
SUMMARY OF MAIN ARTICLES IN ENGLISH

PEOPLE'S TRUST: SOME TYPICAL THOUGHTS AND LESSONS IN HISTORY

*Ho Si Quy**

The article presents immortal thoughts associated with typical historical lessons on people's trust such as: 1) "If the civil rights are promoted, the people are respected, the country is strong; if civil rights are ignored, the people are despised, the country is weak "(Phan Boi Chau); 2) "Utilizing people's strength is a long-term plan, a top policy to defend the country" (Tran Hung Dao); 3) "Only fear that people will not follow" (Ho Nguyen Trung); 4) "Turn over the boat to know the people's strength like water" (Nguyen Trai); 5) " Listen to the voices of people of a gross injustice " (Le Thanh Tong); 6) "There is nothing as precious as the people" (Ho Chi Minh); and 7) "To be loved by the people, first of all, you must love the people" (Ho Chi Minh). Since then, the article explores the causes of prosperity and decline of dynasties in Vietnamese history in relation to the people's trust and strength. Lessons show that the strength of dynasties is always associated with the strength of the people. The brilliant victories against foreign aggressions and in building a prosperous country are all due to the people's consensus and respect of the civil rights and measures to resolve all the people's insecurities, worries and injustices.

V.I.LENIN' IDEOLOGY ON HUMAN RIGHTS - VALUES AND HISTORIC MEANINGS

*Tuong Duy Kien***

The ideology of V.I.Lenin (1870-1924) on human rights have theoretical and practical value in Soviet Russia. The article analyzes the contributions of V.I.Lenin on national self-determination, democracy, and political rights of citizens. These are the basic human rights that V.I.Lenin discussed most in the early years of building the Soviet State government. These rights have had a great influence not only leading to the establishment of international human right standards, but also to the revolutionary movement, for national independence in colonial countries around the world in general and in Vietnam in particular. Especially during the Ho Chi Minh era in Vietnam, the Communist Party of Vietnam has applied and developed this ideology in defending the Socialist Vietnam and building the country today.

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V.I.LENIN'S IDEOLOGY ON THE ROLE OF THE INTELLECTUAL CLASS IN REVOLUTION AND SOCIAL DEVELOPMENT

*Phan Thanh Khoi****

V.I.Lenin pointed out the important role of the intellectual class, especially the role of intellectuals in a capitalist society for the revolution and social development: the main force creating scientific knowledge, promoting the revolutionization of production forces; a labor force with progressive thought, encouraging people to fight for fairness and equality; revolutionary intellectuals contributed to promoting worker movements and taking part in the government... In the construction of Socialism, a new class of intellectuals gradually formed and played an even more important role: absorbing and developing cultural-scientific values of the nation and humanity, building socialism; contributing directly to improving people's knowledge, building new people; a resource for socio-economic development, especially contributing to improving labor productivity; a composition of union of workers-peasants- intellectuals... Today, in the conditions of the industrial revolution 4.0, the contingent of Vietnamese intellectuals plays more an important role for the country's rapid and sustainable development. V.I.Lenin's thoughts suggest many profound lessons to promote the role of this team for the country's renovation.

FACTORS INFLUENCING OUT-OF-SCHOOL STATUS OF HIGH SCHOOL CHILDREN IN VIETNAM

*Tran Quy Long*****

Research on out-of-school children at secondary school and their influencing factors is the basic condition to understand the access to general education and human capital of children. Adolescence is an important stage in an individual's life to build up human capital and this capital can help individuals have a job and a stable life. Human capital is formed from adolescence by the way of learning to acquire education, knowledge and skills in educational institutions. If children do not go to school, they will have low human capital and children will be a burden for social security and be able to participate in activities that are harmful to themselves and the community. The analysis results show that children in families with low socio-economic and vulnerable conditions have a higher risk of being out of school than other children and these results are consistent with human capital theory. Families with low socio-economic conditions cannot send their children to school in the first place or maintain their children's education due to their inability to pay direct and opportunity costs like awareness, attitude. Policies on socio-economic development and education should be designed to target disadvantaged and vulnerable people with low socio-economic conditions to avoid inequality in human capital, human resources and educational attainment between groups of children with different social backgrounds.

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