

**HO CHI MINH NATIONAL ACADEMY OF POLITICS**

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**SAFEGUARDING THE IDEOLOGICAL FOUNDATION  
OF THE PARTY IN THE CULTURAL SPHERE AT  
MILITARY INSTITUTIONS TODAY**

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## INTRODUCTION

### 1. Rationale for the topic

Safeguarding the ideological foundation of the Party in the cultural sphere is a fundamental, vital, and strategic task, closely linked to the very survival of the Party and the nation, since “as long as culture endures, the nation endures” Therefore, it is a sacred duty and responsibility of the entire Party, the entire people, and the entire army, including military academies.

In recent years, research on safeguarding the Party’s ideological foundation in the cultural sphere from the perspective of cultural studies - as a cultural activity that guides action and fosters the moral and intellectual capacity of individuals - has remained modest. Hence, examining this issue as a cultural activity warrants deeper exploration within the framework of cultural studies.

In practice, safeguarding the ideological foundation of the Party in the cultural sphere has truly become a cultural activity that permeates the spiritual life of the entire Party, people, and military. Military academies consistently prioritize this work, contributing to building politically strong units with a vibrant, healthy, and wholesome cultural life; enhancing the quality of education and training; and supplying the armed forces with personnel who are both "red" (ideologically sound) and "expert" (professionally competent).

However, this task in military academies still faces certain challenges and limitations regarding the actors involved, the content, and the methods of implementation. Additionally, it is affected by numerous external factors and the increasingly high demands of education and training in the context of modernizing the armed forces. Given the urgent theoretical and practical needs outlined above, the doctoral candidate has chosen the topic: “*Safeguarding the ideological foundation of the party in the cultural sphere at military institutions today*” as the subject of this doctoral dissertation in Cultural Studies. The aim is to clarify theoretical foundations and current realities, and to propose orientations and solutions for improving the effectiveness of safeguarding the Party’s ideological foundation in the cultural sphere within military academies today.

### 2. Research objectives and tasks

#### 2.1. Research objectives

Based on the theoretical foundation of safeguarding the ideological foundation of the Party in the cultural sphere, this dissertation analyzes and assesses the current situation of such safeguarding in military academies and proposes orientations and solutions to enhance the quality of this activity today.

#### 2.2. Research tasks

First, to clarify the theoretical foundation, apply the Party's viewpoints and guidelines in the study, identify influencing factors, and develop an analytical framework for safeguarding the Party's ideological foundation in the cultural sphere at military academies. Second, to collect and analyze documents, build models, conduct surveys, and evaluate the current state of the research subject.

Third, to propose orientations and solutions to improve the effectiveness of safeguarding the ideological foundation of the Party in the cultural sphere at military academies in the current context.

### **3. Research object and scope**

#### **3.1. Research Object**

The object of this dissertation is the activity of safeguarding the ideological foundation of the Party in the cultural sphere at military academies in contemporary Vietnam.

#### **3.2. Research Scope**

*Thematic scope:* The study focuses on examining and describing the actors, content, and methods of safeguarding the ideological foundation of the Party in the cultural sphere at military academies.

*Spatial scope:* The research centers on assessing this activity at two institutions, Military Technical Academy and the Political Officers School, while drawing comparisons with the Army Officer Training School No. 1 and the Air Defense - Air Force Academy. This selection ensures a representative sample in terms of characteristics, objectives, and training requirements across military academies.

*Temporal scope:* The study examines developments from 2018 to 2023, with some updates extending into 2024.

### **4. Research questions and hypotheses**

*Question 1:* How does safeguarding the ideological foundation of the Party in the cultural sphere orient actions and enhance the qualities and capacities of actors, particularly cadets, in military academies?

*Hypothesis:* Safeguarding the ideological foundation of the Party in the cultural sphere at military academies plays a crucial role in guiding and developing the qualities and capacities of officers, instructors, and cadets. The impact of this activity varies depending on the individual characteristics and competencies of each actor.

*Question 2:* What are the content and methods of safeguarding the Party's ideological foundation in the cultural sphere at military academies?

*Hypothesis:* Different training goals and missions across military academies lead to variations in both the content and methods of safeguarding efforts.

*Question 3:* What solutions can enhance the effectiveness of safeguarding the Party's ideological foundation in the cultural sphere at military academies today?

*Hypothesis:* Enhancing awareness and responsibility among actors; ensuring a systematic and comprehensive approach to content; innovating and diversifying methods; and developing a healthy cultural environment in cyberspace are key to improving effectiveness.

### **5. Methodological foundation and research methods**

#### **5.1. Methodological foundation**

The dissertation is grounded in dialectical materialism and historical materialism of Marxism - Leninism, the thought of Ho Chi Minh, and the viewpoints and guidelines of the Communist Party of Vietnam on culture and the Vietnamese people. It also draws upon documents issued by the Central Military Commission and the Ministry of National Defense, as well as military academies, regarding the safeguarding of the Party's ideological foundation in the cultural sphere.

#### **5.2. Research methods**

The dissertation employs research methods from the discipline of cultural studies in combination with relevant interdisciplinary approaches, including: literature review and analysis; modeling; participant observation; and sociological survey methods.

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

### **6.1. Theoretical contributions**

The dissertation synthesizes and clarifies the theoretical foundations of safeguarding the ideological foundation of the Party in the cultural sphere from a cultural studies perspective. Based on this foundation, it internalizes and applies the Party's viewpoints on culture into the practical task of safeguarding the ideological foundation of the Party in the cultural sphere within military academies.

### **6.2. Practical contributions**

The research findings serve as a reference for relevant agencies such as the Department of Propaganda and Training under the General Political Department in advising the Central Military Commission's Steering Committee 35 on comprehensive and in-depth leadership and guidance in safeguarding the Party's ideological foundation across cultural fields. The findings also provide a practical reference for military academies in planning, advising, proposing, and implementing measures to enhance the effectiveness of this work. In addition, the dissertation serves as a valuable resource for research, teaching, and the development of ethical qualities and competencies among stakeholders in military academies.

## **7. Structure of the dissertation**

In addition to the introduction, conclusion, references, and appendices, the main content of the dissertation consists of four chapters.

### **Chapter 1**

## **OVERVIEW OF RESEARCH ON SAFEGUARDING THE PARTY'S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE AT MILITARY INSTITUTIONS**

### **1.1. RESEARCH ON SAFEGUARDING THE PARTY'S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE**

#### **1.1.1. Research on the Party's Ideological Foundation in the cultural sphere**

Research on the Party's ideological foundation in the cultural sphere is both diverse and extensive. Existing studies focus on clarifying the Marxist-Leninist viewpoints and Ho Chi Minh's thought on culture across various cultural domains, as well as the Party's creative application of these principles in leading the development of Vietnamese culture, resulting in historically significant achievements.

Notable international scholars include Zou Guangwen, Fang Libo, and Xing Lijun; within Vietnam, key contributors include Đặng Hữu Toàn, Phạm Duy Đức, Song Thanh, Trần Văn Bình, Bùi Đình Phong, Trần Đình Tuấn, Đinh Xuân Dũng, and Nguyễn Thế Kỳ, along with collective works from institutions such as the Ho Chi Minh National Academy of Politics and the Ministry of Culture, Sports and Tourism.

Studies on Marxism-Leninism and culture affirm the materialist, scientific, and revolutionary nature of culture, highlighting its role in shaping human character and promoting social progress. Research on Ho Chi Minh's thought emphasizes that culture is inseparable from daily life and the revolutionary cause. President Ho himself is considered a shining example for all to follow. Research on the Party's guidelines in the cultural sphere consistently affirms the Party's steadfast and creative application of Marxism-Leninism and Ho Chi Minh's thought toward the comprehensive development of human beings.

### **1.1.2. Research on safeguarding the Party's Ideological Foundation in the cultural sphere**

The essence of culture lies in ideology, which guides the development of human personality and social progress. Accordingly, many international scholars have conducted research defending Marxism-Leninism in relation to culture, such as Terry Eagleton and Li Shunmin. In Vietnam, numerous researchers, including Nguyen Ba Duong, Tran Van Phong, Le Quoc Ly, and Vu Thi Phuong Hau, as well as institutions such as the Political Academy (Ministry of National Defense), the Department of Propaganda and Training, the Military Arts Magazine (General Political Department), and the Ho Chi Minh National Academy of Politics have contributed to this field.

These works have identified the conspiracies and tactics employed by hostile forces to undermine the Party's ideological foundation in the cultural sphere. At the same time, they have outlined the key actors, content, and methods involved in safeguarding the Party's ideological foundation-both generally and specifically within cultural sectors.

### **1.2. RESEARCH ON SAFEGUARDING THE PARTY'S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE AT MILITARY ACADEMIES**

Within military academies, there have been numerous research projects related to safeguarding the Party's ideological foundation in the cultural sphere. These studies have been conducted under the leadership of the Political Academy, the Department of Propaganda and Training, and include research initiatives ranging from institutional to ministerial levels. A variety of scientific conferences have been organized, and many academic articles have addressed this topic in relation to the functions, missions, and the roles of various actors within military academies. These studies affirm the essential position and role of safeguarding the Party's ideological foundation in the cultural sphere in military schools. Researchers emphasize that the core content of such safeguarding includes affirming Marxism - Leninism, Ho Chi Minh's thought, the Party's viewpoints, the State's cultural policies, the country's cultural achievements, and the cultural values embodied by the "Uncle Ho's Soldiers." The methods of safeguarding are diverse and vibrant, with a focus on education and training, scientific research, political education, public communication, and direct confrontation with hostile and distorted viewpoints in cyberspace.

### **1.3. GENERAL ASSESSMENT AND ISSUES FOR FURTHER RESEARCH**

#### **1.3.1. Summary of key findings in existing research**

Published studies have affirmed that the ideological foundation of the Party in the cultural sphere consists of Marxism-Leninism and Ho Chi Minh's thought on culture. The Communist Party of Vietnam has creatively applied and developed these principles in building Vietnamese culture, achieving significant and historically meaningful accomplishments.

These studies have also identified three primary groups of actors responsible for safeguarding the Party's ideological foundation: leadership and management bodies; direct implementers; and supporting participants.

The content of safeguarding the ideological foundation of the Party in the cultural sphere includes: affirming Marxism-Leninism in relation to culture; Ho Chi Minh's cultural thought; the Party's guidelines and policies on cultural

development; and the cultural achievements of Vietnam. At the same time, it involves countering and preventing hostile and erroneous viewpoints that attempt to undermine this ideological foundation. This safeguarding is considered a spiritual activity aimed at enhancing personal virtues and competencies. Existing studies have also proposed various safeguarding methods, including: theoretical research; educational and training activities; political education and public communication; organizing specialized task forces; integrating with other fields; linking with the prevention of “self-evolution” and “self-transformation”; and implementing supportive policies and mechanisms. Moreover, research has examined the roles and responsibilities of actors involved in safeguarding the Party’s ideological and cultural foundation within military academies, specifically: commanders, instructors, and cadets.

Despite these contributions, further clarification is required on several issues, particularly from the perspective of this dissertation:

*First*, to clarify the concept of safeguarding the Party’s ideological foundation in the cultural sphere, especially within military academies, from a cultural studies perspective. This includes defining the characteristics of the actors, the content, the implementation methods, and the influencing factors. *Second*, to clarify the guiding role of this activity in enhancing the moral qualities and competencies of officers, instructors, and particularly cadets who are being trained as grassroots-level commanders. The goal is to help shape, strengthen, and develop the Party’s ideological foundation in culture, transforming military academies into ideological-cultural strongholds that spread knowledge and responsibility to the broader public. *Third*, to conduct field surveys, descriptions, analyses, and assessments of the current situation (2018-2023) regarding the safeguarding of the Party’s ideological foundation in the cultural sphere. This includes examining the roles of actors, content, and methods across key activities such as education and training, scientific research, political education, public communication, online ideological struggle, and cultural-artistic initiatives within military academies. *Fourth*, based on the current state, to propose orientations and solutions to enhance the effectiveness of safeguarding the Party’s ideological foundation in the cultural sphere at military academies today, making this activity an intrinsic, self-driven responsibility born from the “call of the heart” and the “command of life” for every officer, instructor, and cadet. To date, no comprehensive or systematic study has directly addressed the issue of “Safeguarding the Party’s Ideological Foundation in the Cultural Sphere at Military Academies in Contemporary Vietnam” from this research approach.

### **Summary of Chapter 1**

Existing studies have identified that safeguarding the Party’s ideological foundation in the cultural sphere is the responsibility of the entire Party, the entire people, and the entire military. Within military academies, the key actors include leadership and commanders, instructors, and cadets. In terms of content, these studies affirm the scientific and revolutionary nature of Marxism-Leninism and Ho Chi Minh’s thought on culture; the Party’s sound guidelines and the State’s policies on culture; and the cultural achievements of the nation. Simultaneously, they emphasize the importance of confronting and countering hostile and erroneous viewpoints that seek to undermine the Party’s ideological foundation in the cultural

sphere. In terms of methodology, these studies describe a comprehensive set of activities including research, teaching, education, public communication, and diverse cultural and artistic practices, alongside direct ideological struggle against hostile views.

The scholarly efforts to date have produced valuable and commendable contributions. However, in reality, there has yet to be a scientific study that directly and comprehensively addresses the issue of safeguarding the Party's ideological foundation in the cultural sphere at military academies from a cultural studies perspective. Building upon previous achievements and aiming to deepen the understanding of this issue, this dissertation continues the research on "Safeguarding the Ideological Foundation of the Party in the Cultural Sphere at Military Academies in Contemporary Vietnam" through case studies of prominent institutions: the Military Technical Academy and the Political Officers School, with comparative analysis involving the Army Officer Training School No. 1 and the Air Defense - Air Force Academy.

## **Chapter 2**

### **THEORETICAL FOUNDATIONS FOR SAFEGUARDING THE PARTY'S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE AT MILITARY ACADEMIES AND AN OVERVIEW OF THE STUDY SUBJECT**

#### **2.1. THEORETICAL FOUNDATIONS FOR SAFEGUARDING THE PARTY'S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE**

##### ***2.1.1. Key concepts***

##### ***2.1.1.1. Culture***

Culture is a broad concept, approached and interpreted in various ways depending on research purposes. This dissertation approaches the concept of culture from the definition widely cited by E.B. Tylor, the materialist and dialectical perspective of Karl Marx, the revolutionary vision of President Ho Chi Minh, and the viewpoint of UNESCO. Based on these, the dissertation defines culture as: The entirety of human creative activities that produce material and spiritual values, oriented toward truth, goodness, and beauty, across both past and present, in order to meet legitimate human needs and promote social development.

##### ***2.1.1.2. The Party's Ideological Foundation in the cultural sphere***

The Political Platform for national development in the transition to socialism affirms that the Party adopts Marxism-Leninism and Ho Chi Minh's thought as its ideological foundation and compass for action. Accordingly, the Party has creatively applied these principles to formulate cultural development policies in key areas such as: ideology, ethics, lifestyle; literature and arts; education and training; mass media, etc., achieving historically significant accomplishments.

From that basis, the Party's ideological foundation in the cultural sphere can be understood as: A system of viewpoints and theoretical knowledge, objective, scientific, and revolutionary, derived from Marxism-Leninism and Ho Chi Minh's thought on culture, which guides the Party's platforms, directions, and the State's policies in building and developing an advanced Vietnamese culture imbued with national identity.



### ***2.1.1.3. Safeguarding the Party's Ideological Foundation in the cultural sphere***

Based on the principles of Marxism-Leninism and the Party's guidelines, safeguarding the Party's ideological foundation is considered a critical, existential matter, since ideology is the core of culture.

Accordingly, safeguarding the Party's ideological foundation in the cultural sphere is defined as: A comprehensive, active, proactive, creative, and well-planned process carried out by actors in order to uphold ideological stances, strengthen scientific and revolutionary worldviews and methodologies, and persuasively affirm the Party's correct leadership in the cultural sphere, contributing to action orientation and the enhancement of human moral and intellectual capacities.

### ***2.1.1.4. Safeguarding the Party's Ideological Foundation in the cultural sphere at military academies***

Military academies are training centers for officers of the armed forces. Safeguarding the Party's ideological foundation in the cultural sphere at military academies is closely linked to education, training, and scientific research activities.

This concept can be defined as: A comprehensive, proactive, creative, and planned process by actors to equip, uphold, and strengthen revolutionary and scientific worldviews and methodologies; to affirm the Party's correct leadership in the cultural domain; to guide, nurture, and develop the qualities and capacities of individuals; and to build politically solid academies with healthy, rich, and vibrant cultural life, thereby enhancing the quality of education and training.

*Actors involved:* leadership and command staff; instructors; cadets.

*Content of safeguarding:* affirming the objectivity, scientific nature, and revolutionary character of Marxism-Leninism on culture; affirming Ho Chi Minh's cultural thought; affirming the Party's directions and the State's policies on culture; affirming cultural development achievements. Combating and preventing hostile and erroneous viewpoints that deny the Party's ideological foundation in culture. Each military academy, depending on its training objectives and requirements, may emphasize different aspects of this content.

*Safeguarding methods:* integrated into the context of military academies, focusing on: social sciences and humanities education; political education and public communication; online ideological struggle.

*Evaluation criteria:* assessing awareness, responsibility, attitude, and capacity of actors in safeguarding the Party's ideological foundation in the cultural sphere; assessing content and methods of safeguarding activities.

### ***2.1.1.5. The role of safeguarding the Party's Ideological Foundation in the cultural sphere at military academies***

Safeguarding the Party's ideological foundation in the cultural sphere at military academies is a regular, multi-faceted activity. Its roles include: Contributing to firmly protecting the Party's ideological foundation; Affirming the Party's leadership over the military; Strengthening the political foundation of military academies; Enhancing the quality of education and training; Building a healthy, vibrant, and rich military cultural environment in academies.

### ***2.1.1.6. Influencing factors on safeguarding the Party's Ideological Foundation in the cultural sphere at military academies***

This safeguarding activity is influenced by a variety of factors, including: Globalization, international integration, and developments in science, technology, and media; Achievements in the development of Vietnamese culture, human resources, and the socialist-oriented market economy; The evolving roles and missions of the military and its training institutions in the new era; The subversive activities of hostile forces in the cultural sphere.

## **2.2. RESEARCH PERSPECTIVE AND ANALYTICAL FRAMEWORK OF THE DISSERTATION**

### **2.2.1. Research perspective**

The dissertation adopts the viewpoints of the Communist Party of Vietnam as its guiding research perspective. Specifically:

*Safeguarding the Party's ideological foundation in the cultural sphere serves to orient and cultivate the moral qualities and capacities of the subjects involved:*

The Resolution of the 13th National Congress of the Party affirms that by consistently and creatively applying the Party's ideological foundation, Vietnam has achieved many historically significant accomplishments, which “strengthen the people's trust in the Party, the State, and the socialist regime.”

Resolution No. 35-NQ/TW dated October 22, 2018, by the Politburo, on strengthening the protection of the Party's ideological foundation and countering hostile and incorrect viewpoints in the new situation, asserts that safeguarding this foundation is aimed at ensuring that the entire Party, people, and military progressively and deeply understand the fundamental content and great value of Marxism-Leninism and Ho Chi Minh's thought; and that these principles truly become the spiritual bedrock of society.

Safeguarding the Party's ideological foundation is the responsibility of the entire Party, the entire people, and the entire military. It must be conducted regularly, persistently, and resolutely. It is an activity that strengthens the capacity for self-protection and resistance among cadres, Party members, and the people against the plots and tactics of hostile forces.

*The content and methods of safeguarding the Party's ideological foundation in the cultural sphere contribute to orienting and developing moral qualities and capacities of the subject:*

The Party's perspective on cultural development includes both preservation and advancement, assimilation and innovation-“building,” in the sense of affirmation and strengthening ideological resilience. At the same time, eliminating outdated elements and resisting “peaceful evolution” in the cultural sphere is “struggling”, in the sense of confrontation. This view aligns with Resolution No. 35 in emphasizing a close combination of “building” and “struggling,” in which building is fundamental while struggling must be determined and effective. Therefore, the content of safeguarding involves affirming the scientific and revolutionary nature and correctness of Marxism-Leninism, Ho Chi Minh's thought on culture, the Party's cultural viewpoints and guidelines, and the cultural achievements of the nation. At the same time, it involves combating and preventing hostile and erroneous viewpoints that attempt to undermine the Party's ideological foundation in the cultural domain.

The Party affirms that its ideological foundation helps the entire Party, people, and military gain a profound and comprehensive understanding of the essential content and great value of Marxism-Leninism and Ho Chi Minh's thought, reinforcing confidence in the Party's leadership and strengthening resistance to hostile arguments. Proactive, persuasive, and engaging forms and methods of communication play a key role in effectively countering hostile views. Both content and method serve to enhance the awareness, responsibility, attitude, and capacity of individuals.

*Orientation for safeguarding the Party's ideological foundation in the cultural sphere:*

The Party affirms that the cause of building an advanced culture imbued with national identity must be led by the Party, managed by the State, with the people as the creative subjects and the intelligentsia playing a vital role. The Ministry of National Defense, in its proposal "The Military's Response to Peaceful Evolution in the Cultural Sphere in the New Situation," emphasizes the need to regularly and thoroughly grasp, apply, concretize, and implement the Party's guidelines, the State's laws and policies, and the directives, resolutions, and orders from the Central Military Commission and the Ministry of National Defense on the task of countering "peaceful evolution" in the ideological and cultural domains.

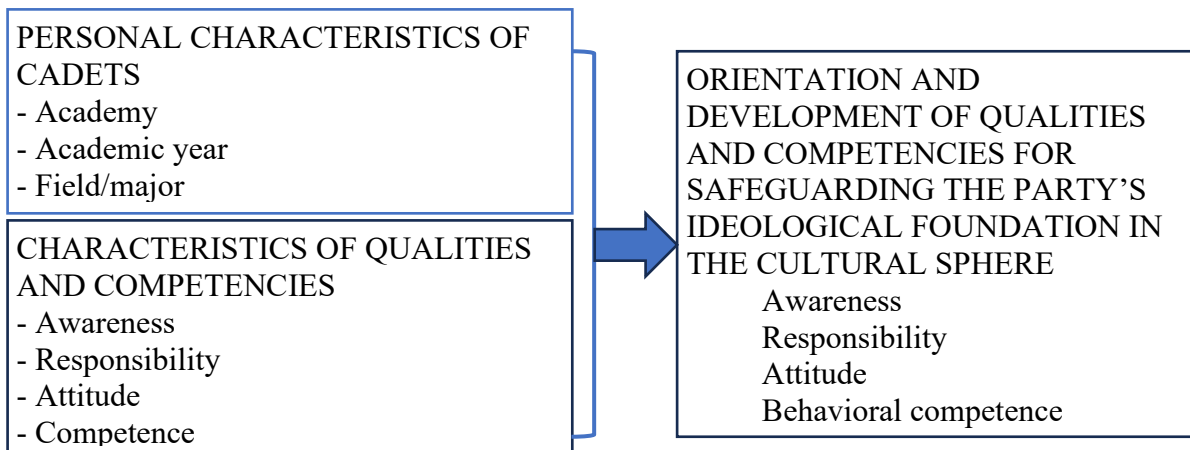
Accordingly, safeguarding the Party's ideological foundation in the cultural sphere at military academies must strictly adhere to the directives and resolutions of the Party, the Central Military Commission, the Ministry of National Defense, and the specific plans of each military school.

The Party also emphasizes that safeguarding the ideological foundation must be closely associated with confronting and countering hostile viewpoints. At the same time, this safeguarding must be comprehensive and systematic in both content and across all cultural domains. Moreover, given the impact of various external factors, this work must be continuously renewed and innovated, while integrated with the development of a positive, healthy cultural environment.

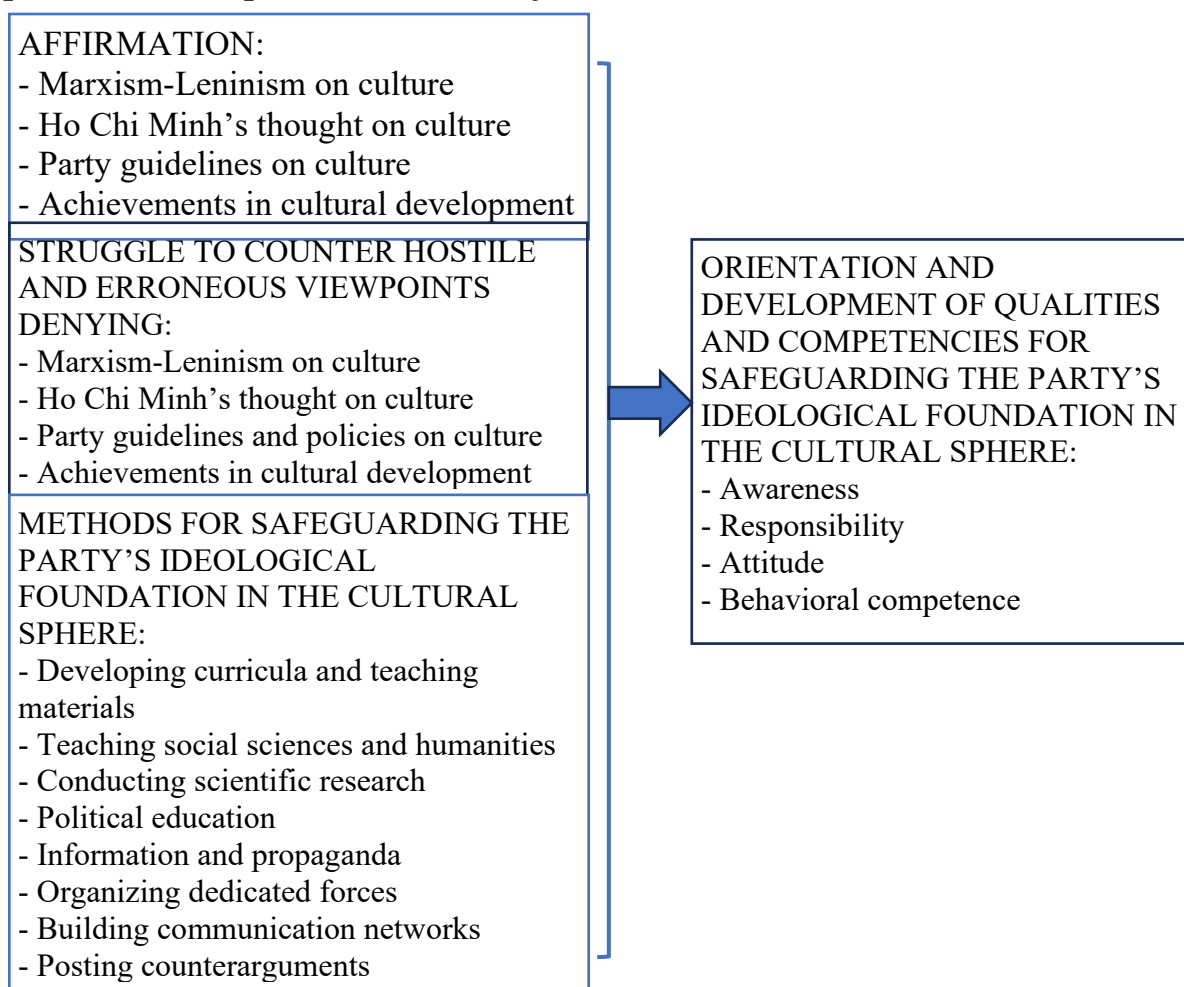
### ***2.2.2. Analytical framework of the dissertation***

Based on the Party's perspective, and with the objective of improving the quality of education and training at military academies-reflected in the outcome of training—the dissertation selects to analyze the influencing factors, including the individual characteristics and the moral and professional capacities related to safeguarding the Party's ideological foundation in the cultural sphere. These factors affect the direction of action and the process of cultivating the moral qualities and competencies of the actors involved, especially cadets. At the same time, the dissertation examines the impact of the content and methods of safeguarding the Party's ideological foundation in the cultural sphere on the orientation, qualities, and competencies of the actors.

- Personal characteristics and moral/professional capacities influence the orientation and need for cultivating the moral and professional capacities of the subjects:



Behavioral competence - Content and methods of safeguarding the Party's ideological foundation influence the orientation and need for cultivating the moral and professional capacities of the subjects:



## 2.3. OVERVIEW OF THE RESEARCH SUBJECT

### 2.3.1. Military academies

#### 2.3.1.1. Organization and management

Currently, Vietnam has 22 academies and universities under the Ministry of National Defense that provide officer training in various military fields. Military academies operate under a hierarchical management structure, which includes: the Board of Directors (for academies) or the Board of Rectors (for officer schools); administrative departments responsible for training support; academic departments (faculties); and units managing cadets (divisions or battalions). The Director (of an

academy) or the Rector (of an officer school) exercises leadership and is accountable for the institution's outcomes to higher authorities.

#### ***2.3.1.2. Functions, duties, objectives, and training requirements***

Military academies are tasked with education, training, scientific research, and the granting of degrees and certificates in accordance with the regulations of the State and the Ministry of National Defense. Cadets are expected not only to meet the academic outcomes of their respective disciplines, but also to possess strong political integrity, good moral character, and absolute loyalty to the Communist Party of Vietnam, the Fatherland, and the People.

### **2.3.2. The Military Technical Academy and the Political Officers School**

#### ***2.3.2.1. The Military Technical Academy***

The Military Technical Academy was officially established on October 28, 1966. Its primary mission is to train technical officers and managers at undergraduate and postgraduate levels; conduct scientific research; provide technical consulting services; and implement science and technology services in support of national defense, security, and socio-economic development. Over nearly 60 years of development, the Academy has built a proud tradition of unity, proactivity, creativity, perseverance, and excellence in fulfilling its tasks. It has achieved significant accomplishments in military and civilian technical education and research, making notable contributions to the defense and development of the nation and the military.

#### ***2.3.2.2. The Political Officers School***

The Political Officers School was founded on January 14, 1976. Its core responsibilities include undergraduate and postgraduate education, international training cooperation, and the provision of political officers for grassroots units, lecturers in social sciences and humanities, and scientifically qualified personnel in related fields. Over nearly 50 years of development, the School has cultivated a tradition of loyalty, creativity, unity, diligence, teaching excellence, and academic rigor. The institution has made meaningful contributions to building the military, strengthening the all-people national defense posture, and firmly safeguarding the homeland. It is honored as the "Party School within the Military, a stronghold of Marxism."

### **2.3.3. Characteristics in organization, management, functions, and tasks of military academies**

Military academies strictly implement the directives, resolutions, and regulations on education, training, science, and technology as issued by higher authorities. Their functions and missions in education, training, and research are conducted under the leadership and direction of the Central Military Commission, the Ministry of National Defense, the General Staff, and the General Political Department.

The Military Technical Academy is characterized by its mission to train technical officers at all levels, while the Political Officers School specializes in training political officers at the grassroots level. These two institutions represent two distinct specialty groups within the military education system.

### **Summary of Chapter 2**

The content of safeguarding the Party's ideological foundation in the cultural sphere includes: Marxism-Leninism on culture; Ho Chi Minh's thought on culture;

the Party's viewpoints, guidelines, and the State's policies on culture; and the achievements in the construction and development of Vietnamese culture. Based on this foundation, the dissertation investigates key areas of culture, including: ideology, ethics, lifestyle; literature and the arts; education and training; and mass media. The dissertation develops a conceptual framework for safeguarding the Party's ideological foundation in the cultural sphere within military academies from the perspective of cultural studies. From this perspective, the safeguarding activity functions as an action-guiding process that shapes, reinforces, and develops the awareness, responsibility, attitude, and capacity of the actors involved, especially cadets. The dissertation constructs an analytical framework to objectively and scientifically evaluate the safeguarding of the Party's ideological foundation in the cultural sphere at military academies today. This framework is grounded in empirical surveys conducted at the Military Technical Academy and the Political Officers School, and is comparatively assessed against findings from the Army Officer Training School No. 1. and the Air Defense - Air Force Academy.

### **Chapter 3**

## **CURRENT SITUATION OF SAFEGUARDING THE PARTY'S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE AT MILITARY ACADEMIES**

### **3.1. ACTORS INVOLVED IN SAFEGUARDING THE PARTY'S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE**

#### **3.1.1. Leadership and command personnel**

##### *- Awareness and responsibility*

Leaders and commanders at military academies have consistently placed importance on directing and promoting educational efforts to raise awareness and responsibility among their personnel regarding the content of Resolution No. 35-NQ/TW dated October 22, 2018, issued by the Politburo, on strengthening the protection of the Party's ideological foundation and combating hostile and erroneous viewpoints in the current context. This also includes the implementation plan of the project titled "The Military's Response to Peaceful Evolution in the Ideological and Cultural Sphere in the New Situation." However, there are still certain limitations in awareness and responsibility among leaders and commanders. Some Party committees and organizations remain passive and lack creativity in fulfilling the overall task of safeguarding the Party's ideological foundation, including in the cultural domain.

##### *- Attitude and capacity*

Most leaders and commanders exhibit a positive attitude and strong capacity in directing, organizing, and implementing efforts to safeguard the Party's ideological foundation in the cultural sphere. They regularly incorporate relevant content and solutions into Party resolutions at all levels and organize implementation, monitoring, and evaluation in alignment with the practical operations of their units. They also serve as exemplary role models in actual safeguarding activities, embodying the principle: "those above set the standard, those below follow actively." Nevertheless, there remain certain limitations in the attitude and capacity of some leaders and commanders. Specifically, some Party cells, committees, and key officers lack proactivity and creativity in internalizing and operationalizing the

principles, objectives, and solutions set forth in Resolution No. 35-NQ/TW on strengthening the protection of the Party's ideological foundation and countering hostile viewpoints in the new context.

### **3.1.2. Instructors**

#### *- Awareness and responsibility*

The awareness and sense of responsibility among instructors at military academies regarding the safeguarding of the Party's ideological foundation in the cultural sphere have been increasingly strengthened. Instructors are well aware of their role as educators, not only in transmitting knowledge but also in serving as exemplary and ethical models for cadets to follow. As such, instructors often take the lead in activities related to safeguarding the Party's ideological foundation in the cultural domain, particularly through teaching, scientific research, writing news articles, and producing video clips to counter hostile arguments in cyberspace. However, there are still a number of instructors who have not fully grasped the importance of engaging in the ideological struggle against distorted, hostile viewpoints that threaten the Party's cultural foundation.

#### *- Attitude and capacity*

The instructor corps generally demonstrates a serious, committed attitude toward participating in the safeguarding of the Party's ideological foundation in the cultural sphere. They play a core and pioneering role among the actors within military academies. Their capacity is also reflected clearly and positively through improvements in teaching activities, scientific research, participation in developing curricula and teaching materials, and proactive involvement in online ideological struggles. Many serve as key contributors in orienting digital cultural discourse within their institutions. Nonetheless, there are still limitations in both attitude and capacity among some instructors. Some have not effectively fulfilled their roles or responsibilities in integrating ideological safeguarding into their teaching practice. Others show insufficient engagement in confronting and critiquing hostile content on online platforms.

### **3.1.3. Cadets**

#### *- Awareness and responsibility*

Cadets, who are currently undergoing training at military academies, are equipped with foundational knowledge of the Party's ideological tenets in the cultural sphere through both formal coursework and extracurricular activities aligned with their training objectives and academic disciplines. With youthful enthusiasm and pride in being part of the military education system, most cadets demonstrate a strong sense of responsibility in learning, training, acquiring knowledge, and recognizing their duty to safeguard the Party's ideological foundation in the ideological and cultural domains. SPSS analysis of survey data conducted in this dissertation reveals that variables such as academy, field of study, academic year, and individual moral and professional competencies significantly influence cadets' orientation and development in safeguarding the Party's ideological foundation in the cultural sphere. Cadets at the Political Officers School show stronger engagement than those at the Military Technical Academy due to the differing goals and training requirements of the two institutions. However, limitations in cadets' awareness and responsibility still exist. Some cadets exhibit a

superficial attitude toward learning and raising awareness, and there are signs of declining political ideology, ethics, and lifestyle in a minority of cases.

*- Attitude and capacity*

Most cadets demonstrate gradual improvement in both attitude and capacity throughout their academic years. In addition to academic and professional development, cadets also engage in extracurricular activities such as the “Young Theorists Club” and cultural-artistic clubs, which foster a spirit of determination in safeguarding the Party’s ideological foundation. SPSS analysis of cadet surveys also indicates that factors such as academy and academic discipline influence attitude and capacity, with cadets at the Political Officers School and those in political science majors showing a greater demand for competence and engagement in ideological safeguarding. Nonetheless, limitations persist, as cadets are still in the process of accumulating knowledge and developing their capabilities. This results in uneven levels of attitude and capacity regarding the safeguarding of the Party’s ideological foundation. Actors within military academies who possess strong moral and professional qualities help ensure that safeguarding the Party’s ideological foundation in the cultural sphere becomes a regular activity. This contributes to building politically solid institutions with a vibrant, healthy, and meaningful cultural environment, creating a distinctive ideological-cultural atmosphere in military educational settings.

### **3.2. CONTENT OF SAFEGUARDING THE PARTY’S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE**

#### **3.2.1. Affirming the Party’s Ideological Foundation in the cultural sphere**

##### ***3.2.1.1. Affirming Marxist-Leninist perspectives on culture***

The perspectives of Marxism-Leninism on culture are taught through four relevant courses across military academies; specifically, the Political Officers School includes an additional course on Marxist-Leninist Aesthetics. There are 12 research projects or journal articles and 30 media items (news pieces, short articles) affirming these perspectives. These subjects and scientific works provide cadets with fundamental knowledge of the scientific and revolutionary nature of Marxist-Leninist thought on culture, including the role of culture in the structure of socio-economic formations and social revolution, its class-based nature, and the role of education and human ethics in shaping ideological orientation. However, the volume and scope of research projects and media content focused on Marxist-Leninist cultural theory remain uneven, with notable gaps in areas such as literature and the arts, and mass communication.

##### ***3.2.1.2. Affirming Ho Chi Minh’s thought on culture***

Ho Chi Minh’s cultural thought is taught in the course “Ho Chi Minh Thought” and emphasized through various Party and military resolutions and directives, including those promoting the study and emulation of Ho Chi Minh’s ideology, ethics, and style. It is also embedded in the movement “Promoting Tradition, Devoting Talent, Being Worthy of Uncle Ho’s Soldiers in the New Era,” which is thoroughly communicated and taught in military academies. Through classroom instruction, research, and digital publications, cadets are provided with a systematic understanding of the formation, role, and value of culture in national liberation and socialist revolution. Culture is framed as a front in the broader revolutionary struggle. Nonetheless, some limitations remain. The research coverage across different cultural



fields remains imbalanced, with less attention paid to literature, the arts, and mass media, both in academic studies and in online platforms.

### ***3.2.1.3. Affirming the Party's guidelines and the State's cultural policies***

The Party's guidelines and the State's cultural policies are addressed through seven academic subjects in military academies. These courses provide cadets with foundational and systematic knowledge of the Party's viewpoints and the State's regulatory framework on culture. At the Political Officers School, additional subjects include "Literary Theory" and "Forms of Art at the Unit Level," tailored to the school's specific training requirements. Cultural and artistic activities are vibrant in these institutions, reflecting the leadership role of the Party, the achievements of the reform era, the revolutionary nature of the military, and the heritage of each academy. These efforts contribute to fostering students' sense of responsibility. However, despite positive outcomes, the inclusion of the Party's and State's cultural policies in scientific studies and journal articles remains limited in some cultural areas.

### ***3.2.1.4. Affirming achievements in cultural development***

Vietnam's achievements in cultural development are integrated into four core courses in military academies, providing cadets with comprehensive knowledge across various cultural domains. Among these, the ideological, ethical, and lifestyle values of the Vietnamese people are considered fundamental, strengthening the awareness of officers, instructors, and especially cadets during their education and training. Scientific studies, journal articles, and online content also serve to update and expand knowledge, reinforce belief, and enhance the sense of responsibility among stakeholders involved in safeguarding the Party's ideological foundation in culture. These achievements constitute a rich practical foundation for actors to use as evidence in ideological protection. However, the effort to affirm cultural development achievements within military academies still has certain limitations, particularly in the imbalance across disciplines. Literature, the arts, and mass communication are still underrepresented in both educational and research content.

Overall, affirming the Party's ideological foundation in the cultural sphere is aligned with the proportion of social sciences and humanities courses prescribed in each academy. However, within individual cultural sectors, such as ideology, ethics, lifestyle, literature and the arts, education and training, and mass communication, there remain noticeable discrepancies in emphasis and depth of coverage.

## **3.2.2. Countering hostile and erroneous viewpoints that deny the Party's Ideological Foundation in the cultural sphere**

### ***3.2.2.1. Countering viewpoints that deny Marxism-Leninism on culture***

Scientific articles in this area have identified distorted views aimed at undermining the scientific and revolutionary essence of Marxism-Leninism as a whole and rejecting the goal of socialism. These works provide objective and scientific knowledge for officers, instructors, and cadets, affirming that Marxism-Leninism is the only correct and revolutionary doctrine for achieving socialist objectives, and thereby rejecting erroneous viewpoints. Despite these positive efforts, activities to counter hostile arguments denying Marxism-Leninism on culture within military academies still have limitations. For instance, the subject of Marxist-Leninist Philosophy lacks a dedicated module or topic specifically focused on defending Marxism-Leninism, particularly in relation to culture. Data collected

in the dissertation shows that most research projects still focus predominantly on ideology, ethics, and lifestyle.

#### ***3.2.2.2. Countering viewpoints that deny Ho Chi Minh's thought on culture***

The effort to defend the scientific, revolutionary, and correct nature of Ho Chi Minh's thought, especially on ideology, ethics, lifestyle, and education, serves to provide proper understanding and ideological orientation to officers, instructors, and particularly cadets. These activities help actors identify and reject distortions of Ho Chi Minh's cultural ideology, reaffirming his legacy so that individuals actively study and apply it in their professional and personal lives. However, the course "Ho Chi Minh Thought" at military academies currently lacks a specialized module on ideological struggle and defense. Additionally, the ratio of articles that actively counter arguments versus those that merely affirm ideological positions is unbalanced. In terms of specific cultural domains within Ho Chi Minh's thought, coverage is still incomplete, especially in literature, the arts, and mass communication.

#### ***3.2.2.3. Countering viewpoints that deny the Party's guidelines and the State's cultural policies***

Teaching modules, research studies, news articles, and online content have focused on debunking distorted arguments aimed at discrediting the Party's cultural guidelines and the State's cultural policies. These works identify false viewpoints that deny the legitimacy of Party and State directions in key cultural areas such as ideology, ethics, lifestyle, literature and the arts, education and training, and mass communication. These resources serve as a foundation for audiences, officers, instructors, and cadets, to understand and resist false information. Nonetheless, the number of scientific research projects addressing ideological struggles in certain fields remains low: only 6.3% focus on literature and the arts, and 12.5% on ideology, ethics, and lifestyle. On social media platforms, posts related to literature and the arts account for only 5.1%, while those on education and training make up 10.5%. Furthermore, the quality of some counter-argument articles remains low, and the balance between constructive ("building") and confrontational ("struggling") content is insufficient.

#### ***3.2.2.4. Countering viewpoints that deny achievements in cultural development***

Scientific articles have clearly identified hostile viewpoints that aim to distort or deny Vietnam's cultural achievements since the Party assumed leadership. Online platforms and networks have produced a relatively rich volume of content in this area. Articles and posts serve to expose and counter hostile arguments that distort the cultural achievements of the Vietnamese nation across many sectors. These efforts help officers, instructors, and especially cadets develop a deeper understanding and awareness, thereby shielding military academies from harmful misinformation. However, only 12.2% of scientific studies focus on this area. There is no dedicated research on literature and the arts, and only one academic article each exists in the fields of education and mass communication. Online articles and posts remain unevenly distributed across different cultural domains.

In summary, military academies have effectively implemented the principle of closely combining "building" with "struggling" to prevent harmful information from influencing the target audience. However, the number of scientific publications and journal articles focused on countering hostile views in cultural

domains remains modest. There is a pressing need to rebalance the content of ideological struggle and improve the quality of counter-argument materials directed at officers, instructors, and cadets within the military education system.

### **3.3. METHODS OF SAFEGUARDING THE PARTY'S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE**

#### **3.3.1. Education in social sciences and humanities**

##### ***3.3.1.1. Compiling curricula and teaching materials***

The development of curricula and instructional materials in social sciences and humanities at military academies has been conducted regularly and generally meets instructional requirements. Between 2018 and 2023, the Military Technical Academy compiled 35 textbooks and teaching materials; the Army Officer Training School No. 1 produced 26; and the Political Officers School developed 189. Content related to safeguarding the Party's ideological foundation has gradually been incorporated into relevant chapters and sections. However, in some subjects, the instructional content lags behind updates to the curriculum and recent viewpoints, directives, and resolutions issued by the Party and the military. Furthermore, some courses still lack sufficient teaching materials and standardized textbooks.

##### ***3.3.1.2. Teaching social sciences and humanities***

Teaching methods at military academies have undergone innovation, shifting from passive, one-way knowledge transmission to active learning models that develop students' learning strategies, creative thinking, and practical problem-solving abilities. Lessons are frequently updated with current knowledge to reflect developments in the country and the armed forces. Course content is regularly linked to Resolution No. 35-NQ/TW and associated directives, plans, and guidelines issued by the Central Military Commission's Steering Committee 35 and the Party Committee of each academy, tailored to the specialized training programs of each institution. Activities such as lesson planning, peer observation, instructional reviews, and model teaching sessions are conducted regularly, systematically, and democratically, contributing to improved instructional quality. However, innovation in teaching methods in some social sciences and humanities departments has at times been insufficiently proactive. Some lectures lack alignment with real-world contexts or the specific characteristics of the target student groups. Extracurricular activities and practical skills development for cadets have not always been implemented effectively.

##### ***3.3.1.3. Scientific research***

In research activities, the management mechanisms for theoretical studies have been actively reformed; an educational, research-oriented, and ideological struggle environment has been cultivated; and democratic participation has been encouraged to foster a more open, dynamic research atmosphere. Military academies have organized numerous scientific workshops, seminars, and academic forums to clarify both theoretical and practical issues related to the teaching of social sciences and humanities and the mission of safeguarding the Party's ideological foundation. Additionally, these institutions have actively promoted the "Essay Contest on Defending the Party's Ideological Foundation," chaired by the Ho Chi Minh National Academy of Politics. This initiative has generated strong positive impact, helping enhance the moral and professional competencies of participants. Nonetheless, in certain departments, the processes of monitoring, managing, and

forecasting trends in theoretical research have not always been timely, highlighting the need for a more comprehensive and in-depth research agenda going forward.

### **3.3.2. Political education and propaganda**

#### ***3.3.2.1. Political education***

Military academies have consistently innovated and improved the quality of political education, integrating the study and implementation of Resolution No. 35 with the effective execution of initiatives such as: “The Military’s Response to Peaceful Evolution in the Ideological and Cultural Sphere in the New Situation.” The content of Resolution No. 35 is regularly incorporated into periodic and thematic meetings of Party committees and cells. Political education is organized in a serious and diverse manner, including inviting guest speakers, renowned experts and scholars, for special lectures and integrating political topics into competitions and contests. These dynamic activities have significantly contributed to raising awareness and preventing the infiltration of toxic cultural elements into the units. However, some Party committees and unit commanders have shown weaknesses in ideological education, management of social relationships, and prevention of disciplinary violations among officers, Party members, and cadets.

#### ***3.3.2.2. Propaganda and information dissemination***

The propaganda and information network in military academies has been firmly established. Official pages and groups have attracted tens of thousands of followers from both within and outside the military. Adopting a proactive communication approach that “leads in shaping orientation,” these networks operate effectively as key channels for ideological guidance among officers, instructors, and cadets. Nonetheless, certain limitations persist. The quality, impact, and reach of some grassroots-level pages and groups remain limited in cyberspace. Information dissemination concerning the Party’s ideological foundation in the cultural sphere has, at times, lacked timeliness, strategic foresight, systematization, and depth across all social media platforms.

### **3.3.3. Safeguarding the Party’s ideological foundation in the cultural sphere in cyberspace**

#### ***3.3.3.1. Organizing the online ideological struggle force***

In line with the leadership of the Ministry of National Defense and the General Political Department, military academies have placed great emphasis on building forces dedicated to the ideological struggle in cyberspace. These online forces are systematically organized, with participation from all key actors. Specialized teams are divided into smaller groups, including units responsible for cultural and social affairs. There is a strong integration between mobilizing and promoting the leadership role of educators and the dynamism, creativity, flexibility, and responsiveness of young officers, instructors, and cadets. However, most members of the cyber ideological defense force operate in dual roles and are often subject to task rotations and academic commitments. In addition, the number of personnel with formal training in cultural studies remains limited, which partially restricts the effectiveness of these activities.

#### ***3.3.3.2. Building the online struggle network***

The online ideological struggle network has been developed with both breadth and depth. Military academies manage more than 60 institutional accounts and thousands of personal accounts across various social media platforms. Efforts have

been made to build diverse, synchronized communication channels that attract tens of thousands of followers from both inside and outside the military. At the same time, detailed regulations have been established to manage operations, approve posts, and screen group members. Furthermore, academies coordinate and link their online networks with units inside and outside the military to create a comprehensive, robust network that enhances reach and effectiveness. However, the network still lacks comprehensive coverage and balance across platforms, especially audiovisual (video-based) channels. Some pages and groups remain ineffective in practice.

### ***3.3.3.3. Countering hostile and erroneous viewpoints***

Military academies have instructed their online forces to confront and refute hostile and distorted narratives across various cultural domains. Articles and media content are written in a range of styles, including editorial, narrative, advisory, and even direct rebuttal targeting reactionary and hostile subjects. Posts, articles, and video clips have proactively identified and promptly responded to false information spread online, contributing to ideological orientation and public awareness. In addition, technical measures, such as mass reporting via social media platform features, have been employed to remove toxic content.

Nevertheless, the influence and reach of some grassroots-level pages and groups remain limited at times. Some departments and units have been slow to share and amplify content. The frequency and consistency of content publishing across platforms also fluctuate, with some signs of stagnation.

### **Summary of Chapter 3**

Safeguarding the Party's ideological foundation in the cultural sphere within military academies is a routine activity involving multiple actors. Depending on the training goals and specific characteristics of each academy, the level of participation and impact of these actors may vary. Through this activity, actors gain proper orientation and steadily improve their qualities and capacities in safeguarding the Party's ideological foundation in the cultural domain.

The core content of ideological safeguarding is comprehensive and systematic, closely aligned with the strategic directions and guidance of the Ministry of National Defense and the Central Military Commission's Steering Committee 35. This includes: Marxism-Leninism on culture; Ho Chi Minh's thought on culture; the Party's viewpoints and guidelines on culture; and the achievements of cultural development in Vietnam. Major cultural domains are clearly reflected in these efforts, including: ideology, ethics, lifestyle; literature and the arts; education and training; and mass communication. Implementation is carried out through multiple, coordinated, and integrated methods involving various actors and supporting mechanisms. However, several limitations persist. These stem from factors such as insufficient awareness and responsibility among some participants, a lack of decisiveness and consistency in attitude, and instances of superficial or ineffective execution. These shortcomings require further research and targeted remediation in the time ahead.

## **Chapter 4**

# **ORIENTATIONS AND SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF SAFEGUARDING THE PARTY’S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE AT MILITARY ACADEMIES TODAY**

## **4.1. ORIENTATIONS FOR SAFEGUARDING THE PARTY’S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE AT MILITARY ACADEMIES**

### **4.1.1. Orientation for the actors involved in safeguarding the Party’s Ideological Foundation in the cultural sphere at military academies**

All actors must fully recognize their individual responsibility in safeguarding the Party’s ideological foundation in the cultural sphere. They must continuously study and internalize the Party’s and the military’s directives and resolutions, as well as institutional action plans, particularly Resolution No. 35-NQ/TW dated October 22, 2018, issued by the Politburo, on strengthening the protection of the Party’s ideological foundation and countering hostile and erroneous viewpoints in the new context; and the project “The Military’s Response to Peaceful Evolution in the Ideological and Cultural Sphere in the New Situation” (issued with Decision No. 1969/QĐ-BQP dated September 16, 2019, by the Minister of National Defense). Actors should actively and proactively accumulate knowledge on the Party’s ideological foundation in the cultural sphere, willingly accept assigned duties, and engage actively in forces tasked with protecting the ideological foundation at military academies. They must also proactively enhance their “ideological immunity” and resistance to harmful cultural content, while engaging in research, teaching, learning, and the creation of articles, visual media, and videos that defend the Party’s ideological foundation in the cultural sphere.

### **4.1.2. Orientation for the content of ideological safeguarding in the cultural sphere**

Safeguarding the Party’s ideological foundation in the cultural sphere must be comprehensive, encompassing all core content areas: Marxism-Leninism and Ho Chi Minh’s thought on culture; the Party’s guidelines and the State’s cultural policies; and the achievements of cultural development. It must also cover the major cultural sectors: ideology, ethics, lifestyle; literature and the arts; education and training; and mass communication. A balanced and comprehensive approach is essential to avoid leaving gaps that could be exploited by hostile forces to distort or negate the Party’s ideological foundation. This safeguarding must involve persuasive, evidence-based, and scientifically grounded arguments to affirm the scientific and revolutionary nature of the Party’s ideological line and the cultural achievements of the nation. At the same time, it must decisively counter and prevent sabotage and hostile narratives, upholding the principle of combining “building” with “struggling,” in which “building” is fundamental and “struggling” must be resolute and effective.

### **4.1.3. Orientation for the methods of safeguarding the Party’s Ideological Foundation in the cultural Sphere**

First and foremost, the safeguarding content should be integrated into the teaching of social sciences and humanities through carefully developed textbooks and instructional materials. Specialized modules should be introduced in relevant

courses, particularly in Marxist-Leninist Philosophy, Ho Chi Minh's Thought, History of the Communist Party of Vietnam, and Foundations of Vietnamese Culture. In scientific research, plans should be formulated to align research content with the mission of safeguarding the Party's ideological foundation across specific cultural domains. In political education and propaganda, appropriate time and content must be allocated to supplement and reinforce teaching materials, especially where current curricula lack adequate coverage of ideological safeguarding. In online ideological struggle, it is necessary to train and enhance the capacity of forces responsible for safeguarding the ideological foundation in the cultural sphere. This includes building a qualified and specialized corps with deep expertise and professional competence in relevant fields.

#### **4.2. SOLUTIONS TO IMPROVE THE EFFECTIVENESS OF SAFEGUARDING THE PARTY'S IDEOLOGICAL FOUNDATION IN THE CULTURAL SPHERE AT MILITARY ACADEMIES TODAY**

##### **4.2.1. Enhancing the awareness and responsibility of actors in safeguarding the Party's Ideological Foundation in the cultural sphere**

Enhancing the awareness and sense of responsibility among actors involved in safeguarding the Party's ideological foundation in the cultural sphere is of critical importance. A clear and strong awareness serves as the driving force for positive attitudes and the development of competencies.

Key measures include: First, continuously raising awareness among all actors regarding the essential role of safeguarding the Party's ideological foundation in the cultural domain. Second, intensifying education and training to deepen actors' understanding of the content and methods of ideological safeguarding in the cultural sphere. Third, increasing awareness of the current opportunities and challenges involved in protecting the Party's ideological foundation in today's context. Fourth, clearly defining the specific responsibilities of each actor involved in safeguarding ideological foundations in the cultural sphere.

##### **4.2.2. Ensuring systematic and comprehensive content in safeguarding the Party's Ideological Foundation in the cultural Sphere**

Culture is a broad field, in which every domain inherently contains ideological elements tied to the revolutionary cause. To ensure a systematic and comprehensive approach to ideological safeguarding in the cultural sphere, several measures should be prioritized: First, regularly update and revise the content and curricula of social sciences and humanities courses. Second, emphasize the practical application of the Party's guidelines, State policies, and military regulations within the teaching of these disciplines. Third, strengthen research efforts focused on emerging theoretical issues and promptly summarize practical experiences in safeguarding the Party's ideological foundation in cultural work. Fourth, integrate new cultural content into political education modules in a timely and relevant manner. Fifth, innovate the content of news articles and digital media products (including videos) aimed at defending the Party's ideological foundation in the cultural sphere.

##### **4.2.3. Innovating methods of safeguarding the Party's Ideological Foundation in the cultural sphere**

###### ***4.2.3.1. Innovating methods of social sciences and humanities education***

Teaching social sciences and humanities plays a decisive role in shaping political qualities, ethics, lifestyles, professional competence, working methods,

and the overall effectiveness of education and training at military academies. Therefore, improving the effectiveness of these educational methods is vital, with a focus on the following areas: First, innovate teaching methods by linking theory with practice, ensuring that “learning” goes hand in hand with “doing.” Second, develop a team of social sciences and humanities lecturers who meet the objectives and demands of education and training in the digital transformation era. Third, strengthen inspection, supervision, assessment, and feedback mechanisms to enhance teaching quality. Fourth, promote democratic participation and guide theoretical research and practical reviews on safeguarding the Party’s ideological foundation in the cultural sphere.

#### ***4.2.3.2. Innovating methods of writing news articles and producing video clips***

News articles and video clips serve as “weapons of ideological struggle,” and are critical to the quality and effectiveness of safeguarding the Party’s ideological foundation in culture. The following measures are essential: First, renew methods for identifying hostile and erroneous viewpoints in the cultural sphere. Second, innovate formats and techniques in writing articles and producing video clips aimed at defending the Party’s ideological foundation in culture. Third, effectively establish and utilize social media pages and platforms to distribute content. Fourth, organize and strengthen editorial teams responsible for managing pages, groups, and accounts that post news articles and video clips. Fifth, actively participate in theoretical essay contests on safeguarding the Party’s ideological foundation.

#### **4.2.4. Building and developing a military cultural environment within military academies**

Building a strong cultural environment is both an objective necessity and a critical, urgent requirement for military academies. To that end, efforts should focus on the following solutions: First, enhance the leadership role of Party committees, the administrative management of commanding officers, and the political guidance provided by political organs within military academies. Second, accurately identify content and creatively apply appropriate forms and measures to build a cultural environment that fits each academy’s mission and characteristics. Third, promote the active and voluntary participation of officers, cadets, civilian personnel, and soldiers in shaping the cultural environment. Fourth, build and maintain a healthy cultural space in cyberspace. Fifth, effectively conduct mid-term and final evaluations to assess progress and outcomes in building the cultural environment.

### **Summary of Chapter 4**

To ensure the continuity and effectiveness of safeguarding the Party’s ideological foundation in the cultural sphere at military academies, it is essential to establish proper orientations, focusing on key actors, core content, and appropriate methods of implementation.

Improving the effectiveness of ideological safeguarding in culture requires fundamental and long-term solutions. These include: enhancing the awareness and sense of responsibility among the actors involved; ensuring systematic and comprehensive content in ideological safeguarding; innovating safeguarding methods, with particular emphasis on social sciences and humanities education, as well as the writing of articles and the production of video content for online



dissemination and ideological struggle; and developing a military cultural environment in cyberspace. Successful implementation of these solutions will address the most significant limitations, especially those stemming from subjective weaknesses among key actors. At the same time, it will leverage emerging opportunities, create new momentum to overcome objective challenges, and ultimately contribute to strengthening the effectiveness of safeguarding the Party's ideological foundation in the cultural sphere.

## CONCLUSION

Researching the safeguarding of the Party's ideological foundation in the cultural sphere from the perspective of cultural studies is a relatively new approach. This is a distinctive activity closely linked to vibrant and dynamic cultural practices throughout political organizations and society at large. It is not only a political mission but also stems from an intrinsic, personal responsibility to safeguard the nation's survival. Therefore, the choice to study this topic from a cultural studies standpoint within military academies is both feasible and meaningful, in both theoretical and practical terms.

The act of safeguarding the Party's ideological foundation in the cultural sphere at military academies serves to affirm the enduring value of Marxism-Leninism, Ho Chi Minh's thought, the Party's cultural guidelines, and the achievements of Vietnam's cultural development. At the same time, it represents a determined effort to combat and reject hostile, distorted viewpoints that aim to undermine this ideological foundation. This mission embodies the sacred responsibility of the People's Army in general, and military academies in particular. It contributes to enhancing awareness, responsibility, faith, and action among military educators and cadets, enabling them to cultivate a rich, healthy, and meaningful cultural life that radiates both within and beyond the armed forces. Using both theoretical and empirical methods, including qualitative and quantitative approaches, this dissertation focused on the Military Technical Academy and the Political Officers School, with comparative analysis at the Army Officer Training School No. 1. The findings show that the majority of officers, lecturers, and cadets possess a sound understanding of the importance of safeguarding the Party's ideological foundation in the cultural sphere. Their efforts have significantly contributed to building politically and ideologically strong units, improving education and training quality, and fostering vibrant cultural and spiritual life, thereby helping supply a well-rounded officer corps that is both politically loyal and professionally competent.

Alongside these achievements, certain limitations remain. These include incomplete awareness and a lack of responsibility among some actors, as well as inadequate effectiveness in practical activities, particularly in theoretical research on culture, the writing of articles, and the production of video content for ideological struggle in cyberspace. Additionally, the online cultural environment still lacks vibrancy, diversity, and clear ideological engagement.

In both the present and future, the global political landscape will continue to evolve in complex ways. Globalization remains an inevitable development trend, placing national culture in a position of both great opportunity and significant

challenge. This reality creates multifaceted impacts on efforts to safeguard the Party's ideological foundation in the cultural sphere within military academies. Concurrently, the demands on education and training are increasing, while hostile forces continue to escalate their sabotage with ever more devious and sophisticated strategies.

To ensure these efforts are truly effective, it is vital to define clear orientations and adopt strategic solutions. These include: enhancing awareness and responsibility among stakeholders; ensuring systematic and comprehensive content in ideological safeguarding; innovating methods of social sciences and humanities education, as well as news writing and video production; and developing a military cultural environment in cyberspace.

The findings of this dissertation may serve as a foundation for new lines of inquiry and as a reference for teaching and research in military academies. They also provide scientific and practical arguments for higher-level authorities, leaders, and commanders in formulating appropriate strategies and measures to safeguard the Party's ideological foundation in culture, closely aligned with efforts to develop a military educational culture. Nevertheless, this research represents only an initial step. It lays the groundwork for future, more in-depth studies on safeguarding the Party's ideological foundation across individual cultural domains within military academies, thereby contributing to the construction of exemplary, comprehensively strong institutions that produce qualified and capable personnel to meet the nation's needs in the era of national resurgence.

## LIST OF PUBLICATIONS RELATED TO THE DISSERTATION

1. Nguyen Ba Thanh (2018), “Preserving and Promoting the Cultural Values of ‘Uncle Ho’s Soldiers’ to Defeat the Scheme of ‘Peaceful Evolution’ at the Political Officers School Today”, *Military Science Journal*, (03), pp. 85-89.
2. Nguyen Ba Thanh (2019), “Improving the Quality of National Spirit Education for Cadets through Teaching Social Sciences and Humanities at the Political Officers School Today”, *Political-Military Science Journal*, (4), pp. 57-61.
3. Nguyen Ba Thanh (2022), *Preventing the Impact of Toxic Information on SocialMedia on Youth at the Political Officers School Today*, Conference Proceedings, Ho Chi Minh National Academy of Politics - Central Committee of the Ho Chi Minh Communist Youth Union, 1/2022, pp. 234-243.
4. Nguyen Ba Thanh (2024), “Some Experiences in Building a Cultural Environment at Grassroots Military Units Today”, *Journal of Culture and Arts*, (563), pp. 51-53.
5. Nguyen Ba Thanh (2024), “The Role of Military Educators in Countering ‘Peaceful Evolution’ in the Ideological and Cultural Domain”, *Journal of Culture and Arts*, (575), pp. 26-29.
6. Nguyen Ba Thanh (2024), “Building a Healthy Cultural Environment in Cyberspace in Vietnam Today”, *Communist Review Online*, 19/09/2024.
7. Nguyen Ba Thanh (2025), “Applying the Party’s Viewpoints on Safeguarding the Ideological Foundation in the Cultural Sphere at Military Academies Today”, *Journal of Culture and Arts*, (599), pp. 51-55.
8. Nguyen Ba Thanh (2025), “Improving the Effectiveness of Safeguarding the Party’s Ideological Foundation in the Cultural Sphere at Military Academies Today”, *Journal of Theoretical Education*, (385), pp. 23-27.