

**UNIVERSITY OF DANANG  
UNIVERSITY OF SCIENCE AND EDUCATION**

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**NGUYEN ANH TRANG**

**MANAGEMENT OF INTERMEDIATE-LEVEL POLITICAL  
THEORY TRAINING AT POLITICAL SCHOOLS IN THE  
CENTRAL HIGHLANDS PROVINCES ACCORDING  
TO THE CIPO APPROACH**

**Major: Educational Management  
Code: 9140114**

**SUMMARY OF THE DOCTORAL DISSERTATION IN  
EDUCATIONAL MANAGEMENT**

**Da Nang – 2026**

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Reviewer 3: .....

The thesis will be defended before the University-level Thesis  
Evaluation Council at the University of Education on .....2026

The thesis can be found at:

Center for Learning Resources and Information Technology,  
University of Education - University of Danang

## INTRODUCTION

### 1. The urgency of the topic

Through research and surveys, we found that the CIPO model has outstanding advantages: first, it ensures comprehensiveness in training management from input to output; second, it clarifies the characteristics of managing intermediate-level political theory training at provincial political schools; third, it clarifies the relationships among stages of managing intermediate-level political theory training; fourth, it improves the quality of intermediate-level political theory training to meet the current requirements for innovation in learning political theory; fifth, it identifies the actors involved in managing intermediate-level political theory training in the stages of the training process, thereby creating good coordination among the actors in managing intermediate-level political theory training. These advantages can be applied to the management of intermediate-level political theory training at provincial political schools today.

Based on the above theoretical and practical foundations, the author selected the topic: *“Management of Intermediate-Level Political Theory Training at Political Schools in the Central Highlands Provinces according to the CIPO Approach”* as the research topic.

### 2. Research objectives

Based on a study of the theoretical and practical foundations of managing intermediate-level political theory training under the CIPO approach at provincial political schools in the Central Highlands region, the dissertation proposes management solutions that contribute to improving the effectiveness of intermediate-level political theory training at provincial political schools in the Central Highlands in the current period.

### 3. Research population and subject

**3.1. Research population:** Intermediate-level political theory training at provincial Political Schools

**3.2. Research subject:** The management of intermediate-level political theory training at Political Schools in the Central Highlands provinces according to the CIPO approach

#### **4. Research tasks**

**4.1.** Study the theoretical basis of managing intermediate-level political theory training at provincial political schools

**4.2.** Study the practical basis of managing intermediate-level political theory training at political schools in the Central Highlands provinces according to the CIPO approach

**4.3.** Propose solutions for managing intermediate-level political theory training at political schools in the Central Highlands provinces according to the CIPO approach

**4.4.** Organizing the validation of proposed solutions and piloting one solution for managing intermediate-level political theory training based on the CIPO approach at Gia Lai Provincial Political School.

#### **5. Scope of the study and survey subjects**

##### **5.1. Scope of the study**

**5.1.1. Scope of space:** The dissertation studies the practical management of intermediate-level political theory training at provincial political schools in the Central Highlands region, prior to July 1, 2025, including: Political Schools of Gia Lai, Kon Tum, Đak Lak, Đak Nông and Lam Đông provinces

**5.1.2. Scope of time:** The dissertation studies the practical management of intermediate-level political theory training at provincial political schools in the Central Highlands region for the period 2022-2024

##### **5.2. Survey subjects**

Managers (including: the Board of Rectors (Rector, Vice Rectors); leaders and staff of the Department of Training Management and Scientific Research), lecturers at 05 provincial political schools in the Central Highlands region

Learners of intermediate-level political theory classes of the provincial political schools

**5.3. *Subjects of the proposed solutions:*** Managers of provincial political schools in the Central Highlands region

**5.4. *Survey duration:*** From July 2022 to December 2024

## **6. Scientific hypothesis**

The management of intermediate-level political theory training at provincial political schools in the Central Highlands in recent years has achieved certain results; however, limitations remain that affect training quality and effectiveness. Developing a solid theoretical foundation for training management based on the CIPO approach, combined with assessing the current situation across context, input, process, and output factors, provides a basis for proposing and implementing appropriate, coordinated management solutions, thereby improving training quality and effectiveness to meet current cadre development requirements.

## **7. New contributions of the dissertation**

- Supplement and clarify theoretical issues on managing intermediate-level political theory training based on the CIPO approach, contributing to the refinement of the theoretical framework under the specific conditions of provincial political schools.

- Assess the current state of training management in the Central Highlands, identifying strengths, weaknesses, opportunities, and challenges as a reliable basis for innovation.

- Propose context-specific, feasible CIPO-based management solutions for the region, enhancing training quality and effectiveness and offering reference value for similar localities.

## **8. Arguments to be defended**

- Managing intermediate-level political theory training at provincial political schools based on the CIPO model provides an appropriate theoretical foundation for developing the training

management framework in the current context.

- The current state of training management in the Central Highlands, analyzed through CIPO components (context, input, process, output), reveals both achievements and systemic limitations, underscoring the urgent need for innovation.

- The system of CIPO-based management solutions is scientific, systematic, and practically applicable, suited to the region's specific conditions, thereby enhancing training quality and effectiveness in the present period.

## **9. Research approaches and methods**

### **9.1. Approach**

*9.1.1. Approach to systems and structures*

*9.1.2. Historical - logical approach*

*9.1.3. Complex Approach*

*9.1.4. CIPO approach*

### **9.2. Research methods**

*9.2.1. Theoretical research methods*

*9.2.2. Practical research methods*

*9.2.2.1. Questionnaire survey method*

*9.2.2.2. Interview methods*

*9.2.2.3. Operational product research methods*

*9.2.2.4. Test methods*

*9.2.2.5. Methods of analyzing survey data*

## **10. Layout of the thesis**

In addition to the introduction, conclusions, the main content of the thesis is structured into 3 chapters as follows:

- **Chapter 1:** Theoretical basis for the management of intermediate training in political theory at provincial political schools according to the CIPO approach.

- **Chapter 2:** The current state of managing intermediate-level political theory training at provincial political schools in the Central

Highlands.

- **Chapter 3:** Solutions for managing intermediate political theory training in provincial political schools in the Central Highlands according to the CIPO approach.

## **CHAPTER 1**

### **THEORETICAL BASIS FOR MANAGEMENT OF INTERMEDIATE POLITICAL THEORY TRAINING AT THE PROVINCIAL SCHOOL OF POLITICS ACCORDING TO THE CIPO APPROACH**

#### **1.1. Overview of Problem Research**

##### *1.1.1. Studies on intermediate training in political theory*

##### *1.1.2. Studies on management of intermediate training in political theory*

##### *1.1.3. Commenting on relevant research works and thesis issues to focus on*

#### **1.2. Main concepts of the project**

##### *1.2.1. Management*

##### *1.2.2. Training*

##### *1.2.3. Intermediate level of political theory*

##### *1.2.4. Training management*

##### *1.2.5. Management of intermediate training in political theory according to the CIPO approach*

The management of intermediate-level political theory training under the CIPO approach is defined as the purposeful and goal-oriented influence of management subjects on management objects through the management of context (regulating, identifying, and forecasting influencing factors), input management (management of admission screening and enrollment; management of recruitment and student intake, etc.), process management (management of teaching plans; management of curriculum content, etc.), and output management (management of graduation recognition; management of

the issuance of graduation certificates; management of feedback collection from learners regarding lecturers, etc.), with the aim of achieving the highest possible effectiveness in intermediate-level political theory training.

### ***1.2.6. Management of intermediate-level political theory training based on the CIPO approach***

Managing intermediate-level political theory training based on the CIPO approach is a purposeful, planned, and organized process in which the managing entity influences the managed object through the elements of context, input, process, and output management, ensuring the coordinated operation of training activities and the effective achievement of local training objectives.

## **1.3. Approaches in the management of intermediate training in political theory**

### ***1.3.1. Access to content***

*1.3.1.1. Management of training objectives*

*1.3.1.2. Management of training contents*

*1.3.1.3. Management of training forms and methods*

*1.3.1.4. Management of conditions for training activities*

*1.3.1.5. Management of examination and evaluation of training results*

### ***1.3.2. Operational Outreach***

*1.3.2.1. Management of teaching activities of lecturers*

*1.3.2.2. Management of students' learning activities*

*1.3.2.3. Management of teaching and learning environment*

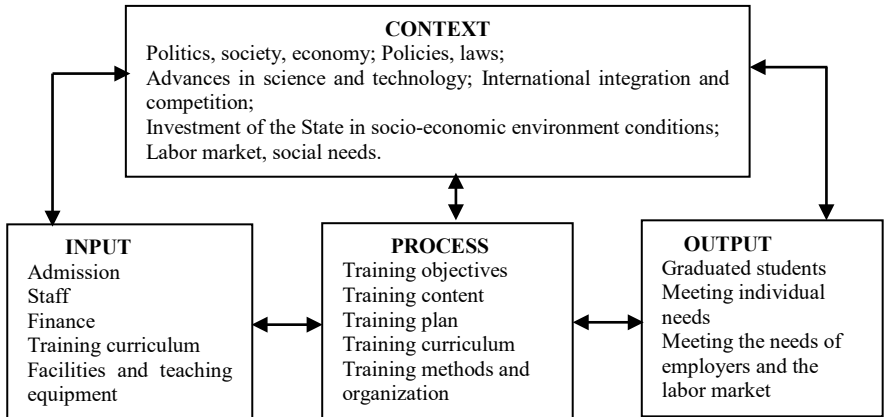
### ***1.3.3. Approach to Total Quality Management (TQM)***

### ***1.3.4. Management by objectives (MBO)***

## **1.4. Intermediate-level political theory training activities at provincial political schools based on the CIPO approach**

### ***1.4.1. The CIPO model and its application to intermediate-level political theory training***

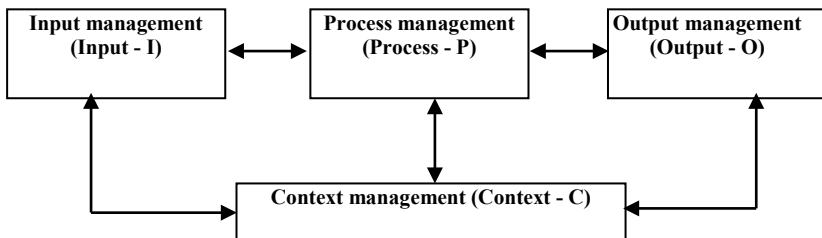
*1.4.1.1. Overview of the CIPO model*  
*- Scheerrens' CIPO Model (1990)*



**Diagram 1.1. The CIPO training process model**

*Source: Scheerrens (1990)*

*- UNESCO CIPO Model (2000)*



**Diagram 1.2. Training management model according to the CIPO approach**

*Source: UNESCO (2000)*

*1.4.1.2. Components of the CIPO model*

- \* Context.
- \* Input
- \* Output
- \* Process.

In addition, it is necessary to pay attention to feedback

Through an examination of various approaches to managing intermediate-level political theory training, we find that the CIPO-based management approach possesses outstanding advantages that can be effectively applied to the management of intermediate-level political theory training at provincial political schools in the current context.

#### ***1.4.1.3. Applying the CIPO model to the management of intermediate training in political theory***

##### ***a. Context Management***

It is not possible to manage the context, but the subject of the management can assess the impact of the context to adjust and update the management policy in accordance with the context; based on the development of the context, it is possible to forecast the demand for training and retraining to regulate the plan and proactively resource to meet the demand.

##### ***b. Input Management***

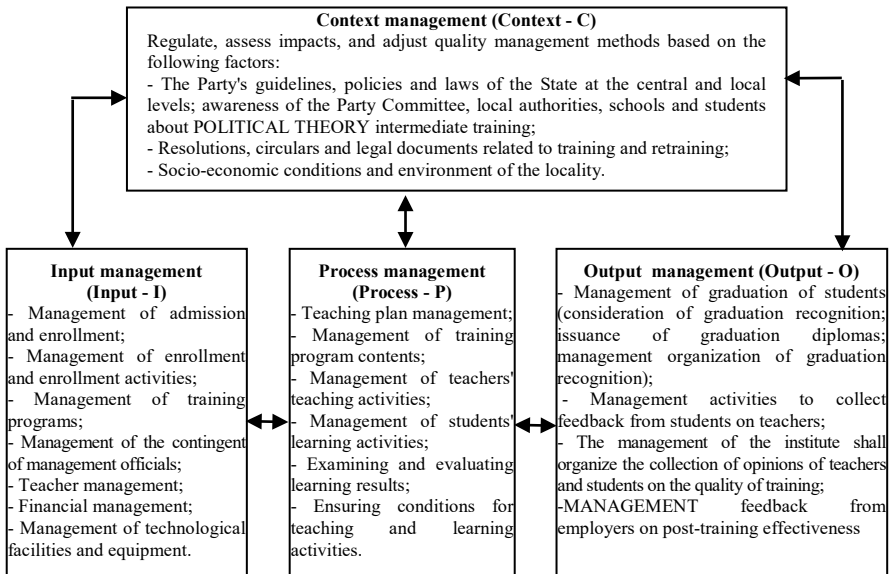
The entrance management of political theory intermediate training at provincial political schools according to the CIPO approach includes the following contents: Admission and enrollment management; management of enrollment and enrollment activities; management of training programs; management of management staff; Teacher management; financial management; management of technological facilities and equipment.

##### ***c. Process Management***

Management of the political theory intermediate training process at provincial political schools according to the CIPO approach includes the following contents: Teaching plan management; management of training program content; management of teachers' teaching activities; management of students' learning activities; management inspects and evaluates learning results; management to ensure conditions for teaching and learning activities.

#### *d. Output Management*

Output management of political theory intermediate training at provincial political schools according to the CIPO approach includes: Graduation recognition management; Managing the issuance of diplomas; management activities to collect feedback from students on teachers; Management of the organization of collecting teachers' opinions on the quality of political theory intermediate training; Management of the organization of collecting students' opinions on the quality of political theory intermediate training; management provides feedback from the employer on the effectiveness of the political theory intermediate training.



***Diagram 1.3. Management model of intermediate training in political theory according to the CIPO approach***

#### ***1.4.2. Intermediate-level political theory training activities based on the CIPO approach***

##### ***1.4.2.1. Roles and Importance of Intermediate-Level Political Theory Training at Provincial Political Schools***

**1.4.2.2. Context of Intermediate-Level Political Theory Training at Provincial Political Schools**

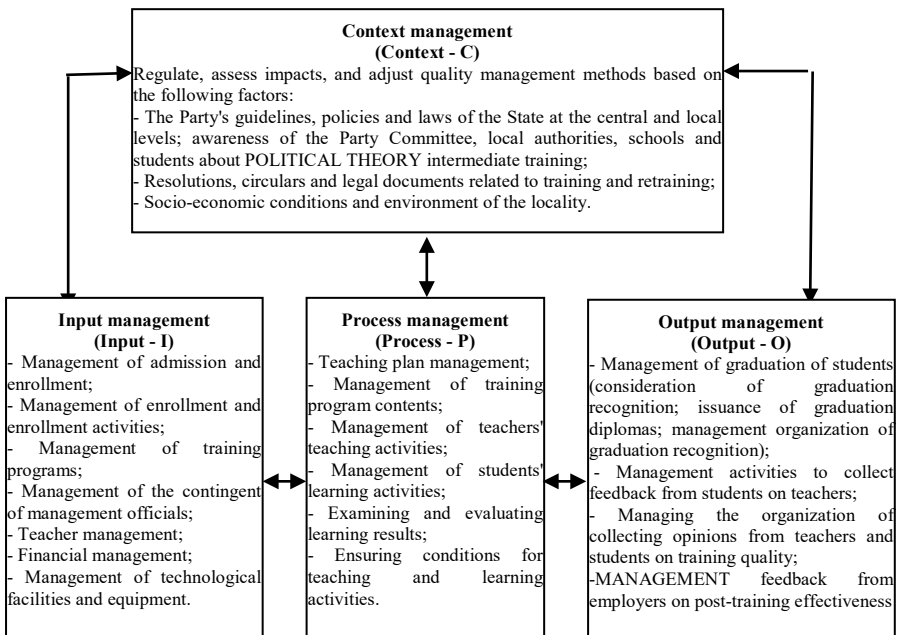
**1.4.2.3. Inputs of Intermediate-Level Political Theory Training at Provincial Political Schools**

**1.4.2.4. Process of Intermediate-Level Political Theory Training at Provincial Political Schools**

**1.4.2.5. Outputs of Intermediate-Level Political Theory Training at Provincial Political Schools**

**1.5. Management of Intermediate-Level Political Theory Training at Provincial Political Schools under the CIPO Approach**

**1.5.1. Context Management**



**Diagram 1.4. Management model of intermediate training in political theory in provincial political schools according to the CIPO approach**

***1.5.2. Input Management***

***1.5.3. Process management***

***1.5.4. Output management***

**1.6. Factors affecting the management of intermediate political theory training at provincial political schools**

***1.6.1. Guidelines and policies of the Party and the State, regulations of the Ho Chi Minh National Academy of Politics***

***1.6.2. Socio-economy of the provinces in the Central Highlands region***

***1.6.3. Planning of the contingent of incumbent and adjacent leading and managerial cadres of provinces, districts and communes***

***1.6.4. Resources: human, material and financial resources***

**CHAPTER 1 SUB-CONCLUSION**

Based on a review and analysis of prior studies, Chapter 1 systematizes the fundamental theoretical issues of managing intermediate-level political theory training at provincial political schools, clarifies key concepts, and adopts the CIPO approach to ensure consistency in understanding and terminology. It also outlines major training management models and theories, highlighting CIPO as an appropriate framework that clarifies the relationships among context, input, process, and output, confirming its practical applicability. In addition, the chapter identifies influencing factors in the current context and the need for a systematic, integrated approach to management innovation, providing a theoretical foundation for the analysis in Chapter 2 and the proposed solutions in Chapter 3.

**CHAPTER 2**  
**THE CURRENT STATE OF MANAGING INTERMEDIATE-  
 LEVEL POLITICAL THEORY TRAINING AT PROVINCIAL  
 POLITICAL SCHOOLS IN THE CENTRAL HIGHLANDS**

**2.1. Overview of the economic, political, cultural and social situation in the Central Highlands**

*2.1.1. Natural, economic, socio-cultural, defense and security conditions in the Central Highlands*

*2.1.2. Overview of provincial political schools in the Central Highlands*

*2.1.2.1. Overview of provincial political schools in the Central Highlands region*

*2.1.2.2. Characteristics of provincial political schools in the Central Highlands region*

**2.2. Introduction to the current situation survey process**

**2.2.1. Purpose of the survey**

**2.2.2. Sample size and survey subjects**

*2.2.2.1. Size of survey samples:* 1) Survey sample frame; 2) Sample selection method; 3) Survey sample size

*2.1.2.2. Survey subjects*

**2.2.3. Survey time**

**2.2.4. Survey content**

**2.2.5. Survey methods**

*2.2.5.1. Questionnaire survey method*

*2.2.5.2. Personal interview methods*

*2.2.5.3. Dossier research method*

*2.2.5.4. Observation method*

*2.2.5.5. Expert method*

*2.2.5.6. Mathematical statistical methods*

### **2.3. The current situation of intermediate political theory training activities at provincial political schools in the Central Highlands region**

#### ***2.3.1. Implementation of training objectives***

The difference in assessment between management staff and teachers suggests that it is necessary to develop a feedback and management mechanism to follow the trainees, and at the same time strengthen the linkage of training with the practice of work at the grassroots.

#### ***2.3.2. Current status of implementation of training content***

The research results summarized in the data table show that the results of the assessment of the current status of implementation of political theory intermediate training content at provincial political schools in the Central Highlands region are at the level of "Good".

#### ***2.3.3. Current status of training forms and methods***

The current status of implementing training content, based on evaluations by managers and lecturers (Appendix 10.4), shows that the mean scores of the two groups are quite similar (managers: 4.84; lecturers: 4.80), with no statistically significant difference between them.

#### ***2.3.4. The current situation of requirements for lecturers and trainees and conditions for ensuring teaching and learning***

The difference in the assessment between management staff and teachers on conditions to ensure teaching and learning shows that more attention needs to be paid to facilities investment, modernization of equipment, and improvement of the learning and research environment.

#### ***2.3.5. The current situation of training quality inspection and assessment***

Political theory intermediate training activities at provincial political schools in the Central Highlands region have achieved positive

results; However, there are still outstanding limitations in terms of practicality, up-to-date, teaching methods, facilities and balance in training content and time.

## **2.4. Current Situation of the Management of Intermediate-Level Political Theory Training at Provincial Political Schools in the Central Highlands Region under the CIPO Approach**

### ***2.4.1. Current Situation of Context Management in Intermediate-Level Political Theory Training at Provincial Political Schools in the Central Highlands***

The results of the assessment indicate that the management of contextual factors affecting intermediate-level political theory training is rated at a “**Good**” level.

#### ***2.4.2. Current Situation of Input Management***

##### *2.4.2.1. Management of Admission Screening and Enrollment*

The synthesized research results presented in the statistical tables show that the management of admission screening and enrollment is assessed within the “**Good**” range.

##### *2.4.2.2. Management of Recruitment and Student Intake Activities*

Differences in assessments between administrators and lecturers regarding recruitment and enrollment activities suggest the need to diversify communication channels and to strengthen the digitalization of learner data from the initial enrollment stage.

##### *2.4.2.3. Management of Training Programs*

Interview results with lecturers indicate that “*the training program content is relatively comprehensive; however, it is sometimes insufficiently aligned with practical work at the grassroots level, especially for learners who are commune-level officials.*”

##### *2.4.2.4. Management of Training Management Staff*

The most statistically significant difference in assessment appears in the areas of working environment and policy regimes,

with a gap of up to **0.80 points**, suggesting that lecturers may not fully recognize the constraints and challenges faced by training management staff.

#### *2.4.2.5. Management of the Teaching Staff*

Differences in assessments regarding the working environment and opportunities for professional development among lecturers indicate the need for more synchronized management mechanisms and support policies for teaching staff.

#### *2.4.2.6. Financial Management for Training Activities*

The management of financial resources for training is generally assessed at a **“Good”** level (overall mean score = **4.01**).

#### *2.4.2.7. Management of Facilities and Technological Equipment for Training*

The management of facilities and technological equipment serving training activities is assessed at a **“Good”** level.

### ***2.4.3. Current Situation of Process Management in Intermediate-Level Political Theory Training at Provincial Political Schools in the Central Highlands***

#### *2.4.3.1. Management of Teaching Plans*

The assessment results of teaching plan management provide a basis for proposing solutions such as *“Developing a training management process based on the CIPO approach”* and *“Innovating the management of teaching and learning activities.”*

#### *2.4.3.2. Management of Training Program Content*

The management of training program content is evaluated at a **“Good”** level.

#### *2.4.3.3. Management of Lecturers’ Teaching Activities*

Data summarized in Appendix Table 10.31 show that the management of lecturers’ teaching activities is rated at a **“Fair”** level (overall mean score = **3.97**). Notably, **39.2%** of respondents rated the management of lesson preparation and the inspection and evaluation

of teaching activities as “**Average.**”

#### *2.4.3.4. Management of Learners’ Learning Activities*

There are differences in assessments between administrators and lecturers, particularly regarding practical field studies and learners’ levels of self-study and self-development.

#### *2.4.3.5. Management of Assessment and Evaluation of Learning Outcomes*

The research findings indicate that the management of assessment and evaluation remains heavily administrative and procedural, with insufficient attention to the practical experiences of lecturers and learners.

#### *2.4.3.6. Management of Conditions Ensuring Teaching and Learning Activities*

Differences in assessments between administrators and lecturers provide a basis for proposing the solution “*Investing in facilities and technological equipment*” in Chapter 3.

### ***2.4.4. Current Situation of Output Management in Intermediate-Level Political Theory Training at Provincial Political Schools in the Central Highlands under the CIPO Approach***

#### *2.4.4.1. Management of Graduation Recognition*

The management of graduation recognition is assessed at a “**Good**” level.

#### *2.4.4.2. Management of the Issuance of Graduation Diplomas and Certificates*

Differences in assessments regarding the procedures for diploma issuance and document archiving suggest the need for solutions such as “*Enhancing the application of information technology and digital transformation in training activities*” and “*Implementing learner tracking management in intermediate-level political theory training.*”

#### *2.4.4.3. Management of Collecting Learner Feedback on Lecturers*

The findings indicate that developing plans to collect feedback from learners on lecturers has the lowest mean score in the survey (M = 3.50).

#### *2.4.4.4. Management of Collecting Lecturers' Feedback on Training Quality*

Differences in assessments-particularly in planning and monitoring the feedback collection process-indicate a gap between administrative management perspectives and lecturers' practical experiences.

#### *2.4.4.5. Management of Collecting Learners' Feedback on Training Quality*

Differences in assessments between administrators and lecturers, especially in processing results and responding to learner feedback, indicate that this activity remains highly administrative, lacks depth, and is insufficiently utilized for training improvement.

#### *2.4.4.6. Management of Collecting Feedback from Employers on Post-Training Effectiveness*

All six criteria show clear disparities between the two respondent groups, particularly in evaluations of planning and organizational procedures.

### ***2.4.4. The current situation of management of the context of intermediate political theory training in provincial political schools in the Central Highlands region***

The results of the assessment of the current status of management factors belonging to the context of impacts on political theory intermediate training, are in the "Good" level.

### **2.5. The current situation of factors affecting the management of intermediate political theory training at provincial political schools in the Central Highlands region**

The results of the study are summarized in the data table showing that the results of the assessment of the current situation of factors

affecting the management of intermediate political theory training at provincial political schools in the Central Highlands region are in the level of "Much Impact"

## **2.6. General assessment of the current situation of management of intermediate political theory training at provincial political schools in the Central Highlands region**

### **CHAPTER 2 SUB-CONCLUSION**

Based on the CIPO theoretical framework in Chapter 1, Chapter 2 analyzes and evaluates the current state of training and its management at provincial political schools in the Central Highlands using the CIPO model, combined with SWOT analysis to identify strengths, weaknesses, opportunities, and challenges. The findings show several positive outcomes, including transparent admissions, generally adequate curricula, innovative teaching staff, initial ICT application, and improved facilities, alongside favorable conditions for reform. However, limitations remain, such as inconsistent ICT use, outdated curricula, one-way teaching methods, limited learner skills, uneven facilities, and the lack of a systematic feedback mechanism. These analyses provide a practical basis for proposing CIPO-based management solutions in Chapter 3 to enhance training quality.

### **CHAPTER 3**

#### **THEORETICAL INTERMEDIATE TRAINING MANAGEMENT SOLUTIONS POLITICS IN PROVINCIAL POLITICAL SCHOOLS IN THE CENTRAL HIGHLANDS REGION ACCORDING TO THE CIPO APPROACH**

##### **3.1. General principles proposing solutions**

###### ***3.1.1. Ensuring objectivity***

###### ***3.1.2. Ensuring scientificity***

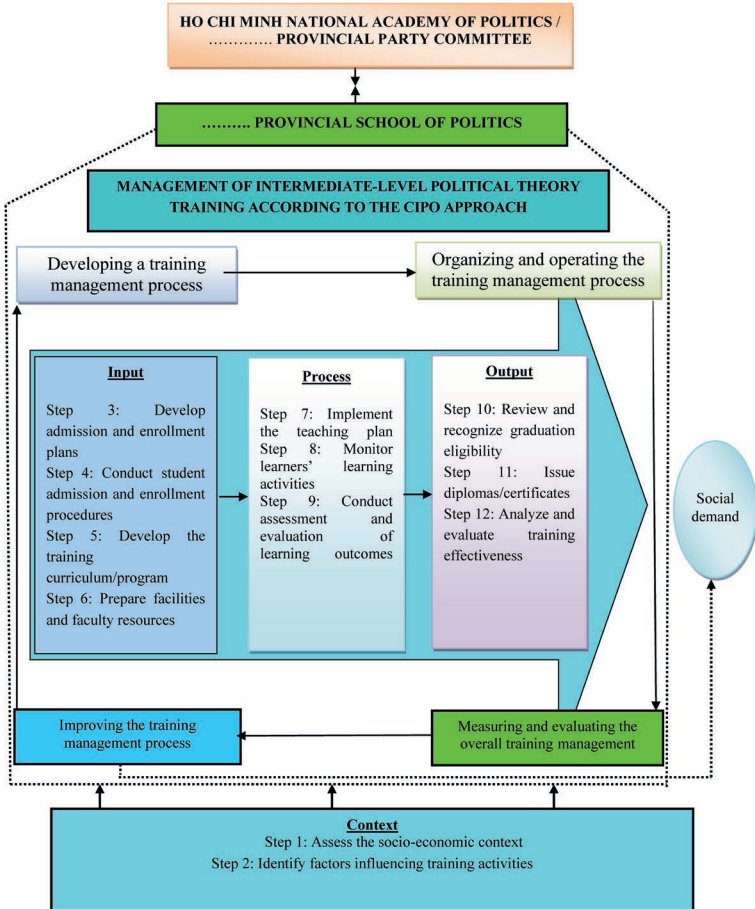
**3.1.3. Ensuring inheritance and development**

**3.1.4. Ensuring efficiency and practicality**

**3.2. Proposed Management Solutions**

**3.2.1. Group of Context Management Solutions**

**3.2.2. Group of Input Management Solutions**



*Diagram 3.1. The process of management of political theory intermediate training activities at provincial political schools in the Central Highlands region according to the CIPO approach*

### ***3.2.3. Group of Process Management Solutions***

### ***3.2.4. Group of Output Management Solutions***

## **3.3. Pilot Assessment of the Necessity and Feasibility of the Proposed Solutions**

### ***3.3.1. Purpose of the Pilot Assessment***

To evaluate the level of necessity and feasibility of the proposed solutions for managing intermediate-level political theory training at provincial political schools in the Central Highlands region under the CIPO approach.

### ***3.3.2. Content of the Pilot Assessment***

Opinions were collected regarding the necessity and feasibility of four groups of proposed solutions.

### ***3.3.3. Participants in the Pilot Assessment***

Members of the Boards of Rectors, leaders and staff of the Training Management and Scientific Research Departments, and lecturers at provincial political schools in the Central Highlands region.

### ***3.3.4. Pilot Assessment Methods***

The methods employed included questionnaire surveys, interviews, and statistical data processing.

### ***3.3.5. Pilot Assessment Results***

Cronbach's Alpha coefficient: 0.678

### ***3.3.6. Overall Evaluation of the Pilot Assessment Results***

Based on theoretical research, analysis of the current situation, and empirical surveys at provincial political schools in the Central Highlands region, the proposed management solutions for intermediate-level political theory training under the CIPO approach were developed and pilot-tested according to two criteria: necessity and feasibility.

## ***3.4. Experimentation Implementation of the Solution***

Experimentation Implementation of the Solution "Learner Tracking Management in Intermediate-Level Political Theory

Training” at Gia Lai Provincial Political School

**3.4.1. Purpose of the Experimentation Implementation**

**3.4.2. Participants and Content of the Pilot Implementation**

**3.4.2.1. Participants**

**3.4.2.2. Content of the Pilot Implementation**

**3.4.3. Time and Location of the Pilot Implementation**

**3.4.4. Experimental procedure Step**

**3.4.5. Data collection methods**

**3.4.6. Data Processing of Experimentation Results**

**3.4.7. Experimentation Results**

**3.4.8. Comparison of Results Before and After the Pilot Implementation**

The comparison results indicate that, following the pilot implementation, the solution “*Learner Tracking Management in Intermediate-Level Political Theory Training at Provincial Political Schools*” significantly improved the quality of output information, thereby creating a foundation for further innovation and improvement.

### **CHAPTER 3 SUB-CONCLUSION**

Based on the theoretical foundation and the analyzed current situation, Chapter 3 proposes eight management solutions for intermediate-level political theory training based on the CIPO approach, ensuring scientific rigor and suitability to the Central Highlands context. The solutions are grouped into four categories aligned with the CIPO model and were validated for urgency and feasibility, all receiving high consensus (above 4.4/5). Among them, the “learner tracking management” solution was rated highest and piloted at Gia Lai Provincial Political School, demonstrating clear effectiveness in collecting feedback, evaluating outcomes, and improving the curriculum. The results of Chapter 3 confirm the

feasibility of CIPO-based management in enhancing training quality in the new context.

## **CONCLUSION AND RECOMMENDATIONS**

### **1. Conclusion**

**1.1. Theoretical contribution:** The dissertation systematizes and clarifies the theoretical foundation for managing intermediate-level political theory training at provincial political schools based on the CIPO approach - a systematic, comprehensive, and adaptive model. It defines key concepts, structures, and relationships among components, emphasizing a shift from administrative control to results-based management with a focus on output quality, thereby strengthening the theoretical framework for further analysis and solution development.

**1.2. Practical contribution:** Based on the analysis of the current situation in the Central Highlands, the study identifies strengths and limitations, summarizes SWOT factors, and proposes eight CIPO-based management solutions. The “learner tracking management” solution was piloted at Gia Lai Provincial Political School, showing initial feasibility and effectiveness. Overall, the dissertation achieves its objectives by refining theory, developing a CIPO-based management process, and proposing practical, context-specific solutions to enhance training quality.

### **2. Recommendations**

**2.1. For the Ho Chi Minh National Academy of Politics**

**2.2. For the Department of Political Schools of the Ho Chi Minh National Academy of Politics**

**2.3. For the Provincial Party Committees of the provinces in the Central Highlands region**

**2.4. For provincial political schools in the Central Highlands region**

- 2.4.1. *Board of Directors*
- 2.4.2. *Specialized faculties*
- 2.4.3. *Functional rooms*
- 2.4.4. *Lecturers*

## SCIENTIFIC RESEARCH WORKS RELATED TO THE SCIENTIFIC TOPIC THAT HAVE BEEN PUBLISHED

1. Nguyen Anh Trang (2025), “Applying the CIPO model in the management of intermediate-level political theory training at provincial political schools in the central highlands region”, *Journal of Educational Management*, National Academy of Educational Management, Ministry of Education and Training, ISSN 1859-2910; No 6, June 2025; pp. 97 – 104.
2. Nguyen Anh Trang (2025), “The status of management in political theory training at the intermediate level in political schools in the central highlands region according to the CIPO approach ”, *Journal of Educational Management*, National Academy of Educational Management, Ministry of Education and Training, ISSN 1859-2910; No 07, July, 2025; pp. 63 – 70
3. Nguyen Anh Trang (2025), “Management of intermediate political theory training at provincial political schools in the Central Highlands Region in the current context”, *Journal of Educational Management*, National Academy of Educational Management, Ministry of Education and Training, ISSN 1859-2910; No 10, October, 2025; pp. 200 - 214.
4. Nguyen Anh Trang (2025), “Current status of intermediate political theory training at provincial political schools in the central highlands”, *The Vietnam Teachers Magazine*, ISSN 1859-2902; No 220, July 2025 (0-0,75 0-0.75 points from 2025); pp. 129 - 134.