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PHAM THUY NGA

CULTURAL ENVIRONMENT IN THE PEOPLE'S POLICE SCHOOLS OF VIETNAM TODAY

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***Scientific Supervisor*: Dr. Luong Huyen Thanh**

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INTRODUCTION

1. Reasons for choosing the topic

Trong tư duy của người Việt, nhận thức về ảnh hưởng của môi trường văn hóa đối với sự hình thành và phát triển nhân cách con người đã được khái quát sâu sắc qua triết lý dân gian như câu tục ngữ "Gần mực thì đen, gần đèn thì sáng". Triết lý đó vẫn còn có ý nghĩa đối với ngày hôm nay.

In Vietnamese thinking, the awareness of the influence of the cultural environment on the formation and development of human personality has been profoundly generalized through folk philosophy, such as the proverb "Near ink, one turns black; near light, one becomes bright." That philosophy remains relevant today.

The cultural environment, as an environment containing cultural elements, has a direct impact on the process of human socialization. Practice shows that individuals nurtured in a healthy cultural environment, with favorable educational conditions and exposure to positive behavioral models, are more likely to develop a well-rounded personality; conversely, an environment lacking cultural and educational elements can easily lead to deviations in personality formation and behavior.

Therefore, in the national education system, schools are always defined not only as places for imparting knowledge and skills but also as cultural institutions with an important function in cultivating morality, personality, and resilience for learners. When individuals enter different training environments, they continue to be shaped by the specific norms, values, and cultural nuances of that institution. Hence, paying attention to the cultural environment within schools is an urgent issue for all sectors and educational institutions to build individuals suitable for performing society's specific tasks.

However, in current scientific research practice, the theoretical system regarding the cultural environment in schools has not yet been comprehensively and consistently constructed. There remain issues that need to be supplemented and clarified, such as the conceptual content, the components of the "cultural environment in schools," scientific criteria for identifying and evaluating the school's cultural environment, as well as explaining the dynamics and changes of the cultural environment in the context of digital transformation, globalization, and new socio-cultural challenges.

Within Vietnam's education system, People's Public Security (PPS) schools are where human resources for the armed forces are trained - the force directly involved in protecting the Party, the State, the regime, and the people. The education and training process in PPS schools aims not only to impart professional knowledge but

also to cultivate political steadfastness, discipline, and loyalty to the Fatherland, the Party, and the People. This is where the process of "comprehensive education" takes place, where the nation's traditional values, revolutionary ethics, political steadfastness, humanistic spirit, and the rule of law are deeply instilled, contributing to the formation of Public Security officers who are both "red" (politically sound) and "expert" (professionally competent). Therefore, the cultural environment within PPS schools is not merely a general educational space but also carries a high degree of political-ideological orientation, contributing to building a People's Public Security force that is "revolutionary, regular, elite, modern; strong in politics, ideology, ethics, organization, and personnel." A healthy, civilized cultural environment is an important foundation for schools to train, foster, and cultivate a contingent of PPS officers and soldiers with moral character, lifestyle, exemplary conduct, resilience, and solid expertise, thereby directly contributing to the cause of maintaining security, order, and defending the Fatherland.

In the current period where the country enters a new phase of development with high expectations for prosperity and happiness, the requirements for the PPS force are increasingly high, not only in professional competence but also in political steadfastness, moral qualities, and integration capacity. Given these requirements, building the cultural environment within PPS schools becomes a decisive factor in the quality of human resources, directly impacting the effectiveness of the force's future task performance.

However, compared to its special significance and role, the issue of the cultural environment in PPS schools today has not yet been adequately and comprehensively studied from the perspective of cultural science, both in terms of structure, characteristics, impact, and ensuring conditions. The cultural environment in some PPS schools has not been given systematic and commensurate attention in its development. The awareness of a portion of managers, lecturers, and students about the role of the cultural environment remains limited; the concretization of school cultural norms lacks consistency; activities educating on values and behavioral culture are still formalistic and not highly effective. Negative influences from the social environment and cyberspace, if not promptly guided, can give rise to deviant manifestations in learning, training, and communication, affecting the quality of PPS officer training.

Based on these requirements, conducting an in-depth study on the cultural environment within PPS schools is extremely necessary. The research ***"Cultural Environment in the People's Public Security Schools of Vietnam Today"*** will contribute to building a theoretical foundation for the cultural environment in PPS

schools, while providing valuable scientific arguments for the practice of building and developing the cultural environment in PPS schools in the new period.

2. Research Objectives and Tasks

2.1. Research Objective

Based on clarifying some theoretical issues about the cultural environment in PPS schools, the dissertation analyzes the manifestations of the cultural environment in PPS schools in Vietnam today, clarifies the specific characteristics of the cultural environment in PPS schools, and discusses emerging requirements and solutions for building a healthy, disciplined, humane cultural environment in PPS schools, suitable for training the Public Security force in the new context.

2.2. Research Tasks

To achieve the research objective, the dissertation sets forth the following basic tasks:

- Summarize the research situation related to the cultural environment in PPS schools;

- Clarify and specify some theoretical issues about the cultural environment in schools and provide an overview of the four selected PPS schools in Vietnam for field survey;

- Identify and analyze the current status of the cultural environment in PPS schools in Vietnam today through the surveyed locations;

- Discuss the positive aspects and limitations in the specific manifestations of the cultural environment in PPS schools through analysis and assessment of the current status; discuss the emerging requirements and solutions to contribute to building a healthy, civilized cultural environment in PPS schools.

3. Research Object and Scope

3.1. Research Object

The research object of the dissertation is the cultural environment in PPS schools in Vietnam today.

3.2. Research Scope

- Content Scope: The cultural environment in schools is a broad research area with various approaches. However, within the framework of the dissertation and the conditions of the doctoral candidate, the dissertation focuses on identifying the cultural environment in current PPS schools through four components: (1) cultural landscape; (2) cultural institutions; (3) cultural values and norms; and (4) cultural activities within PPS schools.

- Time Scope: The dissertation focuses on researching and surveying the cultural environment in PPS schools since the implementation of Circular No.

27/2017/TT-BCA dated August 22, 2017, of the Ministry of Public Security regulating the Code of Conduct for the People's Public Security.

- Spatial Scope: The dissertation conducts field surveys at four schools: the People's Security Academy, the People's Police Academy, the University of Fire Prevention and Fighting, and the People's Police College I. Surveying these four PPS schools can basically ensure representativeness for the study of the cultural environment in PPS schools today, as each school represents a key task area, creating a comprehensive picture of the PPS sector's culture: The People's Security Academy represents the Security sector, emphasizing secrecy and sharp thinking; the People's Police Academy represents the Police sector, focusing on elite skills and direct law enforcement, often dealing with practical situations; the University of Fire Prevention and Fighting represents the specialized Technical-Professional sector, combining discipline with a spirit of courage, sacrifice, and rescue; the People's Police College I represents the mid-level training sector

4. Research Questions and Hypotheses

4.1. Research Questions

- What role does the cultural environment within schools play in shaping the personality, political steadfastness, ethics, lifestyle, and conduct of PPS officers and soldiers?

- What is the current state of the cultural environment within PPS schools in Vietnam? How does it differ from the cultural environment in civilian schools of the same level?

- What new requirements are emerging for the cultural environment within PPS schools in Vietnam today? What suggestions can be offered for building a truly healthy and civilized cultural environment within PPS schools in Vietnam today?

4.2. Research Hypotheses

- The cultural environment within PPS schools plays a foundational, direct, and long-term role in the formation and development of the personality, political steadfastness, ethics, lifestyle, and conduct of PPS officers and soldiers. A healthy, disciplined, humane school cultural environment, rich in exemplary conduct and deeply imbued with PPS cultural values, will create favorable conditions for learners to internalize these values and norms, thereby strengthening their political resolve, sense of organizational discipline, and spirit of serving the People.

- The cultural environment within PPS schools in Vietnam today is being actively developed, protected, and promoted by the schools themselves. Fundamentally, the current cultural environment within PPS schools in Vietnam demonstrates clear positivity, health, and civilized, modern features. The distinctive

nature of the educational institutions training the PPS force creates differences between the cultural environment in PPS schools and that in civilian schools of the same level within the education system. However, there still exist some limitations and inadequacies that negatively impact the cultural environment within PPS schools, which need to be addressed and overcome.

· New requirements for the cultural environment within PPS schools today stem from changes in the social context, shifts in professional value systems, and the strong impact of digital transformation. It can be hypothesized that: (1) The degree of synchronous development of all elements of the cultural environment - from the value system, behavioral norms, governance, landscape, institutions, to cultural activities - positively impacts the process of personality formation, political steadfastness, and professional behavior of students; (2) Consolidating and practicing core values and norms, diversifying cultural activities, and ensuring safe digital spaces are essential requirements for building a healthy and civilized cultural environment; and (3) The effectiveness of solutions depends on the degree of value internalization by the subjects and the synergy among the components of that cultural environment.

5. Research Approach and Methodology

5.1. Research Approach

To conduct the dissertation, the candidate chooses an interdisciplinary approach. While Cultural Studies is the dominant framework, the dissertation integrates and utilizes knowledge from various other scientific disciplines such as Sociology and Education to better research and identify the cultural environment in current PPS schools.

5.2. Theoretical Basis

The dissertation inherits and applies the perspectives of previous researchers on the cultural environment in schools from various angles: Cultural Studies, Sociology, Education, and Public Security Science. These research perspectives allow approaching the PPS school cultural environment as a dynamic system, possessing both educational-training and political-social and specific professional characteristics.

The dissertation selects structural-functional theory as the theoretical foundation for the topic, primarily applying the approach of Talcott Parsons while selectively inheriting ideas from Durkheim and Merton. Simultaneously, the dissertation topic is based on the viewpoints and policies of the Party regarding building and developing Vietnamese culture and people; regarding education and training; and regarding building the PPS force in the new situation. Resolutions and directives from the Party, the Central Public Security Party Committee, and the

Ministry of Public Security serve as important political-legal foundations for determining research orientation, evaluation criteria, and proposed solutions.

5.3. Research Methods

The dissertation has utilized the following research methods:

- Analysis - Synthesis;
- Historical - Logical;
- In-depth Interviews;
- Sociological Survey using Questionnaires;
- Comparative Method.

6. Contributions of the Dissertation

- Theoretical Contributions: The dissertation has developed an analytical framework for the cultural environment in PPS schools, contributing to supplementing and clarifying the theory of the cultural environment in the field of armed forces education and training. Based on the application of structural-functional theory, the dissertation interprets the PPS school cultural environment as a unified whole of values, norms, institutions, activities, and the physical-spiritual cultural landscape, closely linked to the goal of forming the personality, political steadfastness, ethics, and conduct of PPS officers and soldiers.

- Practical Contributions: The dissertation has identified and clarified the specific characteristics of the PPS school cultural environment in Vietnam compared to civilian schools, thereby proposing feasible solutions with reference value for leadership and management in building the cultural environment within PPS schools. The research results also contribute additional reference materials for teaching, learning, and research on the cultural environment, specifically the cultural environment in schools.

7. Structure of the Dissertation

In addition to the introduction, conclusion, list of the author's published works related to the dissertation, references, and appendices, the dissertation is structured into 4 chapters with 11 sections.

- *Chapter 1:* Overview of research related to the cultural environment in PPS schools in Vietnam.

- *Chapter 2:* Theoretical basis of the cultural environment in PPS schools and overview of the research sites.

- *Chapter 3:* Current status of the cultural environment in PPS schools in Vietnam.

- *Chapter 4:* Discussion on the cultural environment in PPS schools in Vietnam.

Chapter 1
OVERVIEW OF RESEARCH RELATED TO THE CULTURAL ENVIRONMENT IN PEOPLE'S PUBLIC SECURITY SCHOOLS OF VIETNAM

1.1. Research Directions on Cultural Environment

1.1.1. Discussions on the Concept, Structure, and Role of Cultural Environment

Discussed by Georges Olivier, Irwin Altman, A.I. Armondov, Ho Si Quy, Mai Hai Oanh, Dinh Thi Van Chi, Nguyen Thi Huong,... Accordingly, the cultural environment emphasizes the conditions surrounding the subject's activities, impacting the subject. The cultural environment is the foundation, the "biosphere" surrounding humans with objective material and spiritual conditions that create the premise for human existence, communication, labor, production, daily life, and creativity.

1.1.2. Discussions on the Current State of Building Cultural Environment

Discussed by authors: Nguyen Thi Hau, Nguyen Huy Phong, Vu Tu Quyen, Nguyen Duy Bac, Bui Hoai Son, Truong Duc Thuan,... Accordingly, the authors emphasize urgent tasks to build a healthy cultural environment with good traditional values and contemporary values to promote cultural values, the strength of the Vietnamese people, and that building a healthy cultural environment, along with properly recognizing and handling the relationship between economic growth and cultural development, is for sustainable development,...

1.2. Research Directions on the Cultural Environment in People's Public Security Schools

1.2.1. Research on School Culture

Discussed in the research of authors Edgar Schein, Rexford Brown, Phillips, G & Wagner, Julie Heifetz & Richard Hagberg, James G. March and Johan P. Olsen, Dang Thanh Hung, Nguyen Thi My Loc and colleagues, Do Thi Thu Hang... The authors all agree that a school with a positive, healthy culture is a comprehensive educational factor for students. When a school builds a healthy, positive culture, the consequence is that students' academic performance will improve, and their behavior will be better.

1.2.2. Research on the Cultural Environment in Schools

Discussed in research by authors Pham Minh Hac, Nguyen Phuong Hong, Truong Luu, Thanh Le, Ho Si Quy, Pham Hong Quang,... Overall, scientific works have somewhat clarified the concept, structure, function, and role of the cultural environment in schools, especially in the current context of educational innovation.

1.3. Value of the Reviewed Research Works for the Dissertation Topic and Issues the Dissertation Needs to Focus on Resolving

1.3.1. Value of the Reviewed Research Works for the Dissertation

Topic Researchers have clarified many issues, such as the concept of the cultural environment, the role of the cultural environment in human and social development. Basing on inheriting the viewpoints of researchers, the doctoral candidate applies and develops them to build the theoretical foundation and analytical framework of the dissertation as a basis for implementing the set research tasks.

1.3.2. Issues the Dissertation Needs to Focus on Resolving

Although research works on the cultural environment are quite extensive, studies on the cultural environment of PPS schools with their specific characteristics have not been numerous. Therefore, the dissertation wishes to contribute to exploring this relatively new content through the specialized approach of Cultural Studies with the following contents:

First, systematize and further clarify some theoretical issues about the cultural environment and the cultural environment in PPS schools;

Second, survey, identify, and assess the current status of the cultural environment in PPS schools in Vietnam today;

Third, discuss the manifestations of the cultural environment in PPS schools and identify new requirements, suggest directions for building a healthy, civilized cultural environment, contributing to improving the quality of education and training in PPS schools in particular and meeting the requirements of building the PPS force in the new period.

Chapter 1 Summary

In Chapter 1, the doctoral candidate conducted an overview and systematization of domestic and international research works related to the concept, structure, and role of the cultural environment in general, as well as the cultural environment in schools in particular, demonstrating the importance of research on the cultural environment.

For PPS schools, researching the cultural environment becomes even more urgent due to the specific functions, tasks, and ethical standards and political ideals that this force must strive for. However, to date, there has been no in-depth work that systematically and comprehensively analyzes the cultural environment in PPS schools from the perspective of Cultural Studies, especially the specific cultural factors affecting the formation of political qualities, ethics, and professional capacity for students - the future officers and soldiers of the PPS force. The absence of a suitable theoretical framework and criteria system to identify, evaluate, and develop

the cultural environment in PPS schools is a notable academic gap. From that gap, the doctoral candidate proposes approaching the issue of the cultural environment in PPS schools in Vietnam from the perspective of Cultural Studies, aiming to analyze the nature, structure, influencing factors, and role of the cultural environment in forming a contingent of PPS officers who are both "red" (politically sound) and "expert" (professionally competent).

Chapter 2
THEORETICAL BASIS OF THE CULTURAL ENVIRONMENT IN PEOPLE'S PUBLIC SECURITY SCHOOLS AND OVERVIEW OF THE RESEARCH SITES

2.1. Theory of Cultural Environment in Schools

2.1.1. Some Concepts

- Concept of Environment: In the most general sense, the environment is the totality of natural and social factors surrounding humans, influencing their existence and development.

- Concept of Culture: Culture is associated with the historical process of human existence, environmental transformation, and social development, reflecting creative capacity, adaptability, and the restructuring of the surrounding world according to the standards of each community. This is also the conception of culture that the dissertation adopts as the basis for approaching the concept of cultural environment.

- Concept of Cultural Environment: The cultural environment is the dynamic totality of cultural factors surrounding humans within a specific space and time, such as landscape, cultural institutions; cultural values, norms, and cultural activities. These elements interact with each other and have interactive relationships with humans, aiming to build and develop humans as both the product and the subject of culture.

- Concept of Cultural Environment in Schools: The cultural environment in schools is understood as an integrated whole of cultural factors surrounding and impacting all subjects within the school, including landscape, cultural institutions; the school's cultural values and norms along with its cultural activities. These elements do not exist in isolation but form a unified structure, interacting with each other and directly interacting with the school's subjects. In this sense, the cultural environment in schools is both an important condition, ensuring the teaching-learning process, training, and personality completion of the subjects, and a product of themselves through their behaviors, practices, and cultural creativity. This two-way interaction

creates the dynamism and self-regulating capability of the school's cultural environment, reflecting the maturity level, educational quality, and identity of each training institution.

2.1.2. Characteristics of the Cultural Environment in Schools and the Cultural Environment in People's Public Security Schools

2.1.2.1. Characteristics of the Cultural Environment in Schools

- The cultural environment in schools is an educational space characterized by goals and value orientation.

- The cultural environment in schools is pedagogical and exemplary.

- The cultural environment in schools has a distinct organizational nature and is subject to strict regulation by the educational institution.

2.1.2.2. Characteristics of the Cultural Environment in People's Public Security Schools

- The cultural environment in PPS schools carries a political-legal character and specific training objectives.

- High discipline is a prominent feature of the PPS cultural environment.

- The PPS cultural environment emphasizes collectivism, solidarity, and organizational spirit.

- It has a high degree of professional practicality.

- The PPS cultural environment has a high level of standard and exemplary conduct.

Thus, the cultural environment in PPS schools carries both the characteristics of school culture and is deeply imbued with the professional culture of the Public Security force. There, the training content is closely linked to the practice of protecting security and order; the teacher-student, commander-cadet relationship is pedagogical but also carries a commanding, disciplinary nature; the learning space is connected with training grounds, practical exercises, and professional simulations.

2.1.3. Components of the Cultural Environment in People's Public Security Schools

2.1.3.1. Cultural Landscape of PPS Schools

Unlike many types of civilian schools, the space and campus of PPS schools are organized according to the principles of being closed, regularized, and ensuring absolute security. Functional zoning (study areas, training areas, living quarters, management, guard duty, training grounds, etc.) is arranged tightly and reasonably, serving both the training mission and meeting the management and armed forces training requirements.

2.1.3.2. Cultural Institutions in PPS Schools

Basically, the system of institutions in PPS schools includes common institutions of modern schools such as: libraries; traditional houses or memorial display rooms; auditoriums; multi-purpose houses; collective activity rooms; stadiums, sports training grounds... These institutions are relatively fully and synchronously invested, ensuring service to the study, research, cultural, artistic, and sports activities of staff, lecturers, and students. However, unlike many civilian educational institutions, the institutions in PPS schools are planned and operated closely linked to the goal of training, political cultivation, professional skills, physical fitness, and professional competence for students, meeting the requirement of building a regular, elite, and gradually modernized PPS force.

2.1.3.3. Cultural Values and Norms in PPS Schools

In the PPS school environment, the system of values and norms not only reflects universal principles (such as honesty, respect, responsibility) but is also tightly linked to political-professional specificities (such as absolute loyalty to the Party, supremacy of the law, readiness to sacrifice for the people). These norms are not only stipulated in official documents but are also manifested in the behavioral culture, attire, language, lifestyle, rituals... of each individual in the school. The value and norm system acts as a "moral compass" guiding behavior, maintaining psychological and spiritual stability, creating a positive, united, friendly yet serious pedagogical atmosphere - a key factor in educating political steadfastness and professional ethics for Public Security students.

2.1.3.4. Cultural Activities in PPS Schools

Specific cultural activities in the school include: Emulation activities aimed at improving teaching and learning quality; cultural and artistic activities; sports activities, recreational games...; activities of gratitude, remembering origins, humanitarian work, community volunteering, environmental protection, and other activities. In Public Security schools, these activities also carry political-ideological educational significance, contributing to raising awareness about the force's tradition, patriotic spirit, and the resolve to combat deviant manifestations in popular culture.

2.1.4. The Role of the Cultural Environment in People's Public Security Schools

2.1.4.1. Role in the Development and Perfection of Qualities and Competencies of School Subjects

The cultural environment in PPS schools plays a role in value orientation and forming political-ethical qualities for the subjects. Through the core value system of

the PPS force, professional ethical norms, discipline, regulations, and school traditions, the cultural environment contributes to helping staff, lecturers, and students consolidate their political steadfastness, loyalty to the Party, Fatherland, and People, while forming a sense of responsibility, discipline, and standard behavioral conduct in study, work, and daily life.

2.1.4.2. Role of the Cultural Environment in PPS Schools for School Development

The cultural environment in PPS schools plays a role in building cultural identity and enhancing the school's prestige and position. Traditions, ways of life, behavioral styles, and specific values nurtured in the school's cultural environment create a unique identity, contributing to affirming the training quality and consolidating the trust of society and the PPS force in the school.

2.1.5. Theoretical Basis and Analytical Framework of the Dissertation

2.1.5.1. The Perspective of Structural-Functional Theory Applied in the Dissertation

The theoretical basis of the structural-functional approach: The dissertation approaches the cultural environment according to the structural-functional theory of Emile Durkheim, Robert K. Merton, and T. Parsons. The cultural environment in PPS schools from a structural-functional perspective: The structural-functional approach allows viewing the school's cultural environment as a system consisting of relatively stable structures, having organic relationships, and jointly aiming at the training goal. In PPS schools, this system is clearly expressed through four basic structural groups:

(1) Material-landscape structure: Includes cultural landscape, cultural institutions (natural spaces with trees and shade, architectural landscape, physical facilities, dormitory system, training grounds, practice centers, libraries, traditional houses...).

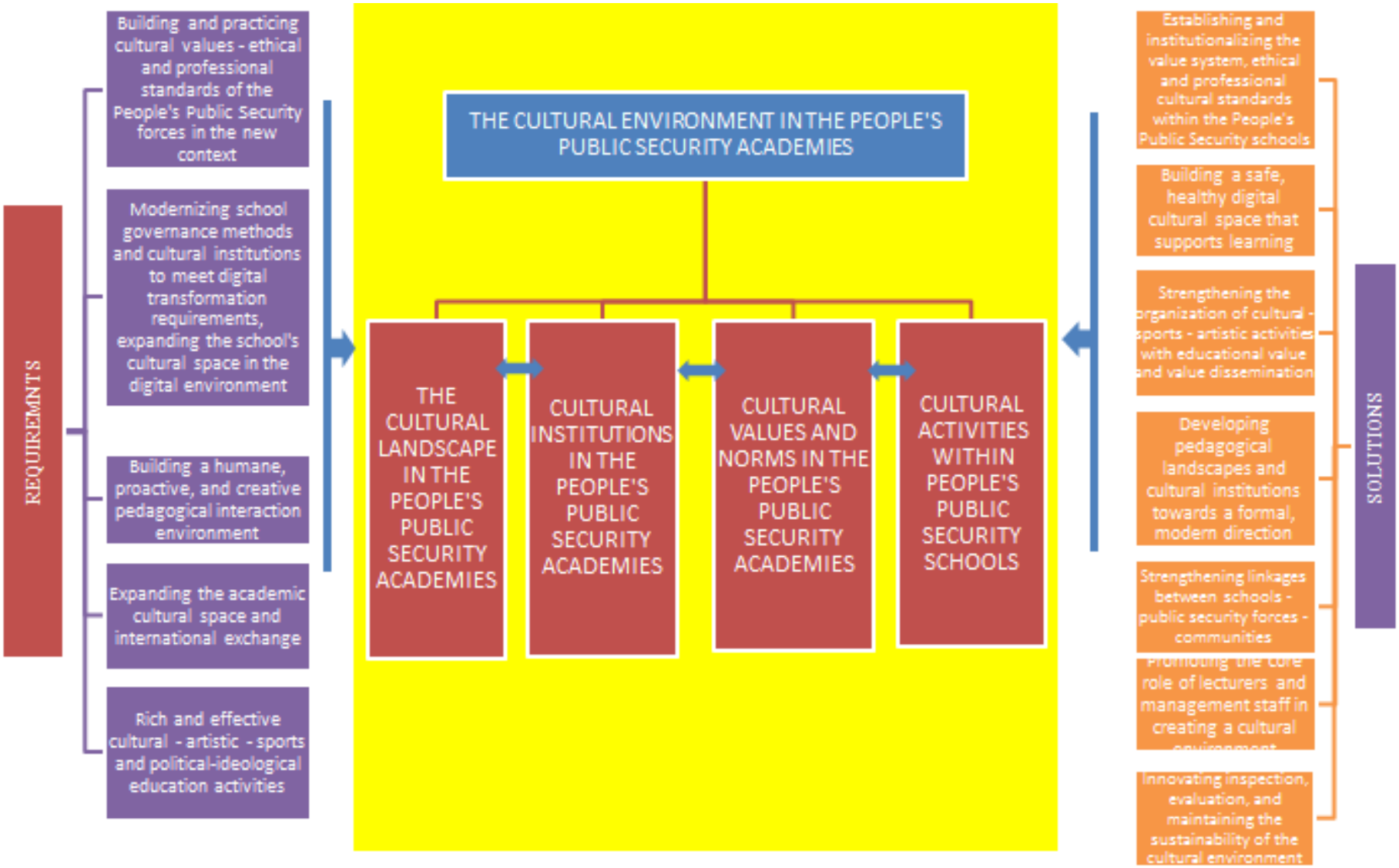
(2) Value-norm cultural structure: Includes the value system of the Public Security sector (e.g., loyalty, discipline, humanism, serving the people), behavioral norms, collective rules, PPS regulations, and the training philosophy of each school.

(3) Cultural activity structure: Includes emulation activities aimed at improving teaching quality, training, collective activities; cultural-artistic, sports activities; volunteer, humanitarian activities.

Thus, structural-functional theory has provided a suitable theoretical basis for studying the cultural environment in PPS schools.

2.1.6. Analytical Framework of the Dissertation

Sơ đồ 2.1: Analytical Framework



2.2. Overview of Research Sites

2.2.1. PPS of Vietnam and the System of PPS Schools in Vietnam

2.2.1.1. People's Public Security of Vietnam

The People's Public Security (Police) of Vietnam is a key armed force of the Communist Party of Vietnam and the State of the Socialist Republic of Vietnam.

2.2.1.2. System of People's Public Security Schools in Vietnam

After the Ministry of Public Security implemented the Project on Rearranging and Reorganizing PPS Schools, the current system of PPS schools consists of 12 schools. The dissertation conducted field surveys at 4 PPS schools including: The People's Security Academy, the People's Police Academy, the University of Fire Prevention and Fighting, and the People's Police College I.

2.2.2. Overview of the 4 People's Public Security Schools

2.2.2.1. People's Security Academy (T01)

This is the first training institution of the Vietnam People's Public Security force, established on June 25, 1946, originally named the Police Training School (1946-1949 period). Over 79 years of construction and development, the Academy has achieved many remarkable accomplishments. As a public higher education institution within the national education system, its missions include: providing multidisciplinary and specialized training (with 10 undergraduate majors, 12 undergraduate specializations; 04 master's level majors and specializations; 02 doctoral level majors and specializations). It is the only institution assigned by the Ministry of Public Security to conduct training and fostering for senior commanding officers at the Director and General Director levels within the People's Public Security force. The People's Security Academy is also one of three educational institutions of the People's Public Security force authorized to provide Advanced Political Theory training. Additionally, the Academy trains officers for the Ministry of Public Security of the Lao People's Democratic Republic and the Ministry of Interior of the Kingdom of Cambodia.

2.2.2.2. People's Police Academy (T02)

The People's Police Academy originated from the Police Department of the Central Public Security School. On May 15, 1968, the Ministry of Public Security issued Decision No. 514/CA/QĐ to "separate the People's Police branch from the Central Public Security School to establish an independent school tasked with secondary-level training for the People's Police force," officially founding the People's Police School. The Academy undertakes 20 categories of functions and tasks assigned by the Party, State, and Ministry of Public Security. Among these, its core mission is to serve as a public higher education institution under the Ministry of

Public Security, providing multidisciplinary and multi-sectoral training within the national education system. It is responsible for training and fostering officers at the undergraduate, master's, and doctoral levels; providing title-based and professional training for leaders and commanders of the People's Police force and the Ministry of Public Security; training teachers for People's Police schools; participating in national defense and security education; conducting foreign affairs and international cooperation in education and training as planned by the Minister of Public Security; serving as a scientific research center for the entire force; and playing a key role in the development of People's Public Security schools.

2.2.2.3. University of Fire Prevention and Fighting (T06)

On October 4, 1961, President Hồ Chí Minh signed Order No. 53/LCT promulgating the Ordinance "Stipulating State Management of Fire Prevention and Fighting." Shortly after the issuance of this Ordinance, the Ministry of Public Security assigned the Central Public Security School (now the People's Security Academy) to organize professional and technical training courses on fire prevention and fighting. On September 2, 1976, Minister of Interior Trần Quốc Hoàn signed Decision No. 5062-NV/QĐ "On Separating the Fire Prevention and Fighting Police Branch from the People's Police School and Establishing the Fire Prevention and Fighting Police Non-Commissioned Officers' School." The University of Fire Prevention and Fighting is the premier higher education institution in Vietnam in this field, with a mission to provide high-quality human resource training, foster knowledge, deliver specialized professional training, conduct scientific research, facilitate technology application and transfer, and promote international cooperation in the areas of fire prevention, fighting, rescue, and emergency response. This contributes to the protection of State property, the lives and property of the people, the maintenance of security and order, and supports the country's socio-economic development and international integration.

2.2.2.4. People's Police College I (T09)

The People's Police College I was established on December 30, 1965, under Decision No. 1594/CA-QĐ, forming the People's Police Branch based on the separation of the Police Department from the Central Public Security School. On May 15, 1968, the Ministry of Public Security issued Decision No. 514-QĐ/BCA to separate the People's Police Branch and establish the People's Police School, tasked with providing secondary-level professional training for the People's Police force. On April 6, 2020, the Minister of Labor, Invalids and Social Affairs issued Decision No. 391/QĐ-LĐTBXH merging the Armed Police Intermediate School and Facility 1 of the People's Police Intermediate School VI into the People's Police College I, with its

headquarters located in Xuân Thủy village, Thủy Xuân Tiên commune, Chương Mỹ, Hanoi. Following the merger, the People's Police College I has the function of training and fostering People's Police officers at both college and intermediate levels. The main mission of the school is to provide high-quality human resources for units and localities, contributing to building the People's Public Security force that is revolutionary, regular, elite, and modern.

Chapter 2 Summary

Chapter 2 presented some key concepts used in the dissertation: the concept of environment, the concept of culture, the concept of cultural environment, and the concept of cultural environment in schools. Chapter 2 also addressed the structure of the cultural environment with its many interrelated and interacting components, creating the unique identity of the school. In this chapter, the doctoral candidate also focused on analyzing the distinctive features of PPS schools and provided a general introduction to the 4 surveyed PPS schools: the People's Security Academy, the People's Police Academy, the University of Fire Prevention and Fighting, and the People's Police College I. In summary, Chapter 2 established the basic theoretical and practical foundation for the dissertation to continue in-depth identification, assessment of the current status, and discussion of the cultural environment in PPS schools in the following chapter.

Chapter 3
CURRENT STATUS OF THE CULTURAL ENVIRONMENT IN PEOPLE'S PUBLIC SECURITY SCHOOLS OF VIETNAM TODAY

3.1. Current Status of Cultural Landscape in People's Public Security Schools in Vietnam

3.1.1. System of Natural Landscapes in Schools

The landscape system in PPS schools is characterized by a system of planted and maintained greenery, helping to shape a "green, clean, beautiful," friendly pedagogical space and enhancing environmental protection awareness among staff and students in these schools. Additionally, there are other landscapes such as fountains, regulating lakes, bird gardens, etc.

3.1.2. System of Architectural Landscapes in Schools

The system of architectural landscapes in PPS schools carries the unique characteristics of the Public Security force, featuring elements like models of sea and island sovereignty, a Temple of Literature area, a system of monuments (notably the statue of President Ho Chi Minh), martial arts halls, shooting ranges, rescue training

towers, tactical practice models, etc. Overall, the surveyed PPS schools have all built a system of structures bearing their own distinctive imprints.

3.2. Current Status of Cultural Institutions in People's Public Security Schools

3.2.1. Types of Cultural Institutions in PPS Schools

The system of cultural institutions in PPS schools includes many characteristic structures, such as a system of specialized libraries, traditional houses, cultural and sports facilities complexes, museums, traditional houses, professional libraries, etc. Survey results show that staff and students in the schools are generally satisfied with the cultural institutions at their workplace and place of study.

3.2.2. System of Physical Facilities, Equipment, and Technical Infrastructure Serving Cultural Institution Activities in Schools

The system of technical facilities in PPS schools provides conditions for teaching, scientific research, studying, and training activities linked to the political mission of PPS schools. This includes administration buildings, a system of lecture halls, specialized classrooms, auditorium systems, electronic shooting ranges, etc. Survey results indicate that staff and students at PPS schools generally rate the physical facilities and cultural infrastructure at their institutions positively.

3.3. Current Status of Cultural Values and Norms in People's Public Security Schools

3.3.1. Identification of Core Values of PPS Schools

The core values in current PPS schools include: Absolute loyalty to the Fatherland and the People; respecting the law, serving the people; courage, intelligence, selflessness for the country, dedicated service to the people; regular, elite, gradually modern; unity, discipline, responsibility; Tradition - Discipline - Quality - Innovation - Development; steadfast resolve, sharp thinking, broad vision. The values of PPS schools are reflected in their logos.

A comparison of both core value systems and in-depth interview opinions shows that PPS schools emphasize values of discipline and responsibility, while the core values of civilian schools lean towards elements of creativity, quality, efficiency,...

3.3.2. Identification of Cultural Norms in PPS Schools

Norms in PPS schools are manifested in aspects such as: Ethical and lifestyle norms (e.g., absolute loyalty to the Fatherland, the Party, the State, and the people; dedication to work, high sense of responsibility; integrity, honesty, courage; respect and courtesy towards the people; team spirit, mutual affection); Competency and professional norms (e.g., high sense of responsibility in work, readiness to accept and

excellently complete all assigned tasks; solid grasp of foundational knowledge in politics, law, and public security operations; ability to flexibly and creatively apply knowledge to solve practical work problems; proficient use of means and tools supporting public security work,...); Communication and conduct norms (developed based on Circular No. 25/2023/TT-BCA regulating the Code of Conduct for PPS officers and soldiers, manifested in aspects such as: When interacting with the People; when interacting with comrades and teammates; when interacting with leaders and commanders; when participating in social activities).

Core norms are the spirit of courage and high combativeness.

3.3.3. Status of Value and Norm Practice in People's Public Security Schools

3.3.3.1. Educational and Propaganda Work of the Schools

PPS schools all pay attention to organizing the thorough understanding and implementation of directives, resolutions, and plans from the Party, State, and Ministry of Public Security related to building the cultural environment within the schools.

3.3.3.2. Cultural Conduct within Schools

Cultural conduct in PPS schools includes: Conduct of staff towards students; Conduct of staff and students towards the natural environment, landscape, cultural institutions, and technical equipment in the school; Conduct of school staff and students in cyberspace.

3.4. Organization of Cultural Activities in People's Public Security Schools

3.4.1. Emulation Activities to Improve Teaching and Learning Quality

3.4.1.1. Competitions for Excellent Lecturers at Ministry and School Levels

The Ministry of Public Security in general and PPS schools in particular always emphasize teaching and learning quality. Therefore, organizing competitions for excellent lecturers is conducted regularly in PPS schools and within the Ministry of Public Security.

3.4.1.2. Competitions for Students

The Ministry of Public Security and the schools organize competitions for students, such as subject Olympiads (e.g., English Olympiad, Law Olympiad, Political Theory Olympiad,...) and professional skills competitions,...

3.4.2. Recreational, Cultural, and Artistic Activities

In addition to academic activities, units within the schools also initiate and organize cultural and sports movements, such as: Art festivals and performances, festivals; sports competitions among staff and students in sports like football, badminton, table tennis, Taekwondo, volleyball, chess (international and Chinese), tug-of-war, running, and some other martial arts,...

3.4.3. Volunteer, Humanitarian, and Charitable Activities

Specifically, PPS schools have deployed many humanitarian and charitable activities, helping people overcome natural disaster consequences, supporting the poor, policy beneficiary families, and students in difficult circumstances...

Chapter 3 Summary

Based on systematizing the theoretical foundation and establishing the structure of the cultural environment in PPS schools, the doctoral candidate conducted surveys, analysis, and assessment of the current status of the cultural environment in several representative training institutions: the People's Security Academy, the People's Police Academy, the University of Fire Prevention and Fighting, and the People's Police College I. The survey was conducted across four constituent aspects of the cultural environment: Cultural landscape, including green spaces, campus architecture, and the harmony between natural and artificial elements in PPS schools; Cultural institutions, manifested through the system of institution types serving cultural-spiritual life and accompanying technical infrastructure conditions; Cultural values, norms, activities, and products, including teaching, training, recreational, entertainment, cultural-artistic activities, volunteer, humanitarian activities, etc.

Through surveys and practical observation, we find that the cultural environment in PPS schools carries prominent and distinctly different characteristics compared to educational institutions of the same level in the national education system. These characteristics are closely linked to the political-militarized nature, the mission of training armed forces personnel, and the specific requirements of the public security sector. Specifically: The political-ideological character is the overarching foundation: The educational environment in PPS schools is built on a solid foundation of revolutionary ideals, Marxism-Leninism, Ho Chi Minh Thought, and the guidelines of the Communist Party of Vietnam. Students are deeply educated about political steadfastness and absolute loyalty to the Fatherland, the Party, and the People - content that is not a mandatory constant in the training process at civilian schools. High discipline, regulations, and semi-military demeanor: PPS students are trained in a strict environment regarding PPS regulations, uniforms, protocols, demeanor, including posture, forms of address, greetings, movement, and living according to unit discipline. The "3 togethers" regime (studying - eating - residing on campus) helps form collective routines and fosters comradely and team bonds. Compared to civilian schools, this is an environment with a high degree of conformity and discipline. Organizational culture characterized by unity and

strictness: In PPS schools, all activities - from studying to recreation - are organized with direction, according to specific plans and educational goals. Building the cultural environment within the school is always linked to the requirement of training personnel for law enforcement.

The survey results show that PPS schools have achieved some commendable accomplishments in building a cultural environment, reflected in the attention to investment in landscape, institutions, and the organization of diverse cultural activities. However, there still exist certain limitations regarding consistency, depth, and the promotion of the cultural agency role of staff, lecturers, and students.

Surveying and assessing the current status of the cultural environment in PPS schools not only provides an objective, comprehensive view of the present situation but also serves as an important scientific basis for proposing directions and solutions to build and develop a cultural environment suitable for the new development requirements of the education, training, and political mission of the PPS force in the period of renovation and integration.

Chapter 4
DISCUSSION ON THE CULTURAL ENVIRONMENT IN PEOPLE'S PUBLIC SECURITY SCHOOLS OF VIETNAM

4.1. Discussion on the Current Status of the Cultural Environment in People's Public Security Schools in Vietnam Today

4.1.1. On the Cultural Landscape in PPS Schools in Vietnam Today

4.1.1.1. Advantages and Causes: The system of natural landscapes in PPS schools has been prioritized by the schools and basically meets the requirements of work, study, and training there. This is the result of the construction efforts of the PPS schools. ·

4.1.1.2. Limitations and Causes: Inconsistency in the architecture and landscape of PPS schools, due to construction projects not being planned and built simultaneously but implemented in stages, depending on training needs of each period and the capacity to mobilize local resources.

4.1.2. On Cultural Institutions in PPS Schools in Vietnam Today

4.1.2.1. Advantages and Causes: PPS schools have built a diverse, modern system of cultural institutions, meeting the requirements of training and scientific research within the schools. This stems from the attention of the Party, State, Ministry of Public Security, and the leadership, staff, and students in PPS schools.

4.1.2.2. Limitations and Causes: The degradation of some structures, flooding during the rainy and stormy season, concurrently conducting training for a large number of students,... are issues that need to be addressed in PPS schools.

4.1.3. On Cultural Values and Norms in People's Public Security Schools in Vietnam Today

4.1.3.1. Advantages and Causes: PPS schools have succeeded in building core cultural values within the schools due to the regular dissemination of the Party's and State's guidelines and Resolutions, and those of the Ministry of Public Security, regarding the cultural values and norms of the PPS force.

4.1.3.2. Some "Deviant" Manifestations and Causes: Some lecturers still exhibit an imposing communication style with little dialogue, especially when handling violations or when students express dissenting opinions. Students in PPS schools are often hesitant to give direct feedback. Violations of regulations and statutes by some staff and students stem from subjective causes (from staff/students themselves, such as lack of self-cultivation, training, and incomplete understanding of regulations) and objective causes (such as lax management and education, or incomplete handling of violations,...).

4.1.4. On Cultural Activities in PPS Schools in Vietnam Today

4.1.4.1. Advantages and Causes: Cultural activities in PPS schools include emulation activities for staff and students; recreational, cultural, and artistic activities; and volunteer, humanitarian, and charitable activities. This originates from the correct awareness of school leadership about the role of culture in education and training, as well as the proactiveness of mass organizations in organizing diverse activities suitable to the specific characteristics of each school.

4.1.4.2. Limitations and Causes: Participation by staff, lecturers, and students remains passive; many activities are still formalistic and superficial. This can be explained by organizing too many extracurricular programs and competitions, not closely linked to the real needs or creative capacity of the subjects,... leading to feelings of fatigue, reduced interest, and even weakened motivation to participate.

4.2. Discussion on Emerging Requirements and Solutions for Building the Cultural Environment in People's Public Security Schools in Vietnam Today

4.2.1. Emerging Requirements for the Cultural Environment in People's Public Security Schools Today

First, the requirement to consolidate and develop the core cultural values and professional ethical norms of the PPS force under new conditions.

Second, the requirement to modernize school governance methods and cultural institutions to meet the demands of digital transformation and expand the school's cultural space in the digital environment.

Third, the requirement to build a humane, proactive, and creative pedagogical interaction environment.

Fourth, the requirement to expand the academic cultural space and enhance international exchanges.

Fifth, the requirement to enhance the effectiveness of cultural, artistic, sports, and political-ideological educational activities.

4.2.2. Suggested Solutions for Building the Cultural Environment in PPS Schools in Vietnam Today

4.2.2.1. Consolidate and perfect the core value system, behavioral norms, and enhance communication culture in the PPS pedagogical environment.

4.2.2.2. Expand cultural space, build a safe, healthy, and learning-supportive digital cultural space.

4.2.2.3. Strengthen the organization of educational and value-diffusing cultural, sports, and artistic activities.

4.2.2.4. Develop pedagogical landscapes and cultural institutions towards regularity and modernity.

4.2.2.5. Strengthen the connection between the school - the public security force - and the community.

4.2.2.6. Promote the core role of lecturers and managerial staff in creating the cultural environment.

4.2.2.7. Innovate inspection, evaluation work, and maintain the sustainability of the cultural environment.

Chapter 4 Summary

In this chapter, the dissertation focused on discussing the cultural environment in PPS schools within the current context of innovation and integration, covering aspects of cultural landscape, cultural institutions, cultural values and norms, and cultural activities in Vietnamese PPS schools. Based on analyzing the advantages, limitations, and causes of these issues, the dissertation identified new requirements for building the cultural environment in PPS schools in the current period, emphasizing the need to modernize, digitize, standardize, and humanize the educational environment. Simultaneously, it proposed several feasible solutions to enhance the effectiveness of cultural governance, promote the role of institutions, consolidate the value-norm system, and diversify cultural activities creatively to meet the requirements of building a regular, elite, and modern PPS force.

CONCLUSION

The dissertation topic "Cultural Environment in the People's Public Security Schools of Vietnam Today" has been systematically researched with a four-chapter structure: (1) Overview of research related to the cultural environment in PPS schools in Vietnam; (2) Theoretical basis of the cultural environment in PPS schools and overview of the research subjects; (3) Current status of the cultural environment in PPS schools in Vietnam; and (4) Discussion on the cultural environment in PPS schools in Vietnam.

Firstly, from the overview of domestic and international works (Chapter 1), the dissertation identified a gap in research on the cultural environment in armed forces schools, especially PPS schools - which are simultaneously influenced by multiple value systems: political-ideological, military-disciplinary, educational-pedagogical, and social-humanistic. Previous studies mainly focused on the school environment in general; few works approached it from the perspective of organizational culture and did not clarify the specific characteristics of PPS schools within the broader educational cultural environment. Based on the results of preceding research, the dissertation clearly defined its research approach as interdisciplinary, combining cultural studies, sociology, education, and psychology.

Chapter 2 established the theoretical basis for the cultural environment in PPS schools based on a structure comprising four components: (1) Cultural Landscape; (2) Cultural Institutions; (3) Cultural Values and Norms; (4) Cultural Activities. This theoretical model allows for a comprehensive and logical analysis of the constituent elements of the school's cultural environment, as well as indicating the interaction among subjects (leadership, lecturers, students, staff) in creating and maintaining that environment. In particular, the dissertation emphasized the intertwined nature of the pedagogical cultural environment and the specific military environment - where elements of discipline, organization, and political ideology play a strongly dominant role in the cultural environment of PPS schools.

Based on the established theoretical framework, Chapter 3 conducted surveys and analyzed the current status of the cultural environment in several PPS schools. The research results show that most PPS schools today have established a cultural environment with order and stability, effectively playing an educational, orienting, and guiding role for behavior. Many traditional values such as the spirit of

respecting the law, the ideal of serving the people, high discipline, and behavioral culture within the organization are maintained and promoted. However, alongside positive results, the cultural environment in some institutions also reveals several limitations, such as: low synergy among components; a portion of staff and lecturers lacking exemplary behavior; underutilized potential of cultural institutions and internal media; manifestations of utilitarian attitudes towards learning goals, and formalism in building cultural values and norms.

Chapter 4 delved into analyzing the advantages and limitations of various aspects of the cultural environment in Vietnamese PPS schools (cultural landscape; cultural institutions; cultural values, norms, and activities) while also analyzing the causes of these advantages and limitations. Based on the above analyses, the dissertation pointed out several issues and proposed solutions for building and developing the cultural environment in PPS schools.

It can be said that the research results of the dissertation have contributed to further clarifying the theoretical basis of the cultural environment in PPS schools from an interdisciplinary perspective. Thereby, the dissertation not only holds academic significance within the interdisciplinary knowledge system but also possesses practical value for the requirements of fundamental and comprehensive innovation in education and training within the PPS force today. It contributes directly to the process of building a healthy, disciplined, and distinctive educational environment suitable for the specific training function and the requirement of cultivating public security officers and soldiers who are both "red" (politically sound) and "expert" (professionally competent) in the new period.

LIST OF THE AUTHOR'S RESEARCH WORKS RELATED TO THE DISSERTATION

1. Pham Thuy Nga (2024), "Cultural Environment in PPS Schools - Some Theoretical Issues", *Journal of Political Theory Information*, No. 11.
2. Pham Thuy Nga (2025), "Current Status of Tangible Cultural Elements' Operation in Some PPS Schools Today", *Journal of Culture and Arts*, No. 593, pp. 79-82.
3. Pham Thuy Nga (2025), "Solutions for Building the Cultural Environment in PPS Schools in Vietnam Today", *Journal of Culture and Arts*, No. 599, pp. 61-65.
4. Pham Thuy Nga (2025), "Current Status of Building and Developing the Cultural Environment at the University of Fire Prevention and Fighting (T06) - Ministry of Public Security", *Journal of Psychology - Education*, Vol. 31, No. 10.