

HO CHI MINH NATIONAL ACADEMY OF POLITICS

DUONG THE TUNG

**INTERNATIONAL HUMANITARIAN LAW EDUCATION
IN THE VIETNAM PEOPLE'S ARMY**

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INTRODUCTION

1. Rationale of the study

The International Humanitarian Law has become widely recognized with the adoption of the four Geneva Conventions on armed conflicts. The International Humanitarian Law imposes a legal obligation on State Parties to disseminate and provide broad education on the International Humanitarian Law across their territories, particularly to combatant armed forces, by incorporating the International Humanitarian Law into military training programs. In this context, national armies are considered key and pivotal forces in the dissemination and education of the International Humanitarian Law.

For Vietnam, the country has acceded to most of the conventions and protocols under the International Humanitarian Law and is regarded as an active, responsible member, highly appreciated by the international community. In recent years, the Party and the State of Vietnam have implemented numerous policies and measures to enforce the International Humanitarian Law. Among these, the International Humanitarian Law education is emphasized both for society at large and for military personnel in the Vietnam People's Army in particular.

Thoroughly grasping the Party's guidelines and viewpoints, as well as the State's policies and laws regarding the International Humanitarian Law education for various social groups, the Vietnam People's Army has consistently identified the International Humanitarian Law education as a core component in the leadership, guidance, and organizational tasks of Party committees, commanders, political commissars, and officers at all levels. These efforts have yielded many positive outcomes. However, despite the progress achieved, the International Humanitarian Law education within the Vietnam People's Army still exhibits certain limitations, which have posed ongoing challenges to ensuring effective implementation.

In the 21st century, war and conflict continue to exist and have exerted significant impacts on the education of the International Humanitarian Law within the Vietnam People's Army. In order to effectively fulfill international commitments on the dissemination and education of the International Humanitarian Law, and to promote the humanitarian and tolerant traditions of the Vietnamese nation and the heroic Vietnam People's Army, especially in light of the Army's participation in United Nations peacekeeping operations since June 2014, it is imperative that the International Humanitarian Law education within the Vietnam People's Army be recognized as an urgent and essential task at present. For this

reason, the doctoral candidate has chosen the topic: “*International Humanitarian Law Education in the Vietnam People’s Army*” as the subject of the doctoral dissertation. This is a topic of profound significance in both theoretical and practical terms.

2. Research objectives and tasks

2.1. Research objectivecs

To develop and clarify the theoretical and practical foundations of the International Humanitarian Law education in the Vietnam People’s Army, thereby formulating viewpoints and proposing solutions to ensure the effective implementation of the International Humanitarian Law education in the Vietnam People’s Army today.

2.2. Research tasks

First, to provide an overview of research works related to the topic.

Second, to develop and clarify the theoretical foundations of the International Humanitarian Law education in the Vietnam People’s Army; at the same time, to study the education of the International Humanitarian Law in the armed forces of selected countries and draw reference values for Vietnam.

Third, to analyze and evaluate the current situation of the International Humanitarian Law education in the Vietnam People’s Army.

Fourth, to propose scientific viewpoints and recommend solutions to ensure the effective education of the International Humanitarian Law in the Vietnam People’s Army in the current context.

3. Research subject and scope

3.1. Research subject

The subject of the dissertation is the theoretical and practical issues related to the International Humanitarian Law education in the Vietnam People’s Army.

3.2. Research scope

- Content scope: The dissertation focuses on the International Humanitarian Law education through the following key aspects: principles of the International Humanitarian Law education; contents of education; forms and methods of education; and the conditions ensuring the effective implementation of the International Humanitarian Law education.

- Spatial scope: The dissertation examines the theoretical and practical aspects of the International Humanitarian Law education in the Vietnam People’s Army, based on actual practices in its units, and draws comparative

insights from countries that have achieved notable success in the International Humanitarian Law education within their armed forces.

- Temporal scope: The data used in the dissertation span the period from Vietnam's accession to the 1949 Geneva Conventions on June 5, 1957, to the present day, with particular emphasis on the period since the Vietnam People's Army began participating in United Nations peacekeeping operations in June 2014.

4. Theoretical foundation and research methods

4.1. Theoretical foundation

The dissertation is grounded in the dialectical materialist methodology of Marxism–Leninism, the thought of Ho Chi Minh, and the viewpoints, guidelines, and policies of the Communist Party of Vietnam, as well as the policies and laws of the State. It also draws upon official documents, directives, orders, plans, and guidelines issued by the Ministry of National Defense, the General Department of Politics, and the General Staff of the Vietnam People's Army regarding legal education and the International Humanitarian Law education. These form the foundational theoretical basis for the research. The dissertation primarily approaches the topic from the general theoretical perspective of the state and law.

4.2. Research methods

The dissertation employs a combination of the following methods to address the defined research tasks: analysis and synthesis; comparison and contrast; systematization; empirical surveys and sociological investigation; historical-logical method; deductive and inductive reasoning; statistical methods. Specifically:

- In Chapter 1, the author applies a combination of methods, including analysis and synthesis to evaluate and comment on previous research related to the dissertation; the historical-logical method to examine and present the development of International Humanitarian Law education through existing studies, thereby formulating scientific arguments and identifying key issues that require further research; and the comparison and contrast method to determine which aspects have been addressed and which remain unexamined in the current body of literature.

- In Chapter 2, the author primarily employs the following methods: the deductive and inductive methods to develop the concept of the International Humanitarian Law education in the Vietnam People's Army; the analysis and synthesis methods to examine the characteristics and roles of the International

Humanitarian Law education in the Vietnam People's Army, as well as its principles, content, forms, methods, and the conditions ensuring its implementation; and the comparison and contrast method to explore international experiences and gain a multidimensional, comprehensive, accurate, and in-depth understanding of International Humanitarian Law education practices in the armed forces of several countries, thereby identifying reference values for Vietnam.

- In Chapter 3, the author applies the following methods: the historical-logical method to outline the glorious tradition, functions, and organizational structure of the Vietnam People's Army; the empirical survey and sociological investigation methods to collect opinions from commanding officers, commissioned officers, professional soldiers, and non-commissioned officers and enlisted personnel across selected units from military regions, army corps, military services, arms, and military academies; the systematization method to compile documents and data regarding the content, forms, methods, and conditions ensuring the International Humanitarian Law education in the Vietnam People's Army. The author also uses field reports and practical surveys of International Humanitarian Law education activities in the Army, combined with the analysis and synthesis methods and statistical methods to assess achievements and identify limitations and shortcomings in the implementation of International Humanitarian Law education. Based on that assessment, the dissertation seeks to determine the causes behind such results and limitations, forming a foundation for proposing solutions to ensure the effective implementation of International Humanitarian Law education in the Vietnam People's Army.

- In Chapter 4, the author applies the following methods: the analysis and synthesis methods to propose scientifically grounded viewpoints and solutions; in combination with the empirical survey and sociological investigation methods to assess the level of consensus or disagreement regarding the proposed viewpoints and solutions, thereby ensuring the practicality and effectiveness of the International Humanitarian Law education in the Vietnam People's Arm.

5. New contributions of the dissertation

This dissertation is the first relatively comprehensive study on the International Humanitarian Law education in the Vietnam People's Army. It offers new contributions both in theoretical and practical aspects, including:

- From the perspective of the theory of state and law, the dissertation is the first to develop the concept of the International Humanitarian Law education in the Vietnam People's Army; and to identify its characteristics,

roles, principles, contents, forms, methods, and the conditions ensuring its implementation.

- The dissertation is the first to provide a comprehensive analysis and assessment of the current state of the International Humanitarian Law education in the Vietnam People's Army, pointing out its achievements, limitations, and the underlying causes.

- The dissertation is also the first to propose a set of synchronized and highly feasible solutions aimed at ensuring the effective implementation of the International Humanitarian Law education in the Vietnam People's Army today.

6. Theoretical and practical significance of the dissertation

6.1. Theoretical significance

The dissertation concretizes the theory of legal education by applying it to a specific area, International Humanitarian Law education, and to a specific target group, military personnel in the Vietnam People's Army. The research results contribute to the supplementation and further development of the theory of legal education in particular, and legal science in general.

6.2. Practical significance

The dissertation serves as a useful reference for practitioners involved in the process of improving policies and laws on International Humanitarian Law education, as well as in organizing and implementing such educational activities for the general population and for the Vietnam People's Army in particular. Additionally, the dissertation may be used as reference material for research and training in the fields of political science, legal science, and human rights education; and for the study and teaching of law in legal education institutions and by organizations and individuals interested in this issue.

7. Structure of the dissertation

The dissertation consists of the introduction, main content, conclusion, list of references, and appendices. The main content is structured into four chapters with eleven sections.

Chapter 1

OVERVIEW OF RELATED RESEARCH

1.1. RESEARCH WORKS RELATED TO THE DISSERTATION

1.1.1. Research on the International Humanitarian Law

1.1.1.1. Domestic studies

The dissertation provides an overview of domestic research works related to the International Humanitarian Law. These include scientific research

projects, reference books, monographs, doctoral dissertations, journal articles, and scientific papers. Such works offer valuable references and contribute certain theoretical and practical foundations relevant to the dissertation.

1.1.1.2. Foreign studies

Through a review of international scientific works on the International Humanitarian Law, the author recognizes the necessity and relevance of International Humanitarian Law in the current context. From the analyses presented by foreign scholars, the doctoral candidate has gained deeper insights into International Humanitarian Law, including how it is perceived and prioritized by various national governments.

1.1.2. Studies related to the international Humanitarian Law education

1.1.2.1. Domestic studies

The dissertation provides an overview of domestic research works related to the International Humanitarian Law education. These include scientific research projects, reference books, monographs, doctoral dissertations, journal articles, and scientific papers. Such works offer valuable references and contribute certain theoretical and practical foundations relevant to the dissertation.

1.1.2.2. Foreign studies

Through a review of international scientific studies on the International Humanitarian Law education, the author recognizes the urgency and relevance of promoting the International Humanitarian Law education in the current context. Based on the analyses presented by international scholars, the doctoral candidate has further enriched their understanding of the International Humanitarian Law education, including the ways in which various governments perceive and prioritize the education of International Humanitarian Law for different societal groups.

1.1.3. Studies related to the international Humanitarian Law education in the military

1.1.3.1. Domestic studies

In Vietnam, there are currently no scientific research works specifically addressing the International Humanitarian Law education in the Vietnam People's Army (based on publicly available sources accessible to the doctoral candidate). The materials found by the candidate only cover general legal education for target groups within the Vietnam People's Army. However, these studies on legal education provide important scientific arguments that serve as

a foundation for the doctoral candidate to develop the theoretical framework for the International Humanitarian Law education in the Vietnam People's Army.

1.1.3.2. Foreign studies

Through a review of international scientific studies on the International Humanitarian Law education, the author recognizes the urgency and relevance of promoting the International Humanitarian Law education in the current context. Based on the analyses presented by international scholars, the doctoral candidate has further enriched their understanding of the International Humanitarian Law education, as well as insights into how different governments perceive and prioritize this type of education within their armed forces.

1.2. EVALUATION OF RESEARCH WORKS RELATED TO THE DISSERTATION AND ISSUES THAT REQUIRE FURTHER STUDY

1.2.1. Evaluation of research works related to the Dissertation topic

From the overview of related research, it is evident that studies on the International Humanitarian Law education have been approached from various perspectives and dimensions, providing valuable reference materials for the doctoral candidate. However, looking at the overall picture, although there is a considerable quantity of research works related to the dissertation topic, the majority of them are from foreign sources. There has yet to be any research or article directly addressing the International Humanitarian Law education in the Vietnam People's Army. In fact, research on the theoretical framework, current status, viewpoints, and solutions for ensuring the International Humanitarian Law education in the Vietnam People's Army is still a gap that has not been addressed. This is a topic that requires specific and thorough research, and thus, there is a need for more in-depth studies on this issue.

1.2.2. Issues that require further study

** Regarding the theoretical foundation of the International Humanitarian Law education in the Vietnam People's Army*

Building upon and selectively inheriting existing viewpoints while addressing the gaps, the dissertation develops a new and comprehensive theoretical framework for the International Humanitarian Law education in the Vietnam People's Army.

** Regarding the current state of the International Humanitarian Law education in the Vietnam People's Army*

The dissertation analyzes and evaluates the achievements and limitations of the International Humanitarian Law education in the Vietnam People's Army;

and identifies, analyzes, and clarifies the underlying causes of both the achievements and the shortcomings observed in recent years.

** Regarding viewpoints and solutions to ensure the International Humanitarian Law education in the Vietnam People's Army*

The dissertation establishes a systematic framework of guiding viewpoints for the International Humanitarian Law education in the Vietnam People's Army today. At the same time, it proposes a comprehensive set of solutions to ensure the effective implementation of the International Humanitarian Law education in the Vietnam People's Army in the current context.

1.3. RESEARCH HYPOTHESIS AND RESEARCH QUESTIONS

1.3.1. Research hypothesis

Based on the analysis of the current state of research related to the topic, the author identifies the scientific hypothesis of the dissertation as follows:

The International Humanitarian Law education in the Vietnam People's Army in recent years has been actively promoted by the Communist Party, the State, the Ministry of National Defense, and relevant agencies, and has achieved certain noteworthy results. However, it still reveals some limitations and has not fully met expectations. Therefore, it is necessary to clearly recognize the importance of the International Humanitarian Law education in the Vietnam People's Army and, on that basis, propose comprehensive solutions regarding awareness, implementation, and supporting conditions. These solutions should aim to standardize content and innovate forms and methods of education in a manner appropriate to the specific characteristics of the military personnel in the Vietnam People's Army. If these issues are properly addressed, the International Humanitarian Law education in the Vietnam People's Army will witness significant positive transformations in the near future.

1.3.2. Research questions

To achieve the stated research objective, the dissertation seeks to address the following research questions:

Question 1: Why is it necessary to conduct the International Humanitarian Law education in the Vietnam People's Army at present?

Question 2: How should the International Humanitarian Law education in the Vietnam People's Army be understood? What are its distinctive characteristics compared to the International Humanitarian Law education for other target groups?

Question 3: What is the current state of the International Humanitarian Law education in the Vietnam People's Army in recent years?

Question 4: What viewpoints and solutions can be adopted to ensure effective International Humanitarian Law education in the Vietnam People's Army in the coming period?

Chapter 2

THEORETICAL FOUNDATIONS OF THE INTERNATIONAL HUMANITARIAN LAW EDUCATION IN THE VIETNAM PEOPLE'S ARMY

2.1. DEFINITION, CHARACTERISTICS, AND ROLE OF THE INTERNATIONAL HUMANITARIAN LAW EDUCATION IN THE VIETNAM PEOPLE'S ARMY

2.1.1. Definition of the International Humanitarian Law Education in the Vietnam People's Army

2.1.1.1. Definition of International Humanitarian Law

International humanitarian law is a system of international legal principles and norms established through international treaties and international customs, aiming to regulate relations between subjects in conditions of armed conflict, to protect people and minimize the consequences of war, international and non-international armed conflicts.

2.1.1.2. Definition of the International Humanitarian Law Education

The International Humanitarian Law education is a purposeful, organized, and clearly oriented process carried out by educational entities, using appropriate forms and methods to influence target groups, aiming to provide basic knowledge of International Humanitarian Law, helping them form correct awareness, foster positive attitudes and emotions, and develop habits and behaviors aligned with International Humanitarian Law regulations in practice.

2.1.1.3. Definition of the International Humanitarian Law Education in the Military

The International Humanitarian Law education in the military is a goal-oriented, organized activity conducted by educational entities through appropriate forms and methods to influence military personnel. It aims to equip them with basic knowledge of International Humanitarian Law, helping them form proper awareness, positive attitudes and emotions, and develop habits and conduct consistent with International Humanitarian Law during training, combat readiness, performance of military and defense duties, especially under armed conflict conditions.

2.1.1.4. Definition of the International Humanitarian Law Education in the Vietnam People's Army

The International Humanitarian Law education in the Vietnam People's Army is a purposeful and organized activity conducted by responsible entities through various forms and methods, aimed at influencing military personnel. It seeks to provide them with basic knowledge of International Humanitarian Law, helping to shape correct awareness, foster positive attitudes and emotions, and gradually form habits and behavior consistent with the regulations of International Humanitarian Law during training, combat readiness, national defense, and participation in military and defense activities, contributing to the building of a revolutionary, regular, elite, and modern Vietnam People's Army.

2.1.2. Characteristics of the International Humanitarian Law Education in the Vietnam People's Army

First, the International Humanitarian Law education in the Vietnam People's Army takes place within a distinct military environment.

Second, it is closely tied to and directly serves political and military tasks, especially combat readiness and national defense.

Third, the education stakeholders involved in this process are diverse and possess strong skills in legal communication, dissemination, and education.

Fourth, the target groups of this education are diverse and characterized by a high sense of discipline and organizational awareness.

2.1.3. Role of the International Humanitarian Law Education in the Vietnam People's Army

First, the International Humanitarian Law education in the Vietnam People's Army contributes to realizing the Party's guidelines and the State's policies and laws on the implementation of International Humanitarian Law.

Second, it contributes to building the Vietnam People's Army into a "revolutionary, regular, elite, and gradually modernized" force in the new context.

Third, the International Humanitarian Law education in the Vietnam People's Army creates legal aspects to protect soldiers and avoid violations of International Humanitarian Law by soldiers.

Fourth, it contributes to maintaining world peace and expanding international cooperation between the Vietnam People's Army and the armed

forces of other countries in implementing and developing International Humanitarian Law.

2.2. PRINCIPLES, CONTENT, FORMS, METHODS, AND CONDITIONS FOR ENSURING THE INTERNATIONAL HUMANITARIAN LAW EDUCATION IN THE VIETNAM PEOPLE'S ARMY

2.2.1. Principles of the International Humanitarian Law Education in the Vietnam People's Army

The principles of the International Humanitarian Law education in the Vietnam People's Army are guiding and mandatory orientations that ensure educational activities are conducted in accordance with defined objectives, content, methods, and practical requirements, while aligning with the political, military, organizational, and legal characteristics of the Vietnam People's Army.

The dissertation identifies the following principles guiding the International Humanitarian Law education in the Vietnam People's Army:

First, the principle of the Party's absolute and direct leadership over all aspects of the International Humanitarian Law education in the Vietnam People's Army.

Second, the principle of ensuring consistency between the goals of the International Humanitarian Law education and the functions and tasks of the Vietnam People's Army.

Third, the principle of linking the International Humanitarian Law education with political, ideological, moral, and legal education.

Fourth, the principle of comprehensiveness, regularity, systematization, and suitability for each target group.

Fifth, the principle of combining theory with practice, and integrating education inside military schools with that in military units.

2.2.2. Content of the International Humanitarian Law Education in the Vietnam People's Army

The content of the International Humanitarian Law education is defined in a fundamental, systematic, and comprehensive manner. It should first focus on the following key areas:

First, education on fundamental documents of International Humanitarian Law.

Second, education on the core principles and provisions of International Humanitarian Law.

Third, education on the Vietnamese nation's tradition of peace-loving and humanitarian tolerance; the Party's policies and the State's laws regarding the implementation of International Humanitarian Law.

Fourth, education for military personnel to recognize the plots, tactics, and distorted arguments of hostile and reactionary forces concerning the Vietnam People's Army's participation in United Nations peacekeeping missions.

2.2.3. Forms of the International Humanitarian Law Education in the Vietnam People's Army

The International Humanitarian Law education is a component of the legal dissemination and education work of both the State and the Vietnam People's Army. Therefore, the forms of International Humanitarian Law education in the Vietnam People's Army follow the legal dissemination and education formats prescribed by the Ministry of National Defense, including the following basic forms:

Organizing direct centralized classes, training sessions, guided discussions, and providing information and materials on International Humanitarian Law.

Using mass media, internal communication systems, posters, banners, slogans, and visual materials displayed at agencies and units; legal bookcases, bulletin boards, and unit newsletters.

Organizing legal knowledge contests, forums, dialogues, dramatized performances, and Law Days.

Through the daily duties of military personnel; legal procedures such as investigation, adjudication, enforcement, and complaint settlement.

Integrating into briefings, group meetings, current affairs updates, political education, cultural and artistic activities, and the activities of mass organizations, military councils, clubs, and other grassroots cultural institutions.

Through legal education programs in military training, professional development, and education institutions.

2.2.4. Methods of the International Humanitarian Law Education in the Vietnam People's Army

Based on the content and forms of the International Humanitarian Law education in the Vietnam People's Army, the dissertation identifies the following current educational methods:

Group of methods influencing the awareness of military personnel, including: the lecture method, the dialogue method, the discussion method, and the exemplary method.

Group of methods shaping behavior and behavioral habits of the target audience, including: the task assignment method, the habit-training method, the discipline-training method, and the situational method.

Group of methods stimulating and regulating behavioral responses of the target audience, including: the emulation method, the reward and punishment method

2.2.5. Conditions for ensuring the International Humanitarian Law Education in the Vietnam People's Army

*** Political conditions**

*** Legal conditions**

*** Organizational and personnel conditions**

*** Material conditions, equipment, facilities, and funding**

2.3. INTERNATIONAL HUMANITARIAN LAW EDUCATION IN THE ARMED FORCES OF SELECTED COUNTRIES AND REFERENCE VALUES FOR VIETNAM

2.3.1. The International Humanitarian Law Education in the armed forces of selected countries

People's Republic of China: China has committed to promoting and enhancing the widespread dissemination and education of International Humanitarian Law among its population. To implement this commitment, the National Committee on International Humanitarian Law was established in November 2007. The People's Liberation Army of China has set up specialized agencies to promote the study and education of International Humanitarian Law. Military personnel in the People's Liberation Army are consistently provided with education on International Humanitarian Law through various forms and methods. To date, the People's Liberation Army has organized dozens of training courses on International Humanitarian Law, and translated and published international legal texts and related documents into Chinese.

Republic of Cuba: Cuba has effectively disseminated International Humanitarian Law to various forces within the country, including government officials, public employees, the Cuban Revolutionary Armed Forces, other state officials, and the Cuban population. Notably, Cuba ensures that all military personnel at all levels within its armed forces receive education and training on International Humanitarian Law. Service

members are required to undergo regular education on International Humanitarian Law based on unified standards, delivered through diverse forms and methods.

Federal Republic of Germany: The government has declared its support for the dissemination of International Humanitarian Law across all areas and levels of the state. The German Federal Foreign Office, the German Federal Ministry of Defence, and the German Red Cross have jointly published and widely distributed a collection titled “Documents on International Humanitarian Law, which includes core materials of International Humanitarian Law” in both English and German. All German soldiers are provided with basic knowledge of International Humanitarian Law through dedicated training courses.

Kingdom of Belgium: Belgium is committed to implementing training programs on International Humanitarian Law targeting all societal sectors, especially those concerned with its application and compliance. All military personnel receive International Humanitarian Law training during basic military instruction. International Humanitarian Law is also part of staff officer courses, senior officer courses, and senior staff training programs. Specialized training courses are also organized for non-commissioned officers, medical units, legal advisers, and commanders.

United States of America: The United States is committed to expanding and strengthening efforts to disseminate International Humanitarian Law. The U.S. Department of Defense requires heads of its units to develop and implement training programs on International Humanitarian Law. Training is conducted both within military institutions and across the U.S. armed forces. All service members in the U.S. Army participate in some form of International Humanitarian Law training every six months. All commanders and officers in the U.S. Marine Corps are required to be trained in International Humanitarian Law.

Commonwealth of Australia: The Australian Government mandates the dissemination and implementation of practical measures to promote broad understanding and compliance with International Humanitarian Law, ensuring that its principles are known by officials, public employees, armed forces, social organizations, and civilians. The Australian Department of Defence requires its military personnel, particularly officers, to be equipped with basic knowledge of International Humanitarian Law through military education and training programs

2.3.2. Reference values for Vietnam

From the practical experiences of International Humanitarian Law education in the armed forces of several countries, several reference values can be drawn for the International Humanitarian Law education in the Vietnam People's Army.

First, it is necessary to develop a deeper understanding of the importance of International Humanitarian Law education in the Vietnam People's Army. Consider establishing a center for International Humanitarian Law studies within the Army, with the function of training and educating officers and legal personnel at military agencies and units.

Second, it is essential to select appropriate content and diversify the forms and methods of International Humanitarian Law education in the Vietnam People's Army.

Third, more investment is needed in materials and resources serving the International Humanitarian Law education in the Vietnam People's Army.

Fourth, it is important to strengthen defense diplomacy, actively cooperate with and seek support from the International Committee of the Red Cross and military legal centers of other countries in compiling a Military Handbook on International Humanitarian Law.

Chapter 3

CURRENT SITUATION OF THE INTERNATIONAL HUMANITARIAN LAW EDUCATION IN THE VIETNAM PEOPLE'S ARMY

3.1. GENERAL OVERVIEW OF THE VIETNAM PEOPLE'S ARMY

3.1.1. Glorious traditions of the Vietnam People's Army

First, absolute loyalty to the Socialist Republic of Vietnam, to the Party, the State, and the people; determined to fight and to win, skillful in both strategy and victory.

Second, close and inseparable bond with the people; unity between the army and the people in will and action.

Third, internal unity; equality in rights and responsibilities among officers and soldiers; mutual affection and support; solidarity in thought and action between superiors and subordinates.

Fourth, strict and self-disciplined observance of military regulations.

Fifth, independence, self-reliance, and resilience; diligence and thrift in building the army and the nation; respect for and protection of public property.

Sixth, a clean, healthy, and cultured lifestyle; honesty, humility, simplicity, and optimism.

Seventh, constant eagerness to learn, striving for progress; sensitivity and thoughtfulness in life.

Eighth, genuine and faithful international solidarity; profound loyalty and righteousness.

3.1.2. Functions and organizational structure of the Vietnam People's Army

** Functions of the Vietnam People's Army*

First, to perform the function of a combat force.

Second, to perform the function of a working force.

Third, to perform the function of a production labor force.

** Organizational Structure of the Vietnam People's Army*

The Vietnam People's Army consists of the standing force and the reserve force. The standing force includes regular troops, local troops; military regions, military services, border guard forces, army corps, and combat arms; a system of logistics and technical support units; military academies, training institutions, research institutes, and economic-defense units.

With these functions, tasks, and organizational structure, the Vietnam People's Army enjoys many favorable conditions for the International Humanitarian Law education. However, due to its diverse composition, nationwide deployment, and the varying missions of each unit, there also arise numerous difficulties and challenges in implementing the International Humanitarian Law education across the army.

3.2. OUTCOMES OF THE INTERNATIONAL HUMANITARIAN LAW EDUCATION IN THE VIETNAM PEOPLE'S ARMY AND UNDERLYING CAUSES

3.2.1. Outcomes of the International Humanitarian Law Education in the Vietnam People's Army

In recent years, the International Humanitarian Law education in the Vietnam People's Army has achieved positive results in terms of educators, target groups, content, forms, methods, and supporting conditions, specifically as follows:

First, regarding the implementation of principles for International Humanitarian Law education in the Vietnam People's Army.

Second, regarding the awareness and responsibility of the entities involved in the International Humanitarian Law education in the Vietnam People's Army.

Third, the content of the International Humanitarian Law education has been implemented in a relatively comprehensive and systematic manner, tailored to specific target groups.

Fourth, the forms and methods of International Humanitarian Law education have been applied in diverse and timely ways, yielding practical results.

Fifth, the awareness, responsibility, and compliance behavior of military personnel regarding International Humanitarian Law have shown many positive developments through recent educational efforts.

3.2.2. Causes of the achieved results

First, the International Humanitarian Law education in the Vietnam People's Army has consistently received attention and leadership from the Party, the Central Military Commission, the Ministry of National Defense, the General Staff, and the General Department of Politics of the Vietnam People's Army.

Second, the system of legal documents on legal dissemination and education in general, and on International Humanitarian Law education in particular, has been gradually supplemented and improved.

Third, agencies and units within the Vietnam People's Army have actively and creatively implemented activities, renewing the content, forms, and methods of International Humanitarian Law education.

Fourth, military personnel possess strong moral qualities, a high sense of responsibility, and a positive attitude in studying and understanding International Humanitarian Law.

3.3. LIMITATIONS OF THE INTERNATIONAL HUMANITARIAN LAW EDUCATION IN THE VIETNAM PEOPLE'S ARMY AND THEIR CAUSES

3.3.1. Limitations of the International Humanitarian Law Education in the Vietnam People's Army

In recent years, the International Humanitarian Law education in the Vietnam People's Army has revealed several limitations regarding educators, target groups, content, forms, methods, and supporting conditions, specifically as follows:

First, in the implementation of principles guiding the International Humanitarian Law education in the Vietnam People's Army.

Second, some educators involved in the education process still show limited awareness and responsibility regarding the International Humanitarian Law education.

Third, certain educational contents remain too general and not adequately tailored to specific target groups.

Fourth, the forms of education have not been applied flexibly or creatively, and are not well-suited to the characteristics and duties of individual agencies and units.

Fifth, the methods of International Humanitarian Law education have been slow to innovate and are not closely aligned with the characteristics, roles, and responsibilities of different groups of military personnel.

Sixth, in some segments of the military, the transformation in awareness, responsibility, and compliance with International Humanitarian Law remains limited.

3.3.2. Causes of the limitations

First, the negative impacts of the market economy, global and regional developments, especially current conflicts between nations.

Second, some education stakeholders involved in International Humanitarian Law education have limited and incomplete knowledge of the subject and often undertake this responsibility as an additional duty.

Third, the target groups of International Humanitarian Law education are highly diverse, with varying levels of understanding and awareness.

Fourth, funding, facilities, and educational materials for International Humanitarian Law education in the Vietnam People's Army remain insufficient.

Chapter 4

VIEWPOINTS AND SOLUTIONS FOR ENSURING THE INTERNATIONAL HUMANITARIAN LAW EDUCATION IN THE VIETNAM PEOPLE'S ARMY

4.1. VIEWPOINTS ON ENSURING THE INTERNATIONAL HUMANITARIAN LAW EDUCATION IN THE VIETNAM PEOPLE'S ARMY

4.1.1. Regularly grasping and implementing the Party's viewpoints, guidelines, and the State's policies and laws on humanitarian spirit, tolerance, and the implementation of International Humanitarian Law in the new context

Thorough understanding of the Party's viewpoints, guidelines, and the State's policies and laws on humanitarian values, tolerance, and the implementation of International Humanitarian Law in the current situation serves as a foundation for agencies and units in the Vietnam People's Army to develop plans, programs, manage, inspect, supervise, and guide the implementation process. It also enables the development of feasible and appropriate solutions to ensure the effective implementation of International Humanitarian Law education.

4.1.2. The International Humanitarian Law education in the Vietnam People's Army must be closely linked with military discipline education for military personnel

To ensure effective International Humanitarian Law education in the Vietnam People's Army, it is essential to emphasize the education and training of military discipline among service members. The integration of International Humanitarian Law education with military discipline education helps shape the ethical qualities of revolutionary soldiers, fostering cultural and moral standards, humanitarian values, and tolerance in line with the principles of International Humanitarian Law.

4.1.3. The International Humanitarian Law education in the Vietnam People's Army must be carried out persistently, regularly, with focus and prioritization, in accordance with the characteristics of each agency and unit

International Humanitarian Law education involves broad and complex content, referencing numerous international and national legal documents. Therefore, to ensure these contents gradually become internalized by military personnel, this activity must be conducted with persistence. At the same time, it is important to accurately define appropriate content, forms, and methods for educating military personnel, implement the activity with clear focus and priority, and improve the quality of human resources involved in International Humanitarian Law education within the Vietnam People's Army.

4.1.4. Promoting the roles, responsibilities, and coordination of organizations and forces in the International Humanitarian Law education in the Vietnam People's Army today

To achieve comprehensive, steady, and effective transformation in the International Humanitarian Law education in the Vietnam People's Army, the active participation and coordination of all organizations and forces with the

highest sense of responsibility is required. First and foremost, Party committees, Party organizations, commissars, political officers, and commanders at all levels must continue to thoroughly implement and effectively carry out International Humanitarian Law education for military personnel within their agencies and units. This education must be conducted in a synchronized manner, maximizing the roles and functions of agencies under the Ministry of National Defense, the General Staff, the General Department of Politics, the Department of Legal Affairs, the Department of Mass Mobilization, the Vietnam Department of Peacekeeping Operations, the Coordinating Council for Legal Dissemination and Education, legal propagandists and lecturers, as well as relevant news and media agencies.

4.2. SOLUTIONS TO ENSURE THE INTERNATIONAL HUMANITARIAN LAW EDUCATION IN THE VIETNAM PEOPLE’S ARMY

4.2.1. General solutions

4.2.1.1. Strengthening the Party’s leadership over International Humanitarian Law education in the Vietnam People’s Army

First, enhance the Party’s capacity in formulating guidelines, orientations, and policies regarding the implementation of International Humanitarian Law and the education of military personnel in the Vietnam People’s Army.

Second, strengthen the leadership and direction of the Central Military Commission, the Ministry of National Defense, and Party committees at all levels within the Vietnam People’s Army toward International Humanitarian Law education for military personnel.

Third, reinforce the leadership and direction of the Central Military Commission and the Ministry of National Defense in reviewing, supplementing, and concretizing provisions of International Humanitarian Law to ensure they are appropriate to the functions, tasks, and specific characteristics of the military as well as the awareness levels of the different groups of military personnel.

4.2.1.2. Continuing to improve the Legal Framework for International Humanitarian Law Education in the Vietnam People’s Army

First, continue to study and concretize provisions of the conventions and protocols of International Humanitarian Law to which Vietnam is a party; consider accession to remaining conventions and protocols of International Humanitarian Law.

Second, review, supplement, and issue new legal documents on International Humanitarian Law education in Vietnam in general, and in the Vietnam People's Army in particular.

Third, strengthen the collection of feedback and promote social criticism in the implementation of policies and laws on legal dissemination and education in general, and on International Humanitarian Law education in the Vietnam People's Army in particular.

Fourth, study and develop a dedicated program or project on International Humanitarian Law education in the Vietnam People's Army.

4.2.1.3. Promoting the roles and responsibilities of the National Assembly, the Government, and the Vietnam Red Cross in the International Humanitarian Law Education in the Vietnam People's Army

First, promote the roles and responsibilities of the National Assembly and the Government in the International Humanitarian Law education in the Vietnam People's Army.

Second, promote the role and responsibility of the Vietnam Red Cross in supporting International Humanitarian Law education in the Vietnam People's Army.

4.2.2. Specific solutions

4.2.2.1. Strengthening the leadership and direction of the Central Military Commission and the Ministry of National Defense in the International Humanitarian Law Education in the Vietnam People's Army

First, the Central Military Commission and the Ministry of National Defense should strengthen leadership and direction over the General Staff, the General Department of Politics of the Vietnam People's Army, and other relevant agencies under the Ministry of National Defense.

Second, the Central Military Commission and the Ministry of National Defense should enhance leadership and direction over agencies and units in the Vietnam People's Army in consolidating, strengthening, and promoting the roles and responsibilities of lecturers, legal educators, legal reporters, legal propagandists, and officers directly responsible for educating military personnel on International Humanitarian Law.

Third, the Central Military Commission and the Ministry of National Defense should strengthen leadership and direction for agencies and units throughout the armed forces to research, develop, and promulgate thematic

resolutions on International Humanitarian Law education appropriate to the functions and tasks of each agency and unit.

4.2.2.2. Raising awareness and promoting the roles and responsibilities of organizations and forces within the Vietnam People's Army in International Humanitarian Law Education for Military Personnel

First, Party committees, Party organizations, and command organizations at all levels within the Vietnam People's Army must fully recognize that leading and directing International Humanitarian Law education is one of the key political tasks of each agency and unit.

Second, functional agencies under the Ministry of National Defense must focus on studying, reviewing, and concretizing the Party's viewpoints, State policies and laws, and provisions of International Humanitarian Law.

Third, promote the role of the Coordinating Council for Legal Dissemination and Education within agencies and units, along with the roles of lecturers, teachers, legal reporters, legal propagandists, and officers directly responsible for International Humanitarian Law education for military personnel.

Fourth, promote the role of managerial and commanding officers at all levels in agencies and units in leading International Humanitarian Law education.

4.2.2.3. Expanding the target groups for International Humanitarian Law Education; developing content and applying forms and methods suitable for each group of military personnel

First, expand the range of military personnel receiving International Humanitarian Law education in the Vietnam People's Army.

Second, develop content and diversify educational forms and methods tailored to the specific characteristics of each group of military personnel.

4.2.2.4. Promoting the activeness, initiative, and creativity of Military Personnel in the process of self-education on International Humanitarian Law

First, improve the quality of self-education on International Humanitarian Law among military personnel within agencies and units.

Second, promote the activeness and self-discipline of military personnel in understanding the purpose and role of International Humanitarian Law education in the Vietnam People's Army.

Third, foster the active and voluntary transformation of awareness into motivation and determination for self-training in work methods, professional

conduct, task performance, and handling humanitarian situations in accordance with International Humanitarian Law.

Fourth, encourage exemplary, leading-by-example behavior and self-discipline among military personnel in training, professional conduct, task execution, and resolution of humanitarian issues in line with International Humanitarian Law.

4.2.2.5. Strengthening financial resources, facilities, and equipment for International Humanitarian Law Education in the Vietnam People's Army

First, enhance financial resources for International Humanitarian Law education in the Vietnam People's Army. Any activity requires a certain amount of funding to ensure adequate conditions, facilities, and technical means, and to cover operational costs for effective implementation.

Second, increase investment in infrastructure and equipment for International Humanitarian Law education in the Vietnam People's Army.

Third, promote socialization in International Humanitarian Law education. It is necessary to clearly define the scope and extent of such socialization to ensure appropriate application in this field.

4.2.2.6. Strengthening international cooperation in International Humanitarian Law Education in the Vietnam People's Army

First, raise awareness and responsibility among party committees, commanding officers at all levels, and legal education officers throughout the military regarding international cooperation in International Humanitarian Law education in the Vietnam People's Army.

Second, supplement and improve mechanisms, policies, and legal frameworks for international cooperation in International Humanitarian Law education.

Third, continue to innovate and enhance the effectiveness of international cooperation activities related to International Humanitarian Law education.

Fourth, develop a high-quality contingent of legal officers and educators specializing in International Humanitarian Law, capable of meeting the requirements of international defense integration and cooperation in this field.

Fifth, promote the advisory role of legal, mass mobilization, and professional legal affairs departments in international cooperation related to International Humanitarian Law education.

CONCLUSION

1. The education of International Humanitarian Law in the Vietnam People's Army is a purposeful and organized activity conducted by competent entities through various forms and methods to influence military personnel. It aims to equip them with fundamental knowledge of International Humanitarian Law, thereby fostering correct awareness, appropriate attitudes and sentiments, and forming habits and behaviors aligned with the provisions of International Humanitarian Law during the performance of military duties.

2. In the current context of globalization and deepening international integration, defense diplomacy is growing more extensive and dynamic. Meanwhile, wars and armed conflicts continue to exist in the 21st century, significantly affecting the education of International Humanitarian Law in the Vietnam People's Army. Through a comprehensive review of related research, analysis of relevant documents, and sociological investigations, the study confirms that the education of International Humanitarian Law has been given consistent attention by leadership at all levels. It has been regularly maintained and implemented in a serious and in-depth manner, achieving important results. However, alongside these achievements, there remain certain limitations and inadequacies caused by various factors, which prevent the education from fully meeting its intended objectives and requirements.

3 To address the limitations and shortcomings in the education of International Humanitarian Law within the Vietnam People's Army, the dissertation proposes four guiding viewpoints and two groups of solutions (comprising a total of nine specific measures), aimed at ensuring the effectiveness of International Humanitarian Law education in the coming period. In order for these solutions to be effectively implemented in practice, they must be carried out in a synchronized and coordinated manner. No solution should be overemphasized or undervalued. It is essential to consistently enhance the awareness of those responsible for implementing the International Humanitarian Law education, ensure close coordination among them, and promote the initiative and creativity of military personnel throughout their study and training processes.

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