

**MINISTRY OF EDUCATION
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DUONG THE BAO

**INNOVATING THE LEADERSHIP CONTENT AND METHODS
OF PARTY COMMITTEES AND PARTY CELLS AT PUBLIC
UPPER SECONDARY SCHOOLS IN THE COASTAL PROVINCES
OF THE RED RIVER DELTA TODAY**

**PHD THESIS MAJORING IN
PARTY BUILDING AND STATE GOVERNMENT**

SUMMARY OF PHD THESIS

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INTRODUCTION

1. The urgency of the topic

For Party committees and Party cells at public upper secondary schools, innovating leadership content and methods is particularly significant in the context of the fundamental and comprehensive reform of education and training, the implementation of the new General Education Curriculum, the promotion of digital transformation, the improvement of teacher quality, the modernization of school governance, and the strengthening of revolutionary ideals, morality, lifestyle, life skills, and civic awareness education for students. These requirements demand that Party committees and Party cells at public upper secondary schools adopt more innovative approaches in leading the implementation of political tasks, professional activities, staff development, ideological work, mass organizations, and the building of clean and strong Party organizations.

The coastal provinces of the Red River Delta occupy an important position in terms of economic, political, cultural, social, national defence, and security development. At the same time, they are strongly influenced by industrialization, modernization, urbanization, international integration, and digital transformation. This region also possesses a relatively well-developed public general education system, with a large number of educational managers, teachers, staff, and students. The rapid socio-economic development of the region, together with its diverse local conditions, population structure, learning needs, career orientations, and educational environments, has generated many new challenges for public upper secondary schools, thereby placing higher demands on the leadership role of grassroots Party committees and Party cells within schools.

In recent years, Party committees at all levels in the coastal provinces of the Red River Delta have paid considerable attention to leading and directing Party-building work in public educational institutions. Many Party committees and Party cells at public upper secondary schools have gradually renewed their leadership content and methods, strengthened their role as the political nucleus, and effectively led schools in carrying out educational tasks, building teams of managers, teachers, and staff with strong political qualities, professional ethics, and professional competence, thereby contributing to the improvement of students' comprehensive educational outcomes.

However, alongside these achievements, the innovation of leadership content and methods among some Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta remains limited. In some schools, leadership content has not been sufficiently aligned with the requirements of educational reform and the specific characteristics of the institution. Political, ideological, moral, and lifestyle education for managers, teachers, and students has at times lacked depth and effectiveness. Leadership over professional activities, staff development, and the promotion of the role of mass organizations has not always been coordinated effectively. In addition, leadership methods in some Party committees and Party cells have been slow to innovate; meetings of Party committees and Party cells have in some cases become formalistic; the formulation and

implementation of resolutions have not always reflected practical realities; and the relationship between the leadership of Party organizations and the management and administration of school boards has not always been clearly defined and effectively handled.

For these reasons, the doctoral candidate has chosen to undertake the research project entitled: **“Innovation in the Leadership Content and Methods of Party Committees and Party Cells at Public Upper Secondary Schools in the Coastal Provinces of the Red River Delta Today”** as a doctoral thesis in the field of Party Building and State Government.

2. Research purpose and tasks

2.1. Research purpose

Based on clarifying the theoretical and practical issues concerning the innovation of leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta, and through an analysis of the current situation, the thesis proposes directions and solutions for further innovating the leadership content and methods of these Party organizations in the coming period.

2.2. Research tasks

- To review and synthesize previous studies related to the thesis topic, identify their major findings as a basis for inheritance and further development, and determine the issues that require additional research and clarification in the thesis.

- To explain and clarify the theoretical and practical issues concerning the innovation of leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta; to develop the operational and core concepts of the thesis; and to construct the theoretical framework for the study.

- To survey and assess the current state of innovation in the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta from 2020 to the present; to identify achievements, limitations, their causes, and draw practical lessons.

- To analyze the favourable conditions and challenges affecting the innovation of leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta in the coming period; and to propose directions and solutions for further innovation in their leadership content and methods.

3. Study subjects and scope of the thesis

3.1. Study subjects

The subject of this thesis is the innovation of the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta at present.

3.2. Scope of the thesis

- In terms of space: The thesis investigates the innovation of the leadership content and methods of Party committees and Party cells at public upper secondary

schools in the coastal provinces of the Red River Delta, focusing on three provinces: Ninh Binh, Hung Yen, and Quang Ninh.

- In terms of time: The thesis examines and assesses the current state of innovation in the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta from 2020 to the present. The directions and solutions proposed in the thesis are intended to remain relevant through 2040.

4. Theoretical, practical basis and research methods of the thesis

4.1. Theoretical basis

The theoretical foundation of the thesis is based on Marxism–Leninism, Ho Chi Minh Thought, and the viewpoints of the Communist Party of Vietnam on Party building and rectification; grassroots Party organizations; the innovation of the leadership content and methods of grassroots Party organizations; and the fundamental and comprehensive reform of education and training.

4.2. Practical basis

The practical foundation of the thesis is the current state of innovation in the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta.

4.3. Research methods

The thesis is conducted on the basis of the methodology of dialectical materialism and historical materialism. In addition, it employs a combination of research methods commonly used in political science and interdisciplinary studies, including: systematization; analysis and synthesis; logical and historical approaches; practical investigation and review; induction and deduction; statistical and comparative methods; and sociological survey methods.

5. Scientific contributions of the thesis

Firstly, the thesis develops the concept that innovation in the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta refers to the process of positively transforming their leadership content and methods to align with new circumstances and requirements, thereby enhancing their leadership role, effectiveness, and efficiency.

Secondly, the thesis identifies a distinctive practical lesson regarding the innovation of leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta: the unity, cohesion, and determination for innovation among the Party committee as a whole, particularly the Party secretary and the school principal, constitute a crucial factor in successfully innovating leadership content and methods.

Thirdly, the thesis proposes a breakthrough solution for innovating the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta: comprehensively and synchronously strengthening and renewing organizational and personnel work, identified as the key breakthrough and pivotal measure for enhancing the

effectiveness and efficiency of the leadership content and methods of these Party organizations.

6. Theoretical and practical significance of the thesis

6.1. Theoretical significance

The findings of the thesis contribute to clarifying theoretical issues concerning the innovation of the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta.

6.2. Practical significance

The findings of the thesis provide additional scientific grounds for Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta to innovate their leadership content and methods, thereby contributing to the enhancement of the leadership capacity and combativeness of grassroots Party organizations within schools. They also support improvements in the quality and effectiveness of leadership in carrying out political tasks, Party-building work, the development of teams of managers, teachers, and staff, and the education of students in the coming period.

The findings of the thesis may also serve as reference materials for teaching, learning, and research in Party Building studies at commune-level political centres, cadre training and professional development institutions, and other relevant agencies and organizations.

7. Structure of the thesis

In addition to the introduction, conclusion, list of the author's published works related to the thesis topic, references, and appendices, the thesis consists of four chapters and nine sections.

Chapter 1

OVERVIEW OF AVAILABLE RESEARCH RELATED TO THE TOPICS

1.1. RESEARCH OUTSIDE VIETNAM

1.1.1. Studies related to upper secondary schools and Party organizations in upper secondary schools

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1.2. RESEARCH IN VIETNAM

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Tran Trung Dung (2016), *Management of teaching activities in upper*

secondary schools toward the development of students' competencies, Doctoral Thesis, Vinh University, Nghe An.

Pham Dao Tien (2016), "Training homeroom teachers to meet the requirements of current general education reform," *Journal of Educational Management Science*, No. 04 (December 2016), pp. 54 - 59.

Le Xuan Trung (2019), "Several issues in developing high-quality upper secondary schools in Hanoi in the current context," *Education Journal*, Special Issue (Part 2, May 2019), pp. 60 - 66.

Dao Hoang Truong (2019), "The current state of financial management in upper secondary schools," *Education Journal*, No. 462 (Part 2, September 2019), pp. 18 - 23.

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education and human resource development in Bac Ninh province today,” Socialism – Theory and Practice, No. 4 (20), pp. 47 - 52.

Do Thi Thu Huong (2022), *Implementing social equity in general education in the northern mountainous provinces of Vietnam today*, Doctoral Thesis in Dialectical Materialism and Historical Materialism, Ho Chi Minh National Academy of Politics, Hanoi.

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1.2.2. Studies related to the leadership of Party organizations in upper secondary schools

Nguyen Sy Quyet Tam (2008), *Educating socialist patriotism among upper secondary school students in the southeastern region of Vietnam today*, Doctoral Thesis in Scientific Socialism, Ho Chi Minh National Academy of Politics, Hanoi.

Le Nguyen Thanh Thuy (2014), “The current state of Party affairs management in schools,” *Journal of Science*, Ho Chi Minh City University of Education, No. 59, pp. 134 - 146.

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Pham Nguyen Phuong (2017), *The Party’s leadership of general education in Northern Vietnam (1954 - 1975)*, Doctoral Thesis in the History of the Communist Party of Vietnam, University of Social Sciences and Humanities, Vietnam National University, Hanoi.

Nguyen Duc Nhuan (2017), *The quality of principals of public upper secondary schools in the Red River Delta provinces in the current period*, Doctoral Thesis in Party Building and State Government, Ho Chi Minh National Academy of Politics, Hanoi.

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Bui Duc Minh and Tran Thu Giang (2025), “Party membership development in upper secondary schools in Hoa Binh province today,” *Journal of Psychology and Education*, Vol. 31, No. 5, pp. 143 - 145.

1.3. OVERVIEW OF THE RESEARCH FINDINGS OF RELATED WORKS AND ISSUES ADDRESSED BY THE THESIS

1.3.1. Overview of the research findings of related works

Based on the review of domestic and international studies related to the thesis topic, it can be seen that previous research has examined the issues of grassroots Party organizations and Party leadership in general education schools from various perspectives in a relatively comprehensive manner, generating significant theoretical and practical findings. These findings provide an important scientific foundation for this thesis to inherit and further develop.

Firstly, from a theoretical perspective, previous studies have contributed to clarifying the theoretical foundations of the Party’s leadership content and methods, particularly in the field of education and training.

Secondly, from a practical perspective, existing studies have provided a relatively comprehensive picture of the organization and operation of grassroots Party organizations in schools, as well as the current state of Party leadership in the education sector.

Thirdly, from the perspective of solution orientation, previous studies have proposed various groups of measures aimed at improving the quality of grassroots Party organizations and innovating leadership content and methods in schools, including upper secondary schools.

1.3.2. Issues to be addressed by the thesis

The thesis focuses on addressing the following key issues:

Firstly, to clarify the theoretical and practical foundations of innovating the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta.

Secondly, to objectively analyze and assess the current state of innovation in the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta.

Thirdly, to forecast the factors influencing the innovation of leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta, and to propose directions and comprehensive, feasible solutions, including innovative measures and an in-depth examination of breakthrough solutions aimed at strengthening Party leadership over public upper secondary schools and contributing to the improvement of educational quality.

Chapter 2

THEORETICAL AND PRACTICAL ISSUES CONCERNING THE INNOVATION OF THE LEADERSHIP CONTENT AND METHODS OF PARTY COMMITTEES AND PARTY CELLS AT PUBLIC UPPER SECONDARY SCHOOLS IN THE COASTAL PROVINCES OF THE RED RIVER DELTA TODAY

2.1. PUBLIC UPPER SECONDARY SCHOOLS IN THE COASTAL PROVINCES OF THE RED RIVER DELTA AND PARTY COMMITTEES AND PARTY CELLS AT PUBLIC UPPER SECONDARY SCHOOLS IN THE COASTAL PROVINCES OF THE RED RIVER DELTA

2.1.1. The Red River Delta, the coastal provinces of the Red River Delta, and public upper secondary schools in the coastal provinces of the Red River Delta: concepts, roles, functions, tasks, and characteristics

2.1.1.1. Overview of the Red River Delta

The Red River Delta is one of the two largest delta regions in Vietnam. It is not only the cradle of the country's wet-rice civilization but also an economic, political, and cultural region of particular importance. The Red River Delta serves as the key economic growth region of Northern Vietnam, with an economic structure that has undergone a strong transition towards industrialization.

2.1.1.2. The coastal provinces of the Red River Delta

From 1 July 2025, pursuant to Resolution No. 202/2025/QH15 of the National Assembly on the reorganization of provincial-level administrative units, the nine provinces of the Red River Delta were consolidated into four provinces: Bac Ninh (Bac Ninh and Bac Giang), Hung Yen (Hung Yen and Thai Binh), Ninh Binh (Ha Nam, Nam Dinh, and Ninh Binh), and Quang Ninh (unchanged). The coastal area of the Red River Delta comprises three provinces: Quang Ninh, Hung Yen, and Ninh Binh.

The reorganization of the coastal provinces of the Red River Delta has resulted in several major changes.

Firstly, the most notable change following the consolidation is the transformation in the scale and spatial structure of regional development.

Secondly, together with the expansion of administrative space, significant changes have occurred in population size and the social structure of the region.

Thirdly, changes in administrative boundaries have led to important adjustments in the organization and operation of the political system, as well as of upper secondary educational institutions.

2.1.1.3. Public upper secondary schools in the coastal provinces of the Red River Delta: concepts, tasks, powers, organization, current situation, and characteristics

** Concept*

Public upper secondary schools in the coastal provinces of the Red River Delta are formal educational institutions within Vietnam's national education system. They constitute the final stage of general education (Grades 10–12) and are established by competent state authorities, which are responsible for investing in infrastructure and ensuring funding for recurrent expenditures. These schools are subject to the professional management of the provincial Departments of Education and Training and the administrative management of the respective Provincial People's Committees.

** Tasks and authorities of public upper secondary schools in the coastal provinces of the Red River Delta*

The tasks and powers of public upper secondary schools are stipulated in the Charter of Primary Schools, Lower Secondary Schools, Upper Secondary Schools, and Multi-Level General Education Schools (issued together with Circular No. 15/2026/TT-BGDDT dated 24 March 2026 of the Minister of Education and Training).

** Organization of public upper secondary schools in the coastal provinces of the Red River Delta*

Public upper secondary schools in the coastal provinces of the Red River Delta are organized in accordance with general regulations and typically include: the principal and vice-principals; the emulation and commendation council; the disciplinary council; advisory councils; the Communist Party of Vietnam organization; the Ho Chi Minh Communist Youth Union and the Ho Chi Minh Young Pioneer Organization; professional divisions; administrative offices; specialized education units (where applicable); and student classes.

** Overview of public upper secondary schools in the coastal provinces of the Red River Delta*

Following the provincial mergers, the provinces in this region possess a large number of upper secondary schools. Ninh Binh has 94 public upper secondary schools, Hung Yen has 54, and Quang Ninh has 38. These schools are widely distributed across communes, wards, and special administrative zones to meet the educational needs of students throughout the region.

** Characteristics of public upper secondary schools in the coastal provinces of the Red River Delta*

Firstly, public upper secondary schools in the coastal provinces of the Red River Delta are among the leading schools in Vietnam in terms of educational quality.

Secondly, these schools are located in the cultural heartland of the Red River civilization, characterized by long-standing traditions of learning, discipline, and academic excellence.

Thirdly, public upper secondary schools in the coastal provinces of the Red River Delta benefit from modern and well-developed infrastructure.

Fourthly, the educational orientation of these schools is closely linked to the marine economy and international integration.

Fifthly, competition for admission to Grade 10 in public upper secondary schools in the coastal provinces of the Red River Delta is particularly intense.

2.1.2. Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta: concepts, functions, tasks, organization, position, roles, and characteristics

2.1.2.1. Concept

Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta are grassroots Party organizations established within public upper secondary schools in the coastal provinces of the Red River Delta.

At present, public upper secondary schools in the three coastal provinces of the Red River Delta have 140 grassroots Party committees and 46 grassroots Party cells, with a total membership of 7,878 Party members.

2.1.2.2. Functions and tasks

** Functions*

Party committees and Party cells in public upper secondary schools in the coastal provinces of the Red River Delta serve as the political nucleus, providing leadership in implementing the Party's guidelines and policies, as well as the State's laws and regulations; leading the effective implementation of the schools' political tasks; caring for the material and spiritual well-being of cadres, Party members, teachers, and employees; and building both the Party organization and the school into clean and strong institutions.

** Tasks*

The tasks of Party committees and Party cells are prescribed in Regulation No. 125-QD/TW issued by the Secretariat on 10 October 2023 concerning the functions, tasks, and working relationships of grassroots Party committees and Party cells in public service units.

2.1.2.3. Organization of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta

Grassroots Party committees in public upper secondary schools in the coastal provinces of the Red River Delta establish Party executive committees at the grassroots level. Within each Party committee, subordinate Party cells are organized under the leadership of the grassroots Party executive committee. Where the Party executive committee has fewer than nine members, it elects a secretary and a deputy secretary. This is the most common organizational model among public upper secondary schools in the coastal provinces of the Red River Delta.

2.1.2.4. Position and roles of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta

Firstly, Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta serve as the political nucleus, ensuring the Party's leadership within these schools.

Secondly, Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta are a key factor in ensuring the successful fulfilment of the schools' tasks and objectives.

Thirdly, Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta function as centres of unity and as a bridge connecting the Party with intellectuals and the broader school community.

2.1.2.5. Characteristics of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta

Firstly, Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta have a high proportion of Party members among the schools' cadres and teachers, most of whom are teachers and educational administrators.

Secondly, these Party organizations are located in the cultural heartland of the Red River Delta, a region distinguished by strong traditions of learning and a proud revolutionary heritage.

Thirdly, these Party organizations operate in a rapidly developing and dynamic coastal region with a substantial demand for human resource training to serve industrial zones and the marine economy.

2.2. CONTENT, LEADERSHIP METHODS, AND THE INNOVATION OF THE CONTENT AND LEADERSHIP METHODS OF PARTY COMMITTEES AND PARTY CELLS AT PUBLIC UPPER SECONDARY SCHOOLS IN THE COASTAL PROVINCES OF THE RED RIVER DELTA: CONCEPTS, CONTENT, AND ROLES

2.2.1. Leadership and the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta

2.2.1.1. Concept of leadership by Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta

Leadership by Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta refers to the entirety of activities through which Party committees and Party cells influence management

bodies, professional units, mass organizations, cadres, public employees, workers, Party members, Party committees at all levels, and Party organizations within the Party committee or Party cell. These activities range from formulating resolutions and major policy orientations to organizing their implementation and conducting inspection and supervision of their implementation, with the aim of successfully fulfilling the school's political tasks; caring for the material and spiritual well-being of cadres, Party members, public employees, and workers; and building both the Party organization and the school into clean and strong institutions.

2.2.1.2. Content of leadership by Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta

Firstly, leading the implementation of the school's political tasks, national defence, and security responsibilities.

Secondly, leading political and ideological work within the school.

Thirdly, leading organizational and personnel work within the school.

Fourthly, leading the implementation of democracy and the prevention and combat of corruption, wastefulness, bureaucracy, and misconduct.

Fifthly, leading socio-political organizations within the school.

Sixthly, leading Party-building work within the Party committee or Party cell.

2.2.1.3. Leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta

Firstly, Party committees and Party cells exercise leadership through resolutions and major policy orientations.

Secondly, Party committees and Party cells exercise leadership through communication, persuasion, and mobilization.

Thirdly, Party committees and Party cells exercise leadership through organizational and personnel work.

Fourthly, Party committees and Party cells exercise leadership through Party organizations and through the pioneering and exemplary role of Party members within the school's organizations.

Fifthly, Party committees and Party cells exercise leadership through inspection and supervision.

2.2.2. Innovation of the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta: concepts, content, and roles

2.2.2.1. Concept of innovation in the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta

Innovation in the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta refers to the process of positively transforming their leadership content and methods to align with new circumstances and requirements, thereby enhancing their leadership role, effectiveness, and efficiency.

2.2.2.2. Content of innovation in the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta

**** Innovation in leadership content***

Firstly, innovating the content of leadership in implementing the school's political tasks, national defence, and security responsibilities.

Secondly, innovating the content of leadership in political and ideological work within the school.

Thirdly, innovating the content of leadership in organizational and personnel work within the school.

Fourthly, innovating the content of leadership in implementing democracy and preventing and combating corruption, wastefulness, bureaucracy, and misconduct within the school.

Fifthly, innovating the content of leadership of socio-political organizations within the school.

Sixthly, innovating the content of leadership in Party-building work within the Party committee or Party cell.

**** Innovation in leadership methods***

Firstly, innovating the formulation and implementation of leadership resolutions and policy orientations.

Secondly, innovating leadership methods through communication, persuasion, and mobilization.

Thirdly, innovating leadership methods through organizational and personnel work.

Fourthly, innovating leadership methods through Party committees, subordinate Party cells under the school Party committee, and by promoting the pioneering and exemplary role of Party members.

Fifthly, innovating leadership methods through inspection and supervision.

2.2.2.3. Roles of innovation in the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta

Firstly, innovation in the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta helps enhance their leadership effectiveness and efficiency.

Secondly, innovation in the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta contributes to implementing the Party's policy of continuing to strengthen Party building and rectification, while enhancing the Party's leadership capacity, governing capacity, and combativeness.

Thirdly, innovation in the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta contributes to strengthening and enhancing the prestige and leadership role of grassroots Party organizations, as well as their relationships with organizations, the school community, and local Party committees.

Chapter 2 summary

Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta constitute an integral part of the Party's grassroots organizational system. They serve as the political nucleus that ensures Party leadership within public upper secondary schools and are a key factor in ensuring the successful fulfilment of these schools' tasks and objectives. In response to the requirements of strengthening Party building and rectification, Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta must seriously undertake the task of innovating their leadership content and methods.

Chapter 3

INNOVATION OF THE CONTENT AND LEADERSHIP METHODS OF PARTY COMMITTEES AND PARTY CELLS AT PUBLIC UPPER SECONDARY SCHOOLS IN THE COASTAL PROVINCES OF THE RED RIVER DELTA: CURRENT SITUATION, CAUSES, AND LESSONS LEARNED

3.1. CURRENT SITUATION OF THE INNOVATION OF THE CONTENT AND LEADERSHIP METHODS OF PARTY COMMITTEES AND PARTY CELLS AT PUBLIC UPPER SECONDARY SCHOOLS IN THE COASTAL PROVINCES OF THE RED RIVER DELTA

3.1.1. Strengths

3.1.1.1. Strengths in innovating leadership content

Firstly, leadership in implementing the school's political tasks, national defence, and security responsibilities has been innovated in a manner that is more closely aligned with the requirements of general education reform and local realities.

Secondly, leadership of political and ideological work within schools has been innovated in a more practical manner, closely linked to cadres, Party members, teachers, staff, and the current requirements of educational reform.

Thirdly, leadership of organizational and personnel work has been innovated with greater emphasis on consolidating the organizational structure, ensuring proper delegation and decentralization of responsibilities, and promoting the role of individuals with strong competence and moral qualities.

Fourthly, innovation in leadership concerning the implementation of democracy and the prevention and combat of corruption, wastefulness, bureaucracy, and misconduct within schools has achieved many noteworthy results.

Fifthly, leadership of socio-political organizations within schools, particularly the Trade Union and the Ho Chi Minh Communist Youth Union, has been innovated in a way that better promotes their roles in fulfilling political tasks and strengthening Party building.

Sixthly, leadership in building clean and strong Party committees and Party cells has been innovated through greater attention to improving the quality of Party

meetings, Party member management, Party membership development, and inspection and supervision.

3.1.1.2. Strengths in innovating leadership methods

Firstly, the formulation and implementation of resolutions and leadership policies have been innovated in a more timely manner, more closely aligned with school realities, and with greater feasibility.

Secondly, communication, persuasion, and mobilization efforts have been innovated in ways that are better suited to the characteristics of teachers, professional divisions, and mass organizations within schools.

Thirdly, organizational and personnel work has been innovated with greater emphasis on the rational arrangement and consolidation of the school's organizational structure, thereby better promoting the leadership role of Party organizations and the responsibilities of various units within the school.

Fourthly, leadership through subordinate Party cells under the school Party committee and the promotion of the pioneering and exemplary role of cadres and Party members have shown many positive developments.

Fifthly, inspection and supervision have been innovated through more systematic programs and plans, with greater attention to appropriate subjects and content, while being closely linked to the requirement of enhancing leadership effectiveness and efficiency within schools.

3.1.2. Limitations

3.1.2.1. Limitations in innovating leadership content

Firstly, innovation in leadership regarding the implementation of political tasks, national defence, and security responsibilities in some Party committees and Party cells has not fully kept pace with the requirements of educational reform, digital transformation, and the maintenance of a safe educational environment.

Secondly, innovation in leadership of political and ideological work in some Party committees and Party cells has not been sufficiently dynamic and practical, nor has it fully met the requirements of ideological education and guidance in the contemporary school environment.

Thirdly, innovation in leadership of organizational and personnel work in some Party committees and Party cells has not fully met the requirements of organizational consolidation and the improvement of staff quality within schools.

Fourthly, innovation in leadership concerning the implementation of democracy and the prevention and combat of corruption, wastefulness, bureaucracy, and misconduct in some Party committees and Party cells has not always been sufficiently rigorous, regular, or effective.

Fifthly, innovation in leadership of socio-political organizations in some schools has not been fully coordinated and has not fully promoted the roles of the Trade Union and the Ho Chi Minh Communist Youth Union in carrying out political tasks.

Sixthly, innovation in leadership of Party-building work in some schools has not always been sufficiently robust and has not produced consistent improvements in the quality of Party organizations and Party members.

3.1.2.2. Limitations in innovating leadership methods

Firstly, the formulation and implementation of resolutions and leadership policies in some Party committees and Party cells have not always been timely, closely aligned with practical realities, or sufficiently feasible.

Secondly, innovation in communication, persuasion, and mobilization in some Party committees and Party cells has not been sufficiently flexible, profound, or appropriate to the characteristics of school personnel.

Thirdly, innovation in organizational and personnel work in some Party committees and Party cells has not been sufficiently coordinated and has not fully met the requirements for arranging an effective and efficient school organizational structure.

Fourthly, innovation in leadership methods through Party committees, subordinate Party cells under school Party committees, and the promotion of the pioneering and exemplary role of Party members has not always been clearly evident and has not generated a strong influence throughout the school.

Fifthly, innovation in inspection and supervision in some Party committees and Party cells has not been sufficiently regular, focused, targeted, or effective.

3.2. CAUSES AND LESSONS LEARNED

3.2.1. Causes

3.2.1.1. Causes of strengths

Firstly, the sound viewpoints and policies of the Party, the State, and the education sector regarding the renewal of Party leadership and the fundamental and comprehensive reform of education and training.

Secondly, the regular leadership and direction provided by higher-level Party committees, together with the coordination of local authorities and education agencies.

Thirdly, the awareness and sense of responsibility of Party committees, Party secretaries, school leadership boards, and teams of cadres, Party members, and teachers have continued to improve.

Fourthly, coordination among Party committees, school leadership boards, professional divisions, Trade Unions, Youth Unions, and other educational forces within schools has become increasingly close and effective.

3.2.1.2. Causes of limitations

Firstly, the awareness of some Party committees, Party secretaries, cadres, and Party members regarding the need to innovate the content and leadership methods of Party committees and Party cells at public upper secondary schools remains insufficient.

Secondly, the leadership, implementation, and advisory capacities of some Party committee members, school managers, and Party members remain limited.

Thirdly, coordination mechanisms among Party committees, school leadership boards, professional divisions, and socio-political organizations in some schools have not been sufficiently close or coordinated.

Fourthly, the conditions necessary to support the innovation of leadership content and methods in some Party committees and Party cells at public upper secondary schools remain limited.

3.2.2. Lessons learned

Firstly, a deep awareness of and commitment to innovating leadership content and methods among Party committees, especially Party secretaries and school principals, is a crucial factor determining the success of innovation in leadership content and methods.

Secondly, correctly identifying the content of innovation in leadership content and methods in close connection with the school's central political tasks contributes to enhancing the leadership quality of Party committees and Party cells in the new context.

Thirdly, thoroughly grasping the Party's viewpoints, the State's policies, and the education sector's directives on Party building, educational reform, and school development provides the foundation for Party committees to formulate appropriate policies and resolutions concerning innovation in leadership content and methods.

Fourthly, the unity, cohesion, and determination for innovation among the Party committee as a whole, particularly the Party secretary and the school principal, constitute an important factor in successfully innovating leadership content and methods.

Fifthly, creating conditions for cadres, teachers, staff, students, and parents to exercise their supervisory and consultative roles, while regularly conducting inspection, supervision, reviews, and practical evaluations, contributes significantly to successful innovation in leadership content and methods.

Chapter 3 summary

Based on the theoretical framework developed for the study, the thesis has closely followed the content of innovation in the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta in order to conduct a relatively comprehensive survey, analysis, and assessment of the current situation. The assessment has been carried out by examining both strengths and limitations, ensuring a close connection between the theoretical foundation and the practical leadership activities of Party organizations within schools.

Drawing on the findings of the survey, the thesis has analyzed the causes of the identified strengths while also clarifying the causes of the limitations in innovating the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta. On that basis, the thesis identifies five lessons learned that may serve as valuable references for the continued innovation of the leadership content and methods of Party organizations within schools.

Chapter 4

DIRECTIONS AND SOLUTIONS FOR INNOVATING THE CONTENT AND LEADERSHIP METHODS OF PARTY COMMITTEES AND PARTY CELLS AT PUBLIC UPPER SECONDARY SCHOOLS IN THE COASTAL PROVINCES OF THE RED RIVER DELTA IN THE COMING PERIOD

4.1. FORECAST OF INFLUENCING FACTORS AND DIRECTIONS FOR INNOVATING THE CONTENT AND LEADERSHIP METHODS OF PARTY COMMITTEES AND PARTY CELLS AT PUBLIC UPPER SECONDARY SCHOOLS IN THE COASTAL PROVINCES OF THE RED RIVER DELTA IN THE COMING PERIOD

4.1.1. Forecast of favourable and unfavourable factors affecting the innovation of the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta in the coming period

4.1.1.1. Forecast of favourable factors affecting the innovation of the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta in the coming period

Firstly, the increasingly comprehensive system of Party viewpoints and policies on educational reform, together with a progressively legal framework, will provide a solid institutional foundation for innovation

Secondly, a streamlined organizational structure and the expansion of development space following the reorganization of administrative units will generate new momentum for development.

Thirdly, the Fourth Industrial Revolution and the national digital transformation process will create favourable conditions for innovating the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta.

Fourthly, the rich tradition of cultural and revolutionary heritage in the Red River Delta, alongside the superior quality of the party member cadre in schools, serves as an endogenous driver and a solid political foundation for innovating the content and leadership methods of primary party organizations.

Fifthly, the process of extensive international integration and the dynamic development of the marine economy place an urgent demand on party organizations to innovate their leadership content to closely reflect practical realities, while transitioning leadership methods toward a modern and flexible approach.

4.1.1.2. Forecast of unfavourable factors affecting the innovation of the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta in the coming period

Firstly, difficulties and uncertainties arising during the initial stage of operating the new political system structure and implementing the reorganization of administrative units may affect the innovation process.

Secondly, institutional inertia in thinking, a tendency among some individuals

to avoid responsibility, and the limited capacities of a proportion of cadres, Party members, and teachers may hinder innovation efforts.

Thirdly, shortcomings in facilities, digital infrastructure, and financial resources are expected to remain major obstacles, limiting the ability to keep pace with the rapid development of digital transformation in both education and Party work.

Fourthly, the negative effects of the market economy, the increasing complexity of cyberspace, and the risk of moral and lifestyle degradation will place growing pressures on schools and Party organizations.

Fifthly, leadership of student streaming and career guidance is expected to face considerable challenges in keeping pace with industrialization and the transformation of the region's marine-based economic structure.

4.1.2. Directions for innovating the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta in the coming period

Firstly, to remain steadfast in and effectively apply the theoretical foundations and practical lessons gained through the implementation process, thereby continuing to correctly identify and effectively implement appropriate content and leadership methods for Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta.

Secondly, to harmoniously resolve the relationship between the comprehensive leadership role of the public high school's Party Committee or Cell and the management and professional administration of the School Board, overcoming the situation of either usurping functions and doing others' work or relaxing leadership.

Thirdly, to ensure the effective participation of mass organizations within schools in the development of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta, thereby contributing to the building of clean Party organizations and strong schools.

Fourthly, to comprehensively reform personnel work, ensuring that the appointment, deployment, and utilization of cadres are conducted in a scientific and democratic manner, in compliance with State law and Party discipline.

4.2. SOLUTIONS FOR INNOVATING THE CONTENT AND LEADERSHIP METHODS OF PARTY COMMITTEES AND PARTY CELLS AT PUBLIC UPPER SECONDARY SCHOOLS IN THE COASTAL PROVINCES OF THE RED RIVER DELTA IN THE COMING PERIOD

4.2.1. Raising the awareness and responsibility of Party committees at all levels for continuing to innovate the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta in the coming period

Firstly, to fundamentally reform the methods of disseminating and studying Party resolutions in conjunction with political activities of self-criticism and criticism, transforming theoretical education into an intrinsic need of each cadre, Party member, teacher, and staff member within the school.

Secondly, to maximize the pioneering and exemplary role and accountability of

Party secretaries and school leadership boards in self-study, self-improvement, and taking the lead in implementing educational reform.

Thirdly, to strengthen discipline and rigor in political study while closely linking it with the evaluation, planning, appointment of heads of professional divisions, and the consideration of commendation and reward schemes for teachers.

Fourthly, to closely follow school realities and innovate ideological activities in connection with the development orientation of the marine economy and the prevention of social evils infiltrating the school environment, thereby firmly safeguarding the Party's ideological foundation.

4.2.2. Promoting theoretical research and practical reviews in association with the professional activities of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta during the process of leadership, direction, and task implementation

Firstly, to fundamentally renew the thinking and awareness of Party committees, cadres, and Party members regarding the position and role of theoretical research and practical reviews, considering them regular and mandatory political tasks closely associated with professional activities.

Secondly, to maximize the pioneering role and direct responsibility of Party secretaries and school leadership boards in leading, directing, and directly conducting practical review activities.

Thirdly, to develop, train, and consolidate a core group of cadres and Party members engaged in political theory research and practical reviews, while contributing to the firm protection of the Party's ideological foundation within schools.

Fourthly, to orient research and review activities toward the breakthrough tasks of the education sector and the realities of economic restructuring and industrialization in the coastal provinces of the Red River Delta.

Fifthly, to promote the application of digital platforms in research and review activities and establish transparent evaluation and reward mechanisms to facilitate the application of research findings in teaching practice.

4.2.3. Clearly defining the authority, responsibilities, and roles of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta in the process of innovating leadership content and methods

Firstly, to promptly review, revise, supplement, and improve the working regulations of school Party committees and Party cells, ensuring a clear distinction between the comprehensive leadership functions of Party organizations and the professional management and administrative authority of school leadership boards.

Secondly, to clearly define authority, strengthen accountability, and promote the pioneering and exemplary role of Party secretaries who concurrently serve as school principals in the context of increased decentralization and delegation of authority.

Thirdly, to establish and effectively operate a close and coordinated mechanism of cooperation between Party committees of public upper secondary schools and local

Party committees within the context of implementing a new model of local government.

Fourthly, to promote comprehensive decentralization and delegation of authority while simultaneously strengthening inspection, supervision, and strict power control within schools.

Fifthly, to establish and maximize the role of teachers' councils as collective decision-making bodies, together with the supervisory and social criticism functions of mass organizations in monitoring the exercise of authority by Party committees and school leadership boards.

4.2.4. Building and comprehensively, synchronously reforming organizational and personnel work as the breakthrough and pivotal factor for enhancing the effectiveness and efficiency of the leadership content and methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta

Firstly, to promptly review, restructure, and streamline the internal organizational apparatus of schools in conjunction with the innovation of the leadership methods of Party committees and Party cells at public upper secondary schools, enabling them to adapt flexibly to the two-tier local government model.

Secondly, to fundamentally and comprehensively reform the thinking and methods used in evaluating cadres and teachers, ensuring democracy, objectivity, and substantive assessment, with work performance and the confidence of the masses serving as the highest criteria.

Thirdly, to create a breakthrough in the planning, training, professional development, and appointment of school managers, while firmly implementing the principle of “entry and exit, promotion and demotion.”

Fourthly, to strengthen accountability and maximize the pioneering and exemplary role of Party secretaries and school leadership boards in leading the comprehensive reform of schools.

Fifthly, to enhance internal political protection, strengthen discipline and order, tighten power control, and promote the application of digital technology in human resource management.

4.2.5. Developing and improving the working regulations of Party committees and the coordination regulations between Party committees and school leadership boards at public upper secondary schools in the coastal provinces of the Red River Delta

Firstly, to raise the awareness of Party committees, cadres, and Party members regarding the role and importance of developing and strictly implementing working regulations and coordination regulations.

Secondly, to clearly and specifically define functions, tasks, authority, and working relationships within the working regulations of school Party committees.

Thirdly, to develop and strictly implement coordination regulations between Party committees and school leadership boards in order to ensure consistency and coordination in school management and administration.

Fourthly, to regularly review, supplement, update, and strengthen inspection

and supervision of the implementation of working regulations and coordination regulations.

Fifthly, to strongly promote the role of socio-political organizations and teachers' councils in providing feedback on and supervising the implementation of such regulations.

4.2.6. Strengthening inspection and supervision by higher-level Party committees and inspection commissions over Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta during the process of innovating leadership content and methods

Firstly, to promptly review and reform inspection and supervision mechanisms, while maximizing grassroots democracy in accordance with the principle of relying on the masses to build the Party.

Secondly, to substantively promote the supervisory role of cadres and teachers in monitoring the exercise of authority and responsibilities by Party committees and school leadership boards under the protection and guidance of higher-level Party organizations.

Thirdly, to fundamentally reform the thinking and methods of inspection and supervision conducted by higher-level Party committees and inspection commissions over Party committees and Party cells at public upper secondary schools, making them more proactive, regular, and effective.

Fourthly, to establish a coordinated, integrated, and closely connected mechanism linking Party inspection work with educational sector inspections and broader social supervision, thereby creating a comprehensive framework for power control.

Fifthly, to strengthen Party discipline and order, firmly and impartially address all violations, and combine this with the development of a culture of integrity that protects those who courageously combat misconduct and negative practices.

Chapter 4 summary

In the coming period, the innovation of the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta will be influenced by a combination of favourable conditions and challenges. Based on an analysis of this context, the thesis identifies the direction of focusing on the innovation of leadership content and methods in order to enhance leadership capacity, strengthen the role of grassroots Party organizations as the political nucleus, and align with the process of fundamental and comprehensive educational reform, as well as the requirements of local socio-economic development, marine economic development, industrialization, and modernization.

On that basis, Chapter 4 proposes a system of solutions aimed at innovating the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta in the coming period.

CONCLUSION

Innovation in the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta refers to the process of positively transforming their leadership content and methods to align with new circumstances and requirements, thereby enhancing their leadership role, effectiveness, and efficiency.

Over recent years, Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta have consistently paid attention to innovating their leadership content and methods and have achieved many important results. However, alongside these achievements, limitations and shortcomings remain in both leadership content and leadership methods. Based on the assessment of the current situation of innovation in the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta, the thesis identifies five lessons learned.

In the coming period, to ensure the effective innovation of the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta, six solutions proposed by the thesis should be studied and implemented in a coordinated manner. *Firstly*, raising the awareness and responsibility of Party committees at all levels regarding the continued innovation of the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta. *Secondly*, promoting theoretical research and practical reviews in association with the professional activities of Party committees and Party cells during the process of leadership, direction, and task implementation. *Thirdly*, clearly defining the authority, responsibilities, and roles of Party committees and Party cells in the process of innovating leadership content and methods. *Fourthly*, building and comprehensively, synchronously reforming organizational and personnel work as the breakthrough and pivotal factor for enhancing the effectiveness and efficiency of leadership content and methods. *Fifthly*, developing and improving the working regulations of Party committees and the coordination regulations between Party committees and school leadership boards at public upper secondary schools in the coastal provinces of the Red River Delta. *Sixthly*, strengthening inspection and supervision by higher-level Party committees and inspection commissions over Party committees and Party cells during the process of innovating leadership content and methods. These six solutions are closely interrelated and collectively aim to ensure the successful innovation of the content and leadership methods of Party committees and Party cells at public upper secondary schools in the coastal provinces of the Red River Delta.

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