues to face significant pressure from heavy workloads and international integration requirements. In addition to a solid political foundation, this contingent is shifting its needs from merely acquiring degrees to fostering practical skills and digital transformation, while also needing to thoroughly overcome administrative and bureaucratic mindsets to meet the demands of a professional public service.

2.2. TRAINING AND FOSTERING POLITICAL THEORY FOR COMMUNE-LEVEL OFFICIALS IN KHANH HOA PROVINCE – CONCEPT, CONTENT, FORMS, AND METHODS

2.2.1. The concept of training and fostering political theory for commune-level officials in Khanh Hoa province

Training and fostering are two complementary dialectical processes, in which training constructs a standard competency foundation, while fostering focuses on reinforcing and updating new knowledge. Political theory plays the role of a core scientific knowledge system reflecting the nature of state power, providing a dialectical materialist worldview and a revolutionary methodology. On that basis, training and fostering political theory for commune-level officials in Khanh Hoa province is defined as a purposeful and planned process of training institutions aimed at equipping them with a foundational knowledge system and updating new knowledge of Marxism-Leninism, Ho Chi Minh Thought, and the Party's guidelines; thereby forming solid political mettle and standardized leadership and management capacity to meet the specific socio-economic development requirements of the locality.

2.2.2. Contents of political theory training and fostering for commune-level officials in Khanh Hoa province

2.2.2.1. Content of political theory training for commune-level officials in Khanh Hoa province

The training content complies with the standard curriculum framework and Regulation No. 57-QD/TW, integrating five core knowledge blocks to comprehensively develop the mettle and skills of officials. In addition to providing the foundations of Marxism-Leninism, Ho Chi Minh Thought, and the Party's guidelines, the program places special emphasis on enhancing state management expertise and digital transformation skills, while updating provincial strategic resolutions (such as Resolution No. 09-NQ/TW) to effectively address specific local practical requirements.

2.2.2.2. Content of political theory fostering for commune-level officials in Khanh Hoa province

Closely following the development strategy under Resolution No. 09-NQ/TW, the fostering program is specifically designed to reduce theory while enhancing practical skills and situational problem-solving. The content focuses on five main pillars: updating new guidelines and specific mechanisms (Resolution No. 55/2022/QH15) in conjunction with safeguarding sea and island sovereignty; enhancing leadership, urban management, and budgeting capacity for key officials; standardizing professional expertise for the Party, government, and mass organization sectors; cultivating public service ethics and behavioral culture to eliminate bureaucratic mindsets; and equipping officials with hands-on skills for handling "hot spots" in land management, site clearance for key projects, and mass mobilization in ethnic minority areas.

2.2.3. Forms of political theory training and fostering for commune-level officials in Khanh Hoa province

2.2.3.1. Forms of political theory training for officials in Khanh Hoa province

The training forms in Khanh Hoa are diversified and flexibly organized into two main groups to optimally adapt to geographical specificities and work pressure. The centralized training group includes traditional face-to-face training, which helps foster discipline, and real-time online training, which eliminates geographical barriers

for officials in island and mountainous areas. Simultaneously, the non-centralized training group is implemented through short-term sessions, addressing personnel challenges for key officials while enhancing self-study capacity and digital skills amidst the national digital transformation.

2.2.3.2. Forms of political theory fostering for officials in Khanh Hoa province

Unlike diploma-standardizing training, political theory fostering activities focus on updating thematic knowledge and skills through two primary methods. Direct forms are diversified, ranging from short-term training workshops and periodic speaker conferences to scientific seminars and field trips; these create a face-to-face interactive environment to unify perceptions and resolve obstacles. In addition, indirect forms promote self-discipline through self-studying documents and receiving information from radio systems, internal newsletters, and digital platforms, ensuring a continuous and timely flow of political information to every grassroots official.

2.2.4. Methods of political theory training and fostering for commune-level officials in Khanh Hoa province

Training and fostering methods for political theory in Khanh Hoa have been fundamentally renovated, shifting from one-way transmission to multi-dimensional interaction, being learner-centered, and strongly integrating digital technology. The pedagogical system is applied flexibly, combining suggestive lectures and democratic dialogue to train critical thinking, group discussions to leverage collective intelligence, and especially emphasizing case studies to solve "hot" practical issues at the grassroots level. Furthermore, vivid visual methods and field trips are enhanced to inspire and transform theoretical knowledge into solid political mettle and practical leadership skills.

2.3. THE WORK OF POLITICAL THEORY TRAINING AND FOSTERING FOR COMMUNE-LEVEL OFFICIALS IN KHANH HOA PROVINCE – CONCEPT, CONTENT, AND ROLE

2.3.1. The concept of political theory training and fostering for commune-level officials in Khanh Hoa province

The work of political theory training and fostering is not merely a learning activity but a central political task characterized by strict systemic organization and management. In Khanh Hoa province, this work is defined as a totality of purposeful and planned activities under the unified leadership of the Provincial Party Committee, the administration of the government, and the direct implementation of training institutions, aimed at equipping the grassroots key official contingent with the theoretical foundations of Marxism-Leninism, Ho Chi Minh Thought, and the Party's guidelines. The essence of this work is a synchronous operational mechanism to standardize leadership capacity, political mettle, and practical skills for officials, prioritizing strategic areas such as mountainous and island regions to meet the specific socio-economic development requirements of the locality.

2.3.2. Content of political theory training and fostering for commune-level officials in Khanh Hoa province

2.3.2.1. Developing guidelines, objectives, programs, and plans for political theory training and fostering for commune-level officials

The development of guidelines and training plans in Khanh Hoa is a crucial step in legal institutionalization, closely following Party resolutions and State policies to form a synchronous system of directing documents and a methodical implementation

roadmap. Plans are developed in detail regarding subjects, quantity, and timing, closely linked with personnel planning to ensure substance and avoid waste. A highlight of this work is the commitment to ensuring financial resources to overcome limitations of the previous period, while implementing a clear decentralization between the Provincial Political School and District-level Political Centers, helping to optimize the system and ensure learning rights for all commune-level officials.

2.3.2.2. Building the organizational structure, staff, lecturers, and infrastructure to ensure political theory training and fostering activities for commune-level officials in Khanh Hoa province

The quality of training and fostering in Khanh Hoa is determined by the synchronicity of three pillars of assurance within the context of the two-level government model. The primary key factor is the teaching staff, who must meet high standards of theory combined with practical experience to resolve "hot" issues at the grassroots level. The necessary conditional factor is that the physical infrastructure must shift strongly toward digital technology to overcome geographical barriers for island and mountainous areas. The orienting factor is that the organizational management apparatus must be streamlined, moving from multi-tiered decentralization to direct management, establishing a closed-loop process to eliminate "formalistic" learning and ensure that official capacity is compatible with the goal of developing into a centrally-governed city.

2.3.2.3. Organizing the implementation of political theory training and fostering programs for commune-level officials

The implementation phase in Khanh Hoa is the stage where plans are realized into specific products. It is deployed scientifically through targeted enrollment and the development of curriculum content that closely aligns with local realities, such as the marine economy and tourism. The core of this process is a flexible faculty coordination mechanism between theoretical experts and practical leaders, combined with innovating teaching processes—shifting from managing lecture hours to managing output efficiency and objective assessment through digital technology. Simultaneously, the system operates smoothly thanks to transparent logistics and finances, alongside a tight, multi-dimensional student management coordination mechanism between training institutions, advisory agencies, and local Party committees.

2.3.2.4. Coordinating with organizations, agencies, and units related to political theory training and fostering for commune-level officials

Coordination in training and fostering in Khanh Hoa is a systematic and essential process, institutionalized by new Party regulations to closely link the Provincial Political School, advisory agencies, and district-level political centers. This mechanism operates seamlessly from accurately planning input needs and managing the learning process in connection with practice, to using training results as a basis for output personnel evaluation. In particular, this strategic partnership helps optimize financial resources and infrastructure while removing geographical barriers, creating a synergy to build a grassroots official workforce capable of meeting the tasks of a centrally-governed city.

2.3.2.5. Inspection, supervision, preliminary and final reviews, and evaluation of experiences in political theory training and fostering for commune-level officials in Khanh Hoa province

Inspection, supervision, and review work in Khanh Hoa are strictly implemented to ensure substantive quality and prevent resource waste. The province emphasizes

maintaining teaching and learning discipline while pioneering the innovation of evaluation methods according to a 4-level model to measure effectiveness from awareness to practical action. Notably, a strict monitoring mechanism for the assignment and utilization of officials after training has been established as a benchmark for public investment efficiency. This is combined with periodic preliminary and final reviews to promptly adjust policies and formulate task orientations suitable for the next phase.

2.3.3. The role of political theory training and fostering for commune-level officials in Khanh Hoa province

Political theory training and fostering play a foundational role in determining the quality of the grassroots political system in Khanh Hoa through four strategic functions. First and foremost, this is a method for forging political mettle and revolutionary ethics, creating a solid ideological "shield" for officials in key areas of national defense and security, such as Truong Sa and Cam Ranh. Secondly, these activities equip officials with scientific thinking and modern management capacity, helping them transition from pure empiricism to dialectical methodology to effectively resolve complex practical issues. Thirdly, this serves as a legal tool to standardize the workforce, eliminating localized thinking and creating a source of high-quality personnel to meet the requirements of civil service professionalization. Finally, training and fostering work is the key to enhancing mass mobilization skills, strengthening public trust, and building social consensus to successfully achieve the province's socio-economic development goals.

Summary of Chapter 2

The work of political theory training and fostering for commune-level officials in Khanh Hoa province is identified as a key task in building a strong grassroots political system, requiring the creative application of theoretical foundations to the specific realities of the locality. This research has clarified the foundational position of the commune level and the core role of the official workforce in the new context. Consequently, a comprehensive curriculum has been developed, combining fundamental knowledge with practical skills and diversifying formats from centralized to online learning. The operational process is strictly organized through five sequential stages: planning, consolidating the organizational apparatus, implementation, inter-agency coordination, and inspection and evaluation. Thereby, it affirms the strategic role of this work in enhancing political mettle, scientific thinking, personnel standardization, and mass mobilization skills—creating the momentum for socio-economic development to realize the goal of transforming Khanh Hoa into a centrally-governed city.

Chapter 3

POLITICAL THEORY TRAINING AND FOSTERING FOR COMMUNE-LEVEL OFFICIALS IN KHANH HOA PROVINCE TODAY – CURRENT STATUS, CAUSES, AND EXPERIENCE

3.1. CURRENT STATUS OF POLITICAL THEORY TRAINING AND FOSTERING FOR COMMUNE-LEVEL OFFICIALS IN KHANH HOA PROVINCE TODAY

3.1.1. Achievements and Strengths

3.1.1.1. The development of objectives, guidelines, programs, and training and fostering plans was issued in a timely and synchronized manner, demonstrating strategic thinking, long-term vision, and high feasibility regarding implementation resources

The planning of training and fostering guidelines and plans in Khanh Hoa during the 2020-2025 term demonstrated a fundamental shift from administrative management thinking to strategic thinking, closely linked to the roadmap for administrative boundary mergers and the operation of the two-level government model. The system of directing documents was issued promptly and synchronously, specifying targets for each strategic area such as Truong Sa or ethnic minority regions, completely overcoming the previous passivity regarding progress. The breakthrough lay in ensuring solid financial resources under the investment-for-development mechanism, prioritizing superior budgets for the grassroots level and flexibly restructuring the training institution network into inter-commune centers. This created maximum favorable conditions for officials to access knowledge and standardize their capacity just before the provincial merger.

3.1.1.2. The building of the organizational structure, staff, lecturers, and infrastructure to ensure political theory training and fostering activities for commune-level officials in Khanh Hoa province has received synchronized investment

Capacity-building for political theory training and professional development has undergone a qualitative transformation through several key pillars. First, the organizational apparatus and teaching staff have been streamlined and standardized in close alignment with the two-tier local government model. Second, technical infrastructure has been upgraded and modernized, with resources prioritized for digital transformation. Third, the network of training institutions has been reorganized in a more rational manner to ensure regional connectivity and make effective use of public assets. Fourth, efforts have been made to standardize full-time lecturers while also mobilizing key leaders to participate directly in teaching and sharing practical experience.

3.1.1.3. The organization and implementation of political theory training and fostering programs for commune-level officials in Khanh Hoa province have been deployed drastically and flexibly, adapting well to the new context and strongly innovating in content and methods.

The organization and implementation of this work have been carried out in a decisive, flexible, and highly innovative manner, marked by several notable breakthroughs. First, it has taken the lead in digital transformation and the adoption of blended learning methods, extending online connectivity to the Truong Sa Special Zone in order to remove geographical barriers. Second, the training content has been both

“localized” and “personalized” to closely reflect the specific characteristics of each region, including island and coastal areas, mountainous areas, and urban areas. Third, investment has been made in modern facilities, while digital infrastructure and electronic libraries have been standardized to create a model pedagogical environment.

3.1.1.4. Coordination with organizations, agencies, and units related to political theory training and fostering for commune-level officials is implemented closely and synchronously, creating a synergy for the entire political system.

Inter-agency coordination in Khanh Hoa has fundamentally shifted from administrative relations to strategic partnerships, strictly institutionalized by legal documents to adapt to the provincial merger context and the two-level government model. This mechanism operates synchronously throughout the process: from identifying needs based on actual job positions to accurately allocating targets for each locality, to mobilizing the intellect of multi-disciplinary experts to teach practical topics. In particular, the integration of academic performance data between training institutions and employing agencies has created a solid foundation for personnel planning and appointment, ensuring the principle of "learning coupled with practice" and creating a strong motivation for striving within the grassroots political system.

3.1.1.5. Inspection, supervision, and quality evaluation are conducted seriously and drastically, establishing discipline in political theory training and fostering, and pioneering the application of post-training effectiveness evaluation models.

Inspection and supervision work in Khanh Hoa is tightened through a "tripartite" coordination mechanism between training institutions, management agencies, and local Party committees, completely eliminating the situation of total delegation and integrating this activity into the annual supervision program of the Party committees. The province maintains unannounced inspections and strictly handles violations to establish discipline, while fundamentally innovating evaluation methods—shifting from memory testing to measuring cognitive capacity and practical problem-solving skills. The breakthrough highlight is the pioneering application of a set of criteria to evaluate post-training effectiveness based on a four-level model, combined with scientific preliminary and final reviews and data transparency to promptly adjust policies, creating a substantive emulation motivation among the official workforce.

3.1.2. Limitations and Shortcomings

3.1.2.1. The development and implementation of political theory training and fostering programs and plans are occasionally and locally inconsistent; the structure of training content is irrational, and implementation resources remain scattered and disproportionate

Alongside the achievements, the development and implementation of training and fostering plans still reveal systemic inadequacies that diminish practical effectiveness. There exists a serious imbalance in the content structure, which leans too heavily toward degree standardization for personnel planning while neglecting the provision of practical skills and modern management thinking. This leads to the paradox of "excessive theory, insufficient practice" and a weakness in officials' ability to handle real-world situations. Simultaneously, the planning of the training facility network post-merger has lacked consistency, with deteriorating physical infrastructure in remote and isolated areas causing inequality in access to knowledge across different localities. Furthermore, current financial support mechanisms have become outdated compared to living cost

pressures, failing to create a genuine incentive for officials to focus on their studies, which affects the province's goal of building a high-quality human resource pool.

3.1.2.2. The building of the organizational structure, staff, lecturers, and infrastructure to ensure political theory training and fostering activities for commune-level officials in some areas has not yet met requirements

The quality of the part-time teaching staff shows a significant disparity between regions, with a situation of "plentiful degrees, scarce experts" in mountainous communes and newly merged areas, leading to passivity and a lack of practicality in teaching. Besides, pressure from expanding administrative boundaries has left infrastructure in some areas fragmented, lacking synchronization in technological equipment and self-study spaces, and disproportionate to the new population scale. Notably, the management apparatus at the grassroots level remains confused in operating the "two-level government" mechanism due to a lack of specific regulations on functions and tasks, as well as psychological disruptions from personnel reshuffling, which affects the continuity of advisory work.

3.1.2.3. The organization and implementation of training and fostering programs, content, and methods are slow to innovate, remaining heavy on theory and failing to keep pace with vivid realities and the requirements of the new era

The organization and implementation of training programs, content, and methods currently represent the weakest link, being slow to innovate and failing to keep pace with dynamic realities. Program content remains burdened by academic theory and lacks application in core skills such as handling "hotspots", democratic dialogue, and digital capacity, resulting in officials who are "well-versed in theory but weak in professional practice". Teaching methods primarily follow the beaten path of one-way transmission, lacking active interaction to spark critical thinking. Meanwhile, online classes remain formalistic and low in effectiveness due to technical infrastructure barriers and a lack of self-discipline among learners, causing significant limitations in the transformation of knowledge into practical action.

3.1.2.4. Coordination with organizations, agencies, and units related to political theory training and fostering for commune-level officials remains formalistic, lacks depth, and has not yet created a clear responsibility-binding mechanism

Inter-agency coordination still reveals many limitations, being formalistic and lacking clear legal responsibility-binding mechanisms. The link between training institutions and the local authorities employing the officials in student management remains loose, leaning heavily toward "total delegation" administrative procedures while lacking substantive supervision of the training process. The curriculum development process primarily occurs in a one-way, top-down manner, failing to fully listen to the specific needs of the grassroots level; consequently, training content has not yet solved problems regarding urban management or specialized economies. Notably, the mechanism for sharing financial resources and physical infrastructure within the "two-level government" model remains localized and lacks systemic connectivity, causing a waste of potential and difficulties in organizing classes in remote and isolated areas.

3.1.2.5. Inspection, supervision, preliminary and final reviews, evaluation, and learning from experience in some places are not yet truly strict; the self-discipline of a segment of officials is not high, with some chasing after achievements and lacking seriousness in their studies

Inspection, supervision, and quality evaluation are currently weak links, failing to ensure the necessary strictness of the Party's educational environment. A tendency toward "deference" (avoiding confrontation) in classroom management leads to loose discipline and the phenomenon of "coping" or "glazing" (superficial learning) - where studying is done solely for degrees and promotion rather than genuine knowledge - which remains common among a segment of officials. Evaluation of results is burdened by "achievement obsession," failing to reflect true capability and leading to the paradox of "excellent degrees but poor performance." In particular, the post-training "follow-up inspection" is nearly neglected due to the total absence of tools to measure job performance and mechanisms to screen officials based on practical capacity, meaning degrees have not yet truly become a reliable measure of citizen satisfaction.

3.2. CAUSES AND SOME EXPERIENCES IN POLITICAL THEORY TRAINING AND FOSTERING FOR COMMUNE-LEVEL OFFICIALS IN KHANH HOA PROVINCE TODAY

3.2.1. Causes

3.2.1.1. Causes of the strengths

The achievements attained are the result of the combined impact of five fundamental groups of causes. First, they stem from the strong, consistent, and strategically oriented attention and direction of the central authorities, and more directly, the Khanh Hoa Provincial Party Committee, its Standing Board, and the Provincial People's Committee with regard to cadre work in general and political theory education in particular. Second, they reflect the efforts toward innovation, creativity, flexibility, and rapid adaptation on the part of the system of training and professional development institutions, with the Provincial Political School and commune-level political centers playing a central role. Third, they are attributable to the close, coordinated, and responsible cooperation among functional agencies such as the Organization Commission of the Provincial Party Committee, the Commission for Information, Education and Mass Mobilization of the Provincial Party Committee, the Department of Home Affairs, and local party committees at various levels. Fourth, they are supported by the self-discipline, eagerness to improve, and strong tradition of learning among the majority of commune-level officials in Khanh Hoa Province today. Fifth, they are also positively influenced by the province's stable socio-economic context and its increasingly modern technical and digital infrastructure.

3.2.1.2. Causes of the limitations

First, there has been a compounded impact from the process of merging administrative units under the Central Government's resolutions, together with major organizational fluctuations during the transitional period. Second, the awareness of some grassroots party committees and local authorities regarding the role of political theory training and professional development has not been fully adequate, resulting in the nomination of officials for training being driven more by the goal of meeting position-related standards than by substantive capacity building. Third, the policy system on training and professional development for commune-level officials has at times failed to keep pace with reality, leading to inconsistencies in the local implementation of regulations. Fourth, there remain certain limitations in the timeliness, practical relevance, and compatibility of the content and teaching methods used at training and

professional development institutions. Fifth, discipline in trainee management has at times been lax, while the handling of violations has not been sufficiently strict or deterrent, and training outcomes have not yet been closely linked to cadre assignment and deployment.

3.2.2. Some experiences in political theory training and fostering for commune-level officials in Khanh Hoa province today

From the practice of "overcoming difficulties" in the context of mergers and building a centrally-governed city, Khanh Hoa province has drawn five core lessons of experience. First, the awareness and responsibility of party committees, especially their leaders, are the decisive factors determining the success and substantive quality of training work. Second, a scientific approach to forecasting training needs, together with their organic linkage to cadre planning, is the prerequisite for optimizing training resources. Third, the compatibility between teaching content and local characteristics, along with a learner-centered approach, is the key to translating theory into practice. Fourth, the quality of a teaching staff that is both politically steadfast and professionally competent, combined with mechanisms for involving experienced leaders directly in teaching, enhances the persuasiveness and wider impact of knowledge. Fifth, strict academic discipline, coupled with appropriate incentive policies and a sound post-training evaluation mechanism, serves as a driving force for fostering learners' self-discipline and commitment to study.

Summary of Chapter 3

The research results have provided a comprehensive assessment of the current state of political theory training and fostering for commune-level officials in Khanh Hoa within the context of the 2025 mergers. It recognizes strategic progress in proactively reviewing needs, issuing synchronized directing documents, and innovating hybrid training methods adapted to the new administrative boundaries. However, practical realities still reveal bottlenecks: program content requires a more harmonious balance between theory and practice, methods are slow to innovate, and there is an absence of a mechanism for post-training effectiveness evaluation. Consequently, the thesis draws five key lessons of experience regarding awareness, planning, content, faculty, and discipline. These serve as a solid practical foundation for proposing a system of breakthrough solutions in the following section.

Chapter 4

DIRECTIONS AND KEY SOLUTIONS STRENGTHENING THE TRAINING AND FOSTERING OF POLITICAL THEORY FOR COMMUNE-LEVEL OFFICIALS IN KHANH HOA PROVINCE IN THE COMING PERIOD

4.1. FORECASTING FAVORABLE FACTORS, DIFFICULTIES, IMPACTS, AND DIRECTIONS FOR STRENGTHENING THE TRAINING AND FOSTERING OF POLITICAL THEORY FOR COMMUNE-LEVEL OFFICIALS IN KHANH HOA PROVINCE IN THE COMING PERIOD

4.1.1. Favorable factors and difficulties affecting the training and fostering of political theory for commune-level officials in Khanh Hoa province in the coming period

4.1.1.1. *Favorable factors*

The work of training and fostering in Khanh Hoa currently enjoys many favorable conditions thanks to the synergy between major policies and the province's actual development. The implementation of Resolution No. 09-NQ/TW, along with the streamlined government model, has created a practical impetus to focus on standardizing the contingent of officials. Furthermore, new technological applications have made learning more convenient and flexible, while the province's strong revolutionary tradition remains a solid ideological foundation. Simultaneously, the dynamic marine economic environment and integration requirements have prompted officials to innovate their working methods, ensuring that training content remains closely aligned with real-life circumstances and modern management practices.

4.1.1.2. *Difficulties*

Alongside the advantages, training and fostering efforts still face challenges due to the immense workload at the grassroots level, making it difficult for officials to arrange time for concentrated study. While local issues are becoming increasingly complex, some teaching content remains overly theoretical and lacks proximity to practical situations. Impact from economic life and the digital divide between generations also pose challenges to the adaptability of officials. Additionally, textbook knowledge and the practical experience of instructors need more frequent updates to align with modern management methods. Finally, a sometimes "pro-forma" or "ceremonial" attitude toward learning prevents the substantive effectiveness from reaching expected levels.

4.1.2. Directions for strengthening the training and fostering of political theory for commune-level officials in Khanh Hoa province in the coming period

**General Directions*

Khanh Hoa is focused on realizing the goal of becoming a centrally-governed city by 2030 based on a comprehensive transformation of official training—shifting from a "quota-based" mindset to one that meets specific job positions and practical capacities. The operation of the two-level government model starting from July 2025 requires a fundamental innovation of educational content and programs toward a scientific and modern approach, tightly linking theory with practical problem-solving skills. Standardizing the workforce to achieve 100% qualification before appointment has become a strategic breakthrough. This aims to build a generation of officials with

sufficient integrity and prestige, ensuring the ability to proactively resolve complex "hotspots" regarding land, security, and order right at the grassroots level.

*** *Specific Directions:***

First, to standardize and enhance the quality of training and fostering programs towards an open and flexible approach, closely linking local realities with policy-making capacity rather than passive execution. *Second*, to accelerate digital transformation and modernize infrastructure alongside management methods, building a digital political theory educational ecosystem with synchronized official data connectivity. *Third*, to develop a contingent of lecturers and rapporteurs who are true leading experts with a deep understanding of grassroots realities through regular research and field surveys. *Fourth*, to closely integrate training and fostering activities with the planning, placement, and rotation of officials, using qualification standards as a mandatory basis for appointment. *Fifth*, to strengthen inspection, supervision, and practical reviews to promptly adjust management solutions, using work performance and problem-solving effectiveness as the most accurate measure of quality.

4.2. KEY SOLUTIONS FOR STRENGTHENING THE TRAINING AND FOSTERING OF POLITICAL THEORY FOR COMMUNE-LEVEL OFFICIALS IN KHANH HOA PROVINCE IN THE COMING PERIOD

4.2.1. Raising the awareness and responsibility of Party committees, authorities, mass organizations, and commune-level officials in Khanh Hoa province regarding the meaning and importance of political theory training and fostering

To improve training quality, it is first necessary to shift the mindset from leadership down to individual officials, viewing the study of theory as a self-driven need and a professional responsibility rather than a mere formality. Instead of one-way propaganda, there should be increased dialogue, linking lesson content to the resolution of practical local issues such as land management or security maintenance. Leaders must set an example in learning and use the training results of their units as a key criterion for annual performance evaluation. Furthermore, achieving theoretical standards must become a mandatory condition for appointment, accompanied by practical financial support policies, especially for officials in disadvantaged areas. Finally, academic discipline must be strictly enforced to eliminate laziness in learning, while clear guidance on training operations under the new organizational model should be provided promptly to ensure officials can implement them proactively and with confidence.

4.2.2. Strengthening the leadership and direction of higher-level Party committees and authorities toward the training and fostering of political theory for commune-level officials

Improving the quality of training and fostering requires close supervision and exemplary conduct from higher-level leadership, while using learning effectiveness as a metric to evaluate the annual responsibility of heads of organizations. Functional agencies need to promptly finalize coordination regulations and clearly define standards for each job position to ensure that the right officials are sent to the right courses based on actual needs. Priority should be given to concentrated classes for officials in the "planning" (successor) pool, combined with personnel support solutions to handle their workload, allowing learners to focus on their professional duties and research. Investing in funding, upgrading classrooms, and providing support policies for meals and travel

for non-specialized officials are crucial motivators to help them commit to their studies. Finally, applying technology in management and increasing inspections will help establish a serious learning culture, ensuring substantive results and preventing "pro-forma" learning.

4.2.3. Innovating training and fostering content and programs towards practicality, aligning with the realities of digital transformation; linking training and fostering with the planning and utilization of commune-level officials in Khanh Hoa province

To meet practical requirements, Khanh Hoa advocates for refreshing training and fostering content in an open direction, prioritizing local real-life situations and digital skills. The curriculum deeply integrates knowledge of modern governance, digital transformation, and the ability to protect ideology in cyberspace, helping officials confidently handle "hotspots" at the grassroots level. Training and fostering activities should be implemented under a "commissioned" mechanism, tightly linked with personnel planning and utilization to ensure officials meet standards before appointment. Lecturers shall shift to dialogue-based methods, adopting a learner-centered approach and utilizing digital learning repositories to help officials be flexible with their research time. Post-course feedback systems play a crucial role in evaluating substantive effectiveness and continuously adjusting programs to align with social changes.

4.2.4. Enhancing the quality of the contingent of lecturers and rapporteurs tasked with political theory training and fostering for commune-level officials

The quality of the teaching staff plays a decisive role, requiring Khanh Hoa to review and standardize human resources towards a streamlined model, prioritizing the attraction of high-level experts. The teaching contingent must be trained in modern digital pedagogical skills, shifting communication methods from one-way delivery to multi-dimensional interaction. Mandatory field trips help lecturers stay close to grassroots life, distilling practical situations into lectures instead of relying on pure theory. Regarding the system of part-time lecturers, the province advocates for reducing professional workload pressure, focusing on fostering public speaking skills for grassroots leaders and building a repository of sample lecture data for support. Finally, perfecting adequate material and spiritual remuneration policies will create motivation to help teachers be passionate and committed to the cause of training and fostering.

4.2.5. Promoting self-awareness in learning, self-training, and fostering among the contingent of commune-level officials

Improving the quality of training and fostering for commune-level officials requires a shift from quota-based learning to self-study aimed at perfecting individual capacity. Each official must proactively develop an annual self-research plan, tightly linked to their commitment to moral cultivation, and use this as a measure to evaluate task completion levels. The exemplary role of heads of organizations holds a pivotal position, creating a strong ripple effect through the spirit of self-training and the direct delivery of theory at the grassroots level. The training and fostering system also needs to provide modern tools such as electronic portals and digital learning repositories to help learners access knowledge anytime, anywhere. Finally, a timely emulation and reward mechanism and career development priority policies will create substantive motivation, helping each individual consciously strive for the common cause.

4.2.6. Ensuring funding and facilities for political theory training and fostering for commune-level officials in the context of digital transformation

Financial resources and facilities serve as the key "foundation" for enhancing the quality of training and fostering commune-level officials in the digital era. Khanh Hoa needs to prioritize medium-term public investment capital to modernize infrastructure and build smart classrooms with synchronized connectivity from the provincial to the grassroots level. Functional agencies must urgently advise on and issue new support policies, increasing teaching remuneration and living expenses for learners—especially non-specialized officials—to offset actual costs. In tandem with the state budget, the province advocates for increased socialization, mobilizing contributions from the community and businesses to support the acquisition of modern technological equipment. Building a digital database for training and fostering will help manage funding strictly, avoid waste, and ensure fairness in resource allocation. Finally, establishing a specialized technical unit will assist in the regular maintenance of equipment, ensuring that infrastructure always operates stably and sustainably.

4.2.7. Strengthening inspection and supervision, focusing on preliminary and final reviews and evaluative lessons learned in political theory training and fostering for commune-level officials

Inspection and supervision activities play a pivotal role in maintaining discipline and improving the effectiveness of training and fostering commune-level officials. Close coordination between functional agencies, combined with unscheduled inspections, contributes to eliminating "pro-forma" or "coping" learning attitudes. The application of digital technology, such as facial recognition and assessment software, helps ensure transparency and fairness throughout the study process. The evaluation of post-training effectiveness must be closely linked to actual work performance at the grassroots level and visible shifts in the style of serving the people. Periodic preliminary and final review conferences serve as scientific forums to resolve difficulties, combined with community supervision to build a truly high-quality contingent of officials.

Summary of Chapter 4

The training and fostering of political theory for commune-level officials in Khanh Hoa plays a central role in building a strong grassroots political system. Given the favorable conditions from major policies alongside the pressures of organizational restructuring and digital transformation requirements, the province must transition decisively toward a training and fostering model based on job positions and practical capacities. The primary directions focus on raising awareness, strengthening higher-level leadership, and innovating curriculum content in close alignment with personnel planning and the standardization of the teaching staff. Simultaneously, fostering a spirit of self-study, ensuring financial resources and technological infrastructure, and tightening discipline through inspection and supervision will create a breakthrough in the quality of officials in the new era.

CONCLUSION

Training and fostering political theory for commune-level officials serves as a foundation, determining the operational efficiency of grassroots authorities and the people's trust. This thesis affirms the unique characteristics of Khanh Hoa with its strategic maritime and island position, which demands flexibility in equipping officials with a worldview and governance capacity suited to practical realities. The 2015–2025 period has recorded significant progress in leadership thinking, the synchronization of regulatory documents, and the modernization of facilities, contributing to a higher rate of qualified officials. However, substantive quality remains uneven, with occasional instances of "pro-forma" learning and teaching content that is slow to update with new knowledge. These limitations stem from the incomplete awareness of certain Party committees, the pressure of organizational downsizing, and disproportionate remuneration policies. To realize the goal of developing into a centrally-governed city, the proposed system of solutions focuses on transitioning to training and fostering based on job positions and practical competencies. Top priorities include improving support mechanisms, modernizing digital teaching methods, and tightening academic discipline linked to post-course effectiveness evaluations. Training and fostering results must become a mandatory basis for personnel planning and appointment, ensuring that every individual possesses the mettle and capacity to handle complex issues at the local level.

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