Measures for Managing High School Facilities in the Context of Implementing the "2018 General Education Program" in Rach Gia Ward, An Giang Province.

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ABSTRACT

This article focuses on analyzing the current state of infrastructure management at seven high schools in Rach Gia ward, An Giang province, in the context of implementing the "2018 General Education Program". Through quantitative research methods (a questionnaire survey with 27 administrators and 60 teachers and staff) combined with in-depth interviews, the study comprehensively evaluates all stages from planning and implementation to inspection and evaluation of the use of educational infrastructure.

The research results affirm that infrastructure is the "backbone" determining the quality of education and is a key standard in school quality accreditation. Besides highlighting seven strengths such as strategic leadership capacity, scientific record-keeping processes, and adaptability to digital transformation, the article also points out four limitations related to financial resources, incentive mechanisms, management capacity at the institution, and social mobilization efforts. From there, the author proposes five strategic measures to optimize the efficiency of equipment utilization, including: raising awareness, innovating planning, optimizing organization, improving support conditions, and strengthening inspection and supervision.

Keywords: *Teaching equipment; High school; Rach Gia Ward, An Giang Province; Educational reform; 2018 general education program; Facilities management.*

PROBLEM STATEMENT

In the modern education system, physical infrastructure plays a crucial role as a fundamental technical foundation, directly determining the effectiveness of knowledge transmission. Alongside core factors such as the teaching staff, curriculum, and teaching methods, school infrastructure is a necessary condition for ensuring comprehensive educational quality. In reality, educational institutions with spacious, clean classrooms and a standard pedagogical environment consistently show significant improvement in teaching quality and extracurricular activities. These elements do not exist in isolation but have a close dialectical relationship, together creating a professional educational environment that promotes the holistic development of young people. Because of this importance, physical infrastructure has become one of the key standards in quality accreditation and a basis for recognizing schools as meeting national standards.

Recognizing the strategic role of educational infrastructure, the Government and relevant agencies have issued many important legal documents to guide and support resources. Specifically, the Prime Minister approved Decision No. 1436/QD-TTg dated October 29, 2018, on the "Scheme to ensure physical facilities for preschool and general education programs in the period 2017-2025", strongly focusing on the goal of strengthening school buildings. In line with this policy, the Ministry of Education and Training also issued document No. 4470/BGDĐT-CSVC dated September 28, 2018, and Circular No. 13/2020/TT-BGDĐT dated May 26, 2020, to specify technical standards and implementation tasks for teaching equipment in schools.

According to Resolution 202/2025/QH15, passed by the National Assembly on June 12, 2025, Vietnam officially reorganized its administrative units, reducing the number of centrally-administered provinces/cities to 34 (28 provinces and 6 cities), effective from July 1, 2025. Accordingly, the two provinces of An Giang (formerly) and Kien Giang merged to form the new An Giang province. This resolution also abolishes the district, county, town, and city levels within provinces. Therefore, the new An Giang province will have 102 communes/wards/special zones. Consequently, the former Rach Gia city will become Rach Gia ward. Rach Gia ward will be the economic and political center of the new An Giang province.

Under the close guidance of the An Giang Provincial Department of Education and Training, Rach Gia Ward has actively implemented the "New General Education Program" by reviewing, repairing, and scientifically reorganizing its existing infrastructure. Investment has not only focused on new construction but also on improving the practical efficiency of use. However, for these facilities to truly be effective, in addition to state budget funding and social contributions, the joint efforts of administrators, teachers, and staff at schools in the area are crucial. Effective utilization, conscious maintenance, and regular upkeep of teaching aids are decisive factors in ensuring the sustainability and quality of the educational environment in Rach Gia Ward.

Management, by its very nature, is a purposeful and scientifically planned process of influence from the managing entity to the managed object, aiming to optimally realize the set objectives. To operate this system, managers need to perform four core functions: planning, organizing, directing, and monitoring and evaluating, through the flexible application of tools and methods specific to each field.

In the context of education, school management is understood as the systematic activities of the administrative body aimed at gathering, organizing, and coordinating the cooperation between teachers, students, and other educational forces. The ultimate goal of this work is to mobilize all resources to continuously improve the quality of teaching and learning. The content of school management is diverse, encompassing professional activities, moral education, human resource management, finance, and especially the management of physical facilities and teaching equipment.

Delving into the infrastructure aspect, managing physical facilities goes beyond planning or building school buildings; it also includes important tasks such as coordinating usage, performing regular maintenance, and mobilizing social investment resources. For public schools today, the regular and central task of the leadership is to ensure the efficient utilization and maintenance of existing assets, while proactively seeking resources to continuously modernize the physical conditions for teaching.

HISTORY OF RESEARCH

In the flow of research on educational management, the issue of managing physical facilities and teaching equipment has always been a topic that attracts the attention of many scientists. This stems from the fact that technical infrastructure is the "backbone" for implementing modern pedagogical activities. Looking back at the history of research, we have witnessed many large-scale works that deeply analyze this situation at different educational levels and localities.

A typical example is the research by author Vuong Ngoc Le (2010) at Ho Chi Minh City University of Education, which focused on dissecting the current state of physical facility management in the system of junior high schools in Vinh Thanh district, Can Tho city. This work not only clarified the difficulties of a suburban district but also proposed solutions specific to the junior high school level. Similarly, at the higher education level, author Phan Van Ngoan (2013) also conducted a Master's thesis analyzing in detail the infrastructure management at Tien Giang University. This research contributes important perspectives on optimizing physical resources in a specialized and multidisciplinary training environment.

However, despite previous studies providing a solid theoretical and practical foundation, there are still gaps in terms of geography and specific subjects. A review of scientific literature reveals a significant deficiency: To date, no formal research has delved into the current state of infrastructure management in high schools located in Rach Gia ward, An Giang province. This is a deficiency that needs to be addressed, as Rach Gia ward, as a

key economic and cultural center of the province after the merger, possesses unique characteristics regarding urban planning, population pressure, and the need for educational reform under the "2018 General Education Program".

This paper aims to fill the aforementioned research gap. We focus on objectively and comprehensively surveying, statistically analyzing, and examining the operation, maintenance, and mobilization of physical resources at high schools in the region. Clarifying this situation goes beyond dry statistics; more importantly, it provides a vivid and realistic picture of the advantages and challenges faced by local education administrators.

The research findings will become a valuable source of input data, providing a solid "practical basis" for leaders and school principals to develop and propose appropriate management measures. These solutions will be designed based on the socio-economic characteristics of Rach Gia ward, aiming to optimize the efficient use of teaching equipment, thereby directly contributing to improving the quality of education in the locality in the digital age.

RESEARCH SUBJECTS AND METHODS

To ensure the scientific accuracy and objectivity of the assessment of the current state of physical infrastructure management, this study was established with a rigorous experimental process, combining in-depth quantitative and qualitative methods. The selection of research subjects and tools was carefully considered to accurately reflect the educational landscape in the locality.

- *Survey Subjects and Scope*

The research subjects were identified as those directly involved in the operation, use, and management of educational infrastructure. Specifically, the study surveyed 27 management staff - those who hold decisive roles in planning and coordinating resources. In addition, to obtain a multi-faceted perspective from the direct users, the survey was extended to 60 teachers and staff members. This group directly utilizes teaching equipment and performs daily maintenance. The research scope comprehensively covers 07 high schools in Rach Gia ward, An Giang province, creating a survey sample that is highly representative of this central area.

- *Quantitative Research Methodology*

The primary method used was questionnaire-based research. This is an effective tool for collecting large-scale data on the current state of physical infrastructure management. The questionnaire was sophisticatedly designed based on a 4-point Likert scale, allowing respondents to quantify their assessment level from level 1 to level 4 (specific conventions regarding levels such as "Strongly disagree" to "Strongly agree" or "Poor" to "Good" are clearly defined in the data tables).

After collection, all raw data was processed through mathematical statistical algorithms to calculate key indicators:

• Average score: Determines the overall assessment level of all respondents.

• Standard deviation: Measures the dispersion and level of agreement in the responses.

• Percentage (%): Illustrates the structure and proportion of each assessment level for each specific content.

- *Supplementary Qualitative Research Method*

In addition to statistical data, the study also incorporated in-depth interviews. Direct dialogue with managers and teachers helped the research team delve into the core reasons behind the data. This qualitative information served to "decode" and supplement aspects that questionnaires could not fully convey, thereby clarifying bottlenecks in local management practices. The seamless combination of data and theory ensured the research results achieved the highest reliability and practical value.

RESEARCH RESULTS

The Importance of Facilities for High School Operations in Meeting the Requirements of Educational Reform

In the context of fundamental and comprehensive educational reform today, facilities are no longer merely passive support tools, but have become one of the prerequisites, decisive to the success or failure of the educational and training mission. The strong development of science and technology has driven the continuous evolution of the facility system, thereby unlocking enormous pedagogical potential and creating a foundation for the implementation of modern teaching methods and active learning.

Conceptually, school facilities encompass all the physical and technical resources incorporated into the teaching, learning, and supporting activities associated with the training cycle. This system serves as a visual "bridge" that helps students acquire knowledge vividly, develop practical skills, and form character throughout their schooling. It can be affirmed that the sustainable existence and development of a school is always linked to the quality of its education. Besides key factors such as curriculum content, teaching methods, learning materials, and the competence of the management and teaching staff, the role of facilities is irreplaceable.

An objective reality is that even with a highly skilled staff and advanced curriculum, a poor and outdated infrastructure will struggle to meet the stringent demands of modern society. Increased investment and modernization of educational infrastructure not only helps students access international standards but also creates an environment for teachers to develop their professional capabilities, thereby training high-quality human resources that effectively serve socio-economic development in the trend of integration.

To maximize the importance of physical facilities for the operation of high schools, the author suggests focusing on the following three strategic directions:

First: Strengthening communication efforts and thoroughly instilling the role and importance of physical facilities in all staff, teachers, employees, and the community. When the true value of school infrastructure is understood, the sense of responsibility in preserving and developing this resource will be enhanced.

Second: Emphasizing the development of management, operation, and maintenance capabilities for public assets. Schools need to strictly adhere to professional guidelines, especially Circular No. 4470/BGDĐT-CSVC dated September 28, 2018, from the Ministry of Education and Training "on the implementation of physical facility tasks", ensuring that all equipment is used for its intended purpose and effectively.

Thirdly: Proactively develop an investment roadmap for upgrading infrastructure based on state budget resources, combined flexibly with the socialization of education. Investment must adhere to the guiding principles of Resolution 29-NQ/TW "on fundamental and comprehensive reform of education and training, meeting the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration", aiming to create a modern school environment that meets the demands of the digital age.

The Current State of Infrastructure Management in High Schools in Rach Gia Ward

In the modern education system, infrastructure is not merely a supporting tool but plays a crucial role as a technical and physical foundation, directly determining the effectiveness of the knowledge transmission process. Recognizing this strategic role, especially in the context of implementing the "General Education Program 2018", the author conducted a practical survey at seven high schools in Rach Gia ward, An Giang province.

The schools included in the survey were those with long traditions as well as those with modern educational models: Nguyen Hung Son, Nguyen Trung Truc, Ngo Sy Lien, Ethnic Boarding School, Pho Co Dieu, iSchool Rach Gia, and Huynh Man Dat. To ensure objectivity and scientific rigor, the study involved 82 participants, including 27 administrators and 55 teachers and staff directly responsible for equipment.

The survey process utilized a questionnaire-based methodology using a 4-point Likert scale, combined with in-depth interviews to "decode" the bottlenecks in management practices. The results provide a comprehensive picture of the local education sector's efforts in modernizing school infrastructure, meeting technical standards, and fulfilling the tasks outlined in Circular No. 13/2020/TT-BGDĐT.

Strengths in Facilities Management:

Through data analysis and practical observation, facilities management at high schools in the area has achieved positive results, demonstrated by the following seven core strengths:

First: Strategic leadership capacity and sense of responsibility of the management team. The school boards at high schools in Rach Gia ward have played a leading role in guiding and managing the maintenance and use of pedagogical infrastructure. This attention is concretized through the issuance of clear internal regulations and the assignment of specialized personnel to manage equipment. The management team consistently maintains a high sense of responsibility and strictly adheres to the periodic reporting regime on equipment status. This helps school leaders promptly identify damage and make quick decisions on repair and maintenance, ensuring that teaching and learning activities always proceed smoothly and without interruption.

Secondly: The management process for the storage and documentation of scientific equipment is professional and efficient. One of the outstanding highlights is the systematic storage and preservation of teaching equipment. In schools, equipment, chemicals, and visual aids are neatly organized by grade level and subject, strictly adhering to technical standards regarding lighting and humidity to extend the lifespan of assets. In particular, the management system, including borrowing and returning logs, practical session statistics logs, and equipment identification logs, is fully established and regularly updated. This transparency not only helps control losses but also optimizes the frequency of equipment use in teaching.

Thirdly: Active participation and awareness of preserving shared property from students. Education on protecting public property has become an integral part of the school culture in high schools in the Rach Gia area. The vast majority of students have developed a high level of self-awareness in maintaining desks, equipment, and shared spaces. Through movements such as "Volunteer Saturday", "Green Sunday", and regular laboratory cleaning, students have directly contributed to maintaining a clean and beautiful educational environment. This cooperation significantly reduces damage caused by misuse or lack of awareness, creating a civilized learning environment.

Fourth: Infrastructure investment strategy is closely linked to standardized and synchronized planning. Investment in local facilities does not occur spontaneously but always adheres to the roadmap for building national standard schools and the spirit of the "New General Education Program". Schools have proactively reviewed and reorganized the system of classrooms and functional rooms scientifically to concentrate resources and avoid wasteful, scattered investments. Newly constructed buildings strictly comply with current design standards, ensuring solidity, full functionality, area, and modern pedagogical space, meeting the requirements of innovative teaching methods.

Fifth: Effectiveness in inspection, supervision, and disbursement of investment capital. Inventory and assessment of the current state of facilities are carried out regularly and periodically in accordance with management functions. The education sector in An Giang province has been proactive in accelerating construction progress and ensuring timely disbursement of investment funds, especially those from the "Plan to ensure physical infrastructure for the period 2017-2025" under Decision 1436/QD-TTg. Close monitoring has helped to detect operational shortcomings early, allowing for timely adjustments and improved efficiency in the use of state budget funds.

Sixth: Rapid adaptation to technology and digital transformation in management. In the digital age, high schools in Rach Gia have begun applying public asset management software, digitizing data on facilities. The use of technology makes searching, statistics, and procurement planning more accurate and faster. Teachers also actively utilize projection equipment, computer labs, and modern laboratory equipment to deliver electronic

lectures, creating a vibrant and interactive learning environment, meeting expectations for a high-quality education system.

Seventh: Flexibility in social mobilization and local resource allocation. Besides state budget funding, schools have shown considerable flexibility in mobilizing social resources to supplement equipment. The collaboration of businesses, parents, and social organizations has helped many schools acquire additional foreign language classrooms, computer labs, and quality sports facilities. The efficient use of local resources to procure small equipment and supplies has ensured that the infrastructure is constantly updated and improved, closely following the practical requirements of each subject.

Overall, the management of facilities at high schools in Rach Gia ward has made significant progress, creating a standardized and professional educational environment. These strengths form a solid foundation for the locality to continue fulfilling its mission of improving the quality of education.

Limitations in Infrastructure Management

Despite the achievements made, the current state of infrastructure management at high schools in Rach Gia ward, An Giang province, still faces significant systemic obstacles and internal bottlenecks. These shortcomings arise not only from objective economic factors but also from gaps in management and operation at various levels. Specifically, the limitations focus on the following four key areas:

Firstly: The shortage and imbalance of financial resources and investment. Although the budget allocated to education has received attention and shown growth, this capital has not yet kept pace with the speed and stringent requirements of the "General Education Program 2018". Current investment remains fragmented, lacking a systematic approach and failing to ensure the necessary synchronization among different units. Due to a lack of stable and long-term financial resources, equipment purchases are often only immediate solutions, leading to a mismatch between old and new infrastructure and significantly hindering the optimization of pedagogical functionality.

Secondly: Inadequacies in management mechanisms and motivation for staff. Internal management practices in high schools still reveal many long-standing inefficiencies and have not adapted to the digital age. The current management mechanisms in some units do not truly create a strong enough leverage to encourage creativity or a sense of responsibility among teachers and equipment staff. When individual roles are blurred in a somewhat rigid management system, the motivation for fundamental and comprehensive innovation is stifled, causing the maintenance and development of facilities to sometimes become merely reactive and lacking in substance.

Thirdly: Limitations in management capacity and initiative at the grassroots level. One of the core reasons for these limitations lies in the management capacity of the schools themselves. The lack of macro-level strategies and the passivity in exercising managerial autonomy at the grassroots level have created a significant gap between innovation goals and the ability to meet them in practice. Managers are sometimes hesitant in coordinating the use or performing routine maintenance, leading to the inefficient utilization of teaching equipment.

Fourth: Gaps in social mobilization and community resource allocation. Despite certain efforts, the mobilization of social resources for the modernization of infrastructure has not yet truly matched the potential of an economic and cultural center like Rach Gia ward. Coordination between schools, families, and society in contributing to and preserving shared assets remains weak. Over-reliance on state budgets and a lack of flexible solutions for community fundraising have slowed down the pace of educational infrastructure upgrades in many schools compared to the demands of innovation.

Overall, the aforementioned limitations reflect a disparity between the pace of educational program innovation and the capacity of existing technical infrastructure. The root cause lies not only in funding but also in outdated management thinking, which is more focused on bureaucracy than effective governance. Unless fundamental solutions are implemented soon to unlock financial resources and improve the management capacity of the

school administration, even the most modern teaching equipment will struggle to maximize its value, directly impacting the quality of education for the younger generation in the locality.

Measures for Managing Facilities to Meet the Requirements of Educational Innovation

In the flow of the Fourth Industrial Revolution, education is no longer confined to traditional blackboards and chalk but has strongly transformed into an interactive, digitized, and in-depth practical model. To realize the goals of the "General Education Program 2018", the system of facilities plays the role of the "backbone", the physical and technical foundation that determines the quality of the output of human resources. However, the reality at high schools in Rach Gia ward, An Giang province shows that possessing modern infrastructure is only a necessary condition; the sufficient condition to create a breakthrough is the scientific management and operational capacity of the people.

Facilities management is not simply about inventorying assets or stamping inventory, but rather a series of purposeful activities from planning and implementation to inspection and monitoring, aimed at optimizing all material resources for the cause of education. To overcome limitations such as financial shortages or rigid management mechanisms, the synchronized implementation of the following measures is urgently needed to transform bricks and computer labs into driving forces that foster creative thinking for both teachers and students.

Measure 1: Enhancing Strategic Awareness for Administrators and Teachers

To optimize the efficient use of school infrastructure, transforming the awareness of administrators and teachers regarding the importance of infrastructure management is a top priority. This is not only about preserving public assets but also a key factor in meeting the stringent standards of current educational quality accreditation.

Schools need to proactively design and implement in-depth professional development programs, focusing on providing a system of modern management knowledge, scientific preservation methods, and skills in operating specialized technological equipment at the institution. Simultaneously, seminars, workshops, and experience-sharing sessions should be organized regularly. This is an important forum for educators and administrators to discuss and find common ground between educational theory and the practical operation of infrastructure. When a sense of responsibility is ingrained and transformed into conscious action, the utilization of teaching equipment will move beyond mere formality, becoming a natural part of each lesson.

Raising awareness is not a short-term campaign but a process of cultivating school culture. When each individual, from the principal to subject teachers, views facilities as "companions" rather than "burdens of responsibility", they will proactively seek more creative ways to use them. This shift in mindset will remove the barrier of passivity, creating a foundation for an educational environment where every laboratory and every projection device is valued and its practical value is maximized.

Measure 2: Innovating the process of planning the use and preservation of school assets.

Restructuring the planning process for the use and preservation of school facilities is a strategic step to meet the requirements of improving the quality of education at high schools in Rach Gia ward. The core objective of this initiative is to shift from a static asset management mindset to a dynamic resource management approach, aiming to optimize operational efficiency, eliminate waste, and ensure long-term sustainability for infrastructure.

A scientific and feasible plan must be built on a foundation of thorough analysis of the actual needs of each subject and the school's development roadmap. In particular, infrastructure planning needs to adhere to the technical criteria and legal regulations in Circular No. 13/2020/TT-BGDĐT and other directives from the Ministry of Education and Training. Adherence to this roadmap helps schools not only improve their pedagogical appearance but also prepare for national quality accreditation. A good maintenance plan is a guarantee for the school's future development against the pressures of student numbers and the demands of innovation.

Innovative planning helps schools escape the reactive approach of "repairing as needed". With a roadmap forecasting purchasing and maintenance needs, the school administration can proactively manage limited budget

resources most effectively. This plan also serves as a guide to help teachers arrange the curriculum to match the equipment's capabilities, creating a smooth and unified operation throughout the school's entire system.

Measure 3: Optimizing the organization and management of infrastructure operation and maintenance.

To improve the effectiveness of organization and management, defining strategic objectives is crucial for optimally realizing the set tasks. Below are four key objectives that need to be implemented decisively:

Objective 1: Comprehensive review and assessment of the current state of infrastructure. Conduct detailed investigations and statistics on the warehousing process, operation frequency, and actual storage conditions. Understanding the "health" of the equipment system helps managers accurately identify bottlenecks and develop timely adjustment and repair plans.

Objective 2: Standardize the professional competence of the operating team. Direct the development of short-term training courses on the operation of modern equipment. This objective ensures that personnel not only understand the theory but are also proficient in practical operation and troubleshooting skills.

Objective 3: Promote academic sharing and pedagogical initiatives. Organize thematic workshops on the effective use of facilities. This is an opportunity for teachers to share positive teaching methods, helping visual aids become a vibrant bridge of knowledge for students.

Objective 4: Develop a sustainable maintenance and reinvestment strategy. Establish a system of regular maintenance and a roadmap for supplementary procurement based on a combination of state budget and socialized funding. This ensures the continuity of the educational process and prevents equipment from becoming outdated in line with technological advancements.

Skillful organization and leadership will transform fragmented resources into a unified whole. When objectives are clearly defined and specific individuals are held accountable, the management system will operate smoothly. This is the decisive factor in transforming expensive equipment into concrete training results, while simultaneously creating a professional work environment where all assets are properly utilized and utilized at the right time.

Measure 4: Improving the conditions for effective management of physical facilities.

To build a sustainable ecosystem for managing physical facilities in high schools in Rach Gia ward, according to the author, it is necessary to focus on activating four core conditions:

Awakening a sense of personal responsibility and dedication: Each staff member and teacher must understand that protecting common assets is protecting their own working conditions. Dedication in every small task will help extend the lifespan of equipment and maintain a consistently high standard of pedagogical environment.

Establishing a mechanism for recognizing and honoring achievements: The school needs a fair evaluation system where efforts in creating and maintaining physical facilities are clearly recognized by the collective. Timely rewards are a great source of motivation to further encourage staff to commit to this quiet work.

Improving specific compensation and welfare policies: There is a need for adequate support for those directly managing warehouses and laboratories - positions that involve significant responsibility and hazardous working conditions. A good welfare policy will help them feel secure in their work and wholeheartedly dedicate themselves to safeguarding the school's material resources.

Modernizing management style and work environment: Improving administrative processes, applying technology in reporting and approval of repairs to reduce the procedural burden on teachers. An open and supportive management environment will encourage everyone to confidently utilize available resources to the fullest.

Improving the conditions to ensure the creation of a "nurturing environment" for management. When material and spiritual benefits are guaranteed, self-motivation will prevail over coercion. This is a crucial leverage to build a workforce that is not only professionally competent but also highly responsible for national assets, creating internal strength to help the school overcome financial difficulties.

Measure 5: Strengthening the system of regular inspection, monitoring, and evaluation.

Inspection and evaluation are not the final step but a crucial link, creating a closed and complete management cycle. This activity provides leaders at all levels with objective, empirical data to promptly adjust macro and micro strategies.

Through regular monitoring, the An Giang provincial education leadership can realistically assess the practical capabilities of teachers and the effectiveness of the school management board in maintaining public assets. Strict inspection also helps to detect potential damage early, prevent waste, and promote the in-depth use of equipment. This provides a solid practical basis for proposing solutions to upgrade infrastructure that closely match actual needs, ensuring the learning environment is always ready to serve the cause of innovation.

Inspection and evaluation act as a "mirror" that most accurately reflects the effectiveness of the four measures mentioned above. Through impartial evaluation, good models and innovative approaches in infrastructure management will be replicated, while shortcomings and inefficiencies will be promptly addressed. Seriousness in the inspection process will create discipline in management, ensuring that all state and public investment in educational infrastructure yields tangible value for future generations.

CONCLUSION

In the overall national education system, physical infrastructure is not merely inanimate physical structures but plays the role of the "lifeblood" sustaining pedagogical activities, and is an important measure reflecting the training capacity and professionalism of an educational institution. For high school - a pivotal stage in the formation of students' career orientation and problem-solving abilities - a modern infrastructure and teaching equipment system is a direct catalyst for promoting the innovation of teaching methods towards developing students' qualities and competencies.

However, current reality shows that schools are still facing a challenging management problem. The conflict between the high demands of the "2018 General Education Program" and the limited financial resources, the heavy reliance on the state budget, and the uncertainty of socialized capital have created considerable pressure. To thoroughly address this issue, according to the author, the urgent requirement is to optimize the infrastructure management process through four core functions: strategic planning; scientific implementation; decisive leadership and management; and objective monitoring and evaluation.

Based on the results of a practical survey at high schools in Rach Gia ward, An Giang province, the author found that although significant progress has been made, to truly break through in the context of innovation, management needs to focus on the following four key solutions:

First, placing the human element at the center of development. School leaders need to recognize that the awareness of the management staff and teachers is the "golden key". When a sense of responsibility is awakened from within, each individual will not only be a user but also a dedicated "gatekeeper". A deep understanding of the value of public assets will transform maintenance into a voluntary habit, helping to maximize the functionality of equipment and minimize unnecessary losses.

Secondly, improve the quality of planning. This should no longer be a formal report but a detailed roadmap, built on an objective assessment of the current situation and closely aligned with relevant legal regulations. The plan must ensure financial feasibility, transparency in the socialization process, and, most importantly, be widely disseminated to every member of the school to create consensus and leverage collective strength.

Thirdly, streamline and modernize organizational and leadership processes. The school needs to boldly implement clear decentralization and delegation of authority, assigning individual responsibility to specific asset items. A smooth operational process, eliminating overlapping procedures, will create space for innovation and facilitate the quick handling of technical issues or supplementary procurement needs, ensuring timely progress in teaching and learning.

Finally, diversify and professionalize inspection and post-inspection methods. Instead of applying a one-way, imposed monitoring method, schools should build multi-directional feedback channels from the direct users (teachers and students). The harmonious coordination between self-inspection at the facility and inspection by higher levels will create a comprehensive view, helping to identify weaknesses early for timely adjustments, ensuring that all investment capital yields tangible results for the local education system.

Managing facilities is a continuous journey of improvement. Only when managers dare to change their mindset and operate infrastructure with dedication and intelligence will the high schools in Rach Gia ward truly become ideal educational environments, ready for the new opportunities of the digital age.

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