

**HO CHI MINH NATIONAL ACADEMY OF POLITICS**

**TA THI NGOC LIEN**

**THE IMPLEMENTATION OF HIGHER EDUCATION LAWS  
AT ACADEMIES UNDER THE MINISTRY OF  
NATIONAL DEFENCE, VIETNAM**

**SUMMARY OF THE DOCTORAL THESIS  
MAJOR: THE THEORY AND HISTORY OF STATE AND LAW**

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## INTRODUCTION

### 1. The necessity of the thesis

In the era of globalization and international integration, prioritizing the development of education, particularly higher education, constitutes a pivotal strategy for cultivating a high-quality workforce to serve the cause of national construction and defense. Consequently, the Communist Party and the State of Vietnam have promulgated numerous guidelines and policies aimed at fostering comprehensive innovation and robust growth within the higher education sector. These efforts serve as a fundamental catalyst for national breakthroughs in the nation's burgeoning era of advancement.

Higher education at the academies under the Ministry of National Defence of Vietnam constitutes an integral component of the national education system. Its primary function is to train a cohort of officers and personnel characterized by steadfast political mettle, ethical integrity, strategic thinking capabilities, and a rigorous sense of discipline. These attributes are essential to meet the objectives of building a revolutionary, regular, elite, and modern Vietnam People's Army, ensuring the firm protection of the Fatherland from early on and from afar. Under the leadership and guidance of the Central Military Commission and the Ministry of National Defence, these academies consistently prioritize and strictly implement the Party's guidelines, State policies, and legal frameworks concerning higher education. Consequently, the enforcement of higher education laws within these military academies has yielded significant achievements. However, certain limitations persist in the execution of these regulations, affecting the interests of the stakeholders involved in these educational activities.

As Vietnam enters an era of breakthrough development, the imperative to cultivate a high-quality military workforce has become both paramount and urgent. This necessitates profound innovations in the enforcement of higher education laws within academies under the Ministry of National Defence. Consequently, there is an exigent need for comprehensive and in-depth research to elucidate the theoretical foundations and the current state of legal implementation in higher education. Such scholarly inquiry will serve as a basis for proposing strategic solutions to ensure the effective execution of higher education regulations within Vietnam's military academies in the forthcoming period.

For the reasons mentioned above, the PhD candidate has selected the topic: "The Implementation of Higher Education Laws at Academies under the Ministry of National Defence, Vietnam" for the doctoral dissertation in the field of the Theory and History of the State and Law.

## **2. Research purpose and tasks**

### ***2.1. Research purpose***

On the basis of analyzing and clarifying the theoretical and practical issues concerning the implementation of higher education law at academies under the Ministry of National Defence, Vietnam, the dissertation identifies guiding viewpoints and proposes solutions to ensure the effective implementation of higher education law in these academies.

### ***2.2. Research tasks***

To achieve the above research purpose, the thesis undertakes the following tasks:

- To review the literature related to the research topic, evaluate the value of existing studies, identify research gaps, and determine elements for inheritance as well as issues requiring further investigation within the thesis.

- To analyze and clarify the theoretical foundations of the implementation of higher education laws at academies under the Ministry of National Defence. This involves: establishing and providing a rationale for relevant concepts; clarifying the characteristics, roles, and legal content; and defining the forms and enabling conditions for the enforcement of higher education laws in these academies. Furthermore, the thesis examines the legal frameworks and the implementation of higher education laws within military institutions of selected countries, thereby deriving valuable insights for reference in the Vietnamese context.

- To analyze the influencing factors and evaluate the current state of the implementation of higher education laws at academies under the Ministry of National Defence of Vietnam, while identifying the underlying causes of existing shortcomings.

- To provide a scientific rationale for the proposed viewpoints and suggest comprehensive solutions to ensure the effective implementation of higher education laws within these academies in the upcoming period.

### **3. Research Object and Scope**

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

From the perspective of the Theory and History of the State and Law, the research object of the thesis is the implementation of higher education laws at academies under the Ministry of National Defence, Vietnam.

#### ***3.2. Research Object and Scope***

- Regarding content: The thesis analyzes the theoretical foundations and the current state of implementation of higher education laws at academies under the Ministry of National Defence, Vietnam, specifically from the jurisprudential perspective of the Theory and History of the State and Law.

- Regarding space: The thesis focuses on researching and evaluating the practical implementation of higher education laws in ten academies under the Ministry of National Defence.

- Regarding timeframe: from 2019 to 2025.

#### **4. Theoretical basis and research methodology**

##### ***4.1. Theoretical basis***

The thesis is developed upon the theoretical foundations of Marxism-Leninism and Ho Chi Minh Thought, alongside the viewpoints of the Communist Party of Vietnam and the State. Furthermore, it incorporates the strategic orientations of the Central Military Commission and the Ministry of National Defence regarding the state, law, and higher education within academies under the Ministry of National Defence.

##### ***4.2. Research methodology***

Thesis adheres to the principles of dialectical materialism and historical materialism of Marxism-Leninism, Ho Chi Minh Thought, and the guiding principles of the Party and State concerning the implementation of higher education laws in military academies. To achieve its objectives, the thesis employs a combination of specific research methods, including the documentary research method, the methods of analysis and synthesis, the historical and logical methods, comparative and statistical methods, and sociological survey methods.

#### **5. New Scientific Contributions of the Thesis**

- The thesis enriches the theoretical arguments regarding the implementation of laws in academies under the Ministry of National Defence, characterized by unique subject structures, jurisdictions, and operational processes distinct from civilian higher education institutions. Specifically, the thesis develops the concept of "implementing higher education laws in military academies"; identifies specific characteristics; and elucidates the roles, legal contents, forms, and enabling conditions for the enforcement of these laws.

- The thesis systematizes the factors influencing the implementation process while providing a comprehensive assessment of the achievements, limitations, and underlying causes of the implementation of higher education laws at academies under the Ministry of National Defence.

- The thesis proposes strategic viewpoints and solutions to ensure the effective implementation of higher education laws in academies under the Ministry of National Defence.

## **6. Scientific and Practical Significance of the Thesis**

### ***6.1. Scientific Significance***

The research results of the thesis contribute to elucidating and refining the theoretical framework for the implementation of higher education laws in academies under the Ministry of National Defence.

### ***6.2. Practical Significance***

The research findings serve as a valuable reference for competent authorities in the process of formulating and improving legal policies on higher education. Furthermore, the thesis provides scientific arguments for agencies, organizations, and individuals in directing and implementing higher education laws within the national education system in general, and military institutions in particular. It also serves as a reference document for research and teaching activities at training institutions related to the topic.

## **7. Structure of the Thesis**

In addition to the introduction and conclusion, the thesis is structured into 04 chapters and 10 sections, accompanied by a list of references and appendices.

## **Chapter 1**

### **OVERVIEW OF RESEARCH SITUATION**

#### **1.1. DOMESTIC RESEARCH SITUATION**

##### **1.1.1. Scientific research related to higher education and higher education laws**

The thesis focuses on reviewing two groups of research works related to higher education and its legal framework, including scientific projects, monographs, doctoral dissertations, and scholarly articles. These works provide valuable theoretical and practical references for the doctoral candidate.

##### **1.1.2. Scientific research related to the implementation of laws and higher education laws in higher education institutions and academies under the Ministry of National Defence**

Research works concerning the implementation of laws in general, and higher education laws specifically in higher education institutions and military academies, serve as significant reference materials directly relevant to the theme of this thesis.

#### **1.2. FOREIGN RESEARCH SITUATION**

While international research works directly related to this specific topic remain relatively limited, their findings offer substantial reference value. These works assist the doctoral candidate in analyzing the theoretical and practical aspects of legal frameworks and international experiences in implementing higher education laws worldwide.

#### **1.3. EVALUATION OF RELATED RESEARCH SITUATION AND ISSUES TO BE FURTHER STUDIED IN THE THESIS**

##### **1.3.1. General comments and evaluation of the research situation**

Within the scope of the research works related to the thesis topic that the author has reviewed, it is evident that there are numerous domestic and international studies from which the author can inherit and develop during the research process. However, there has been no specialized and in-depth study on the implementation of higher education laws specifically within academies under the Ministry of National Defence of Vietnam.

### **1.3.2. Specific issues to be further studied in the thesis**

*Regarding theoretical perspective*, based on the methodology of the Theory and History of the State and Law, the thesis delves into examining and providing a rationale for the concepts; analyzing the characteristics, roles, and legal contents; and defining the forms and enabling conditions for the implementation of higher education laws in these academies. Furthermore, it studies international legal experiences and the implementation of higher education laws in military institutions of selected countries to derive valuable insights for Vietnamese military academies.

*Regarding practical perspective*, the thesis clarifies the factors affecting the implementation of higher education laws in these academies. Simultaneously, it focuses on a comprehensive analysis and evaluation of the current implementation status in Vietnam, pointing out specific strengths, limitations, and their underlying causes.

*Regarding viewpoints and solutions*: the thesis systematizes and justifies strategic viewpoints and proposes feasible solutions to ensure the effective implementation of higher education laws within academies under the Ministry of National Defence of Vietnam in the upcoming period.

### **1.3.3. Research Hypothesis and Research Questions**

#### ***1.3.3.1. Research Hypothesis***

The implementation of higher education laws in academies under the Ministry of National Defence possesses distinct characteristics stemming from the military educational environment, security regulations, and strict discipline. However, existing higher education laws have not yet comprehensively addressed these specificities; furthermore, there remain limitations in the awareness, responsibility, and capacity of the personnel involved. These factors create obstacles, leading to certain persistent shortcomings in the legal implementation process at these institutions. Therefore, it is essential to develop scientific and practical solutions to ensure the effective implementation of higher education laws in military academies, based on a perspective that aligns with this specialized environment and meets the requirements of higher education reform in the nation's era of advancement.

#### ***1.3.3.2. Research Questions***

To clarify the aforementioned scientific hypothesis, the thesis focuses on answering the following core questions:

1. What is the nature of the implementation of higher education laws within academies under the Ministry of National Defence? What are the specific characteristics of this process compared to the implementation of higher education laws in other educational institutions?
2. What has been the status of the implementation of higher education laws within these academies in recent years? What are the existing limitations and their underlying causes?
3. Which viewpoints and solutions should be thoroughly grasped and synchronously implemented to ensure the effective enforcement of higher education laws in military academies in the upcoming period

**Chapter 2****THEORETICAL BASIS OF THE IMPLEMENTATION OF  
HIGHER EDUCATION LAWS IN ACADEMIES UNDER  
THE MINISTRY OF NATIONAL DEFENCE****2.1. CONCEPTS, CHARACTERISTICS, AND ROLES OF  
THE IMPLEMENTATION OF HIGHER EDUCATION LAWS  
IN ACADEMIES UNDER THE MINISTRY OF NATIONAL  
DEFENCE****2.1.1. Concepts of the implementation of higher education  
laws in academies under the Ministry of National Defence*****2.1.1.1. Concept of higher education within academies under  
the Ministry of National Defence***

Higher education in academies under the Ministry of National Defence is the process of conducting educational activities at undergraduate, master's, and doctoral levels within these academies. Its objective is to train a contingent of officers and personnel possessing political quality, ethical standards, command capabilities, high professional expertise, and creative research capacity to meet the requirements of military development and national defence.

***2.1.1.2. Concept of higher education laws in academies under  
the Ministry of National Defence***

Higher education laws in academies under the Ministry of National Defence comprise a system of legal regulations enacted, recognized, and guaranteed by competent state authorities. These laws aim to regulate social relationships arising from the organization and operation of higher education within these specific academies.

***2.1.1.3. Concept of the implementation of higher education  
laws in academies under the Ministry of National Defence***

The implementation of higher education laws in academies under the Ministry of National Defence is the actual and lawful conduct of competent agencies and organizations, alongside personnel, lecturers, and military students, through specific forms. This conduct aims to materialize the legal provisions on higher education within these academies, thereby contributing to the training and fostering of high-quality officers and personnel to meet the requirements of building the People's Army of Vietnam and defending the Homeland in the new situation.

### **2.1.2. Characteristics of the implementation of higher education laws in academies under the Ministry of National Defence**

*Firstly*, the subjects implementing higher education laws within these academies possess distinct characteristics regarding their legal status. *Secondly*, the implementation of higher education laws within military academies is based on a diverse and comprehensive system of legal documents, which is closely integrated with the realities of military operations. *Thirdly*, the implementation of higher education laws within these academies is carried out through various contents and forms. *Fourthly*, the implementation process takes place within a military pedagogical environment, governed by military orders, regulations, and strict military discipline.

### **2.1.3. The roles of the implementation of higher education laws in academies under the Ministry of National Defence**

*Firstly*, the implementation of higher education laws within military academies contributes to translating the Party's guidelines and orientations, as well as State policies and laws on higher education, into practical reality. *Secondly*, it contributes to ensuring the legitimate rights and interests of participating subjects, particularly lecturers,

educational administrators, and military students. *Thirdly*, it contributes to enhancing the quality of higher education within these academies while developing high-quality human resources for the Military to successfully fulfill missions in the new situation. *Fourthly*, it contributes to maintaining discipline and order in the management and organization of higher education activities, thereby strengthening socialist legality and the rule of law within the Military specifically, and society in general. *Fifthly*, the implementation of higher education laws within these academies serves as a foundation for refining the legal system governing higher education.

## **2.2. LEGAL CONTENT AND FORMS OF IMPLEMENTING HIGHER EDUCATION LAWS IN ACADEMIES UNDER THE MINISTRY OF NATIONAL DEFENCE**

### **2.2.1. Legal content of higher education laws in academies under the Ministry of National Defence**

The author focuses on the following primary legal provisions: (i) Regulations on the organization and governance of academies under the Ministry of National Defence; (ii) Regulations on lecturers, educational support staff, administrators, and learners; (iii) Regulations on training activities, as well as quality assurance and accreditation in higher education; (iv) Regulations on science, technology, innovation, and international cooperation in higher education; (v) Regulations on finance and assets.

### **2.2.2. Forms of implementing higher education laws in academies under the Ministry of National Defence**

The implementation of higher education laws within these academies is categorized into the following forms: Compliance with

higher education laws; Execution of higher education laws; Utilization of higher education laws; Application of higher education laws.

### **2.3. ENABLING CONDITIONS FOR THE IMPLEMENTATION OF HIGHER EDUCATION LAWS IN ACADEMIES UNDER THE MINISTRY OF NATIONAL DEFENCE**

The implementation of higher education laws at academies under the Ministry of National Defence requires the following fundamental conditions: Political conditions; Legal conditions; Human resource conditions; Material resource conditions.

### **2.4. THE IMPLEMENTATION OF HIGHER EDUCATION LAW AT MILITARY ACADEMIES IN SOME COUNTRIES AND REFERENCE VALUES FOR VIETNAM**

#### **2.4.1. Implementation of Higher Education Law at Military Academies in Selected Countries**

This thesis focuses on researching the experience of implementing higher education law at military academies in China, Russia, and the United States based on the following rationales: (i) these nations are leading global military powers with extensive experience in developing and refining legal frameworks for higher education within military academies, alongside effective law enforcement mechanisms; (ii) these countries maintain defense and security cooperation with Vietnam; notably, Russia and China share long-standing traditional relationships with our country.

#### **2.4.2. Reference values for Vietnam**

Through the research, several lessons of reference values for Vietnam can be drawn: (i) Refining current higher education legal regulations by either integrating specific provisions regarding higher education in military institutions or developing a specialized legal

instrument dedicated to the military academy system; (ii) Perfecting coordination mechanisms and delineating authority between management agencies in a clear and transparent manner. This includes establishing effective control mechanisms and close coordination across all levels and stakeholders to minimize overlaps and enhance accountability; (iii) Prioritizing education and dissemination to raise awareness, responsibility, and legal consciousness regarding higher education law, while simultaneously developing the capacity to handle legal situations in practical military contexts; (iv) Developing and ensuring the necessary conditions for the implementation process of higher education law; (v) Establishing domestic and international cooperation mechanisms for the implementation of higher education law.

### **Chapter 3**

#### **INFLUENCING FACTORS AND THE CURRENT SITUATION OF IMPLEMENTING HIGHER EDUCATION LAW IN ACADEMIES UNDER THE MINISTRY OF NATIONAL DEFENCE, VIETNAM**

##### **3.1. FACTORS INFLUENCING THE IMPLEMENTATION OF HIGHER EDUCATION LAW AT ACADEMIES UNDER THE MINISTRY OF NATIONAL DEFENCE, VIETNAM**

###### **3.1.1. Overview of Academies under the Ministry of National Defence, Vietnam**

The academies under the Ministry of National Defence are organized in a unified, rigorous, and stable manner, featuring academic levels, degrees, and disciplines tailored to the training requirements for officers, professional military personnel, and technical staff. This structured environment constitutes a favorable factor for actualizing State

policies and laws, as well as resolutions and directives from the Central Military Commission and the Ministry of National Defence regarding higher education.

### **3.1.2. Characteristics and Status of Lecturers and Educational Administrators at Military Academies**

Currently, lecturers and educational administrators are rigorously selected and undergo fundamental training; they possess the requisite knowledge, pedagogical skills, and legal understanding. They serve as role models in adhering to the law and military discipline, maintaining strict formal regimes, and enforcing discipline within their units. These attributes serve as vital foundations and prerequisites that facilitate the effective and seamless implementation of higher education law within these academies.

### **3.1.3. Characteristics and Management Methods of Cadets at Military Academies**

The student cadets at academies under the Ministry of National Defence is recruited from diverse sources. Most cadets have a clear professional orientation with the goal of serving in the military, carrying high obligatory commitments upon graduation. This clarity fosters self-discipline and a serious attitude toward complying with statutes and regulations, thereby positively impacting the implementation of higher education law at these institutions.

### **3.1.4. Impact of Globalization Trends and International Integration in Higher Education**

In the context of increasingly profound international integration, external environmental factors have exerted powerful and multi-dimensional impacts on the implementation of higher education law at military academies. This requires academies to simultaneously

comply with domestic legal regulations and meet international standards for higher education. Furthermore, international cooperation provides opportunities to acquire global expertise, thereby enhancing the quality and effectiveness of legal implementation in the field of higher education.

### **3.2. CURRENT SITUATION OF THE IMPLEMENTATION OF HIGHER EDUCATION LAW AT ACADEMIES UNDER THE MINISTRY OF NATIONAL DEFENCE, VIETNAM**

In the process of implementing higher education law at academies under the Ministry of National Defence, each group of legal regulations is executed through different modalities, depending on the content and legal status of the subjects in specific legal relationships. Therefore, based on the theoretical framework of law implementation modalities, the author focuses on assessing the current state of higher education law implementation at these academies according to typical modalities corresponding to each regulatory group.

#### **3.2.1. Achievements in the Implementation of Higher Education Law at Academies under the Ministry of National Defence and Their Causes**

##### ***3.2.1.1. Achievements in the Implementation of Higher Education Law at Academies under the Ministry of National Defence***

***First, achievements in implementing legal regulations on organizational structure and governance.***

In evaluating the implementation of laws regarding organizational structure and governance, the author selected two typical modalities: law compliance and law application, to ensure alignment between theory and practice.

*Firstly*, the compliance with legal regulations on organization and governance has been conducted rigorously, uniformly, and in accordance with the law. *Secondly*, the application of law in this area has been relatively timely, consistent, and within the prescribed authority, thereby ensuring synchronization between legal provisions and practical reality.

***Second, achievements in implementing legal regulations regarding lecturers, educational support staff, administrators, and learners.***

*Firstly*, law observance regarding these subjects has been performed with high discipline, ensuring that higher education activities operate uniformly and that each subject's role is fully promoted. *Secondly*, the usage of legal regulations has yielded positive results, ensuring harmony between the legitimate rights and interests of participants and specific military characteristics. *Thirdly*, all subjects have demonstrated self-discipline in complying with their statutory obligations. *Fourthly*, the application of law regarding personnel and learners has been relatively prompt, consistent, and legally authorized.

***Third, achievements in implementing legal regulations on training activities, quality assurance, and accreditation.***

The thesis selects compliance and application of law as the two focal modalities for assessment, as they align with the regulatory content and practical context.

*Firstly*, law compliance in training activities and quality assurance has been implemented strictly and uniformly, progressively enhancing the quality of higher education. *Secondly*, law application in these fields has been conducted rigorously according to legal

provisions, contributing to stability and synchronization in training management.

***Fourth, achievements in implementing legal regulations on science, technology, innovation, and international cooperation.***

The author chose to evaluate the modalities of compliance and application, as these most clearly reflect the proactive fulfillment of mandatory legal obligations and the issuance of administrative decisions by competent authorities.

*Firstly*, law compliance in these activities has been conducted seriously and systematically, in line with military specificities. *Secondly*, law application has been relatively proactive and consistent.

***Fifth, achievements in implementing legal regulations on finance and assets.***

The implementation of these regulations is primarily manifested through the compliance with mandatory obligations and the application of law in managing financial resources and assets. *Firstly*, law compliance regarding finance and assets has been executed uniformly and systematically. *Secondly*, law application in this sector has been performed within the correct scope of authority, ensuring publicity, transparency, and conformity with current legal regulations.

***3.2.1.2. Causes of Achievements in the Implementation of Higher Education Law at Academies under the Ministry of National Defence, Vietnam***

***Regarding Objective Causes***

*Firstly*, the profound concern of the Party and State toward higher education institutions. *Secondly*, the comprehensive, direct, correct, and timely leadership of the Central Military Commission and the Ministry of National Defence. *Thirdly*, a relatively synchronized,

comprehensive, and unified legal system regarding higher education. *Fourthly*, international integration has created positive pressure, driving academies under the Ministry of National Defence to undergo comprehensive reform and enhance the effectiveness of legal implementation.

### ***Regarding Subjective Causes***

*Firstly*, the shift in mindset, awareness, and responsibility of Party committees and commanders at all levels regarding the position, role, and importance of implementing higher education law. *Secondly*, leaders of the Ministry of National Defence and commanders at various levels have issued numerous decisive and appropriate guidelines and measures. *Thirdly*, the capacity and qualities of educational administrators and lecturers have met the requirements of higher education law. *Fourthly*, the majority of officers, lecturers, and cadets have demonstrated self-discipline, proactivity, and initiative in self-education, maintaining revolutionary ethical qualities and a high sense of compliance with State laws and military discipline. *Fifthly*, the State has increased investment in material resources to support the implementation of higher education law at these academies.

## **3.2.2. Limitations in the Implementation of Higher Education Law at Academies under the Ministry of National Defence, Vietnam, and Their Causes**

### ***3.2.2.1. Limitations in the Implementation of Higher Education Law at Academies under the Ministry of National Defence, Vietnam***

*First, limitations in implementing legal regulations on organizational structure and governance.*

*Firstly*, complying with regulations on streamlining the apparatus, particularly the reorganization of existing departments and the establishment of new units, still faces obstacles and difficulties. *Secondly*, the process of applying law to organization and governance continues to reveal certain shortcomings.

***Second, limitations in implementing legal regulations regarding lecturers, educational support staff, administrators, and learners.***

*Firstly*, while the observance of law has become a routine, it is not yet truly uniform or sustainable. *Secondly*, the level of legal understanding and consciousness among some subjects remains low, leading to a lack of strict compliance. *Thirdly*, the usage of law is still restricted by the stringent requirements for confidentiality, state secrets, and military secrets. *Fourthly*, the application of law regarding personnel and learners has not been sufficiently proactive, flexible, or timely.

***Third, limitations in implementing legal regulations on training activities, quality assurance and accreditation***

*Firstly*, law compliance in training activities and quality assurance has not been entirely rigorous or comprehensive. *Secondly*, the application of law in this field lacks synchronization and fails to ensure consistency between legal provisions and practical implementation.

***Fourth, limitations in implementing legal regulations on science, technology, innovation, and international cooperation.***

*Firstly*, at times, law compliance has been incomplete and inconsistent. *Secondly*, the implementation of regulations lacks specificity and decisive measures to fully leverage the roles of various forces, especially lecturers and cadets, in scientific research.

***Fifth, limitations in implementing legal regulations on finance and assets at Academies under the Ministry of National Defence***

*Firstly*, law compliance has not been fully or strictly enforced, affecting the validity and efficiency of managing and utilizing public resources.

*Secondly*, the organization and application of these regulations lack uniformity and effectiveness.

***3.2.2.2. Causes of Limitations in the Implementation of Higher Education Law at Academies under the Ministry of National Defence, Vietnam***

***Regarding Objective Causes:***

*Firstly*, the sabotage activities of hostile forces, alongside the difficulties and challenges inherent in the process of international integration in higher education. *Secondly*, certain legal provisions are overlapping or contradictory, with some regulations remaining inappropriate for the specific military characteristics of the academies.

***Regarding Subjective Causes***

*Firstly*, a segment of party committees and key leaders in several agencies and units has not been proactive or decisive in leading and directing the implementation of higher education law. *Secondly*, the awareness and responsibility of Party committees and commanders in some units remain limited, failing to meet the requirements of legal implementation. *Thirdly*, the capacity and experience of educational administrators and lecturers in implementing the law are still restricted.

**Chapter 4****PERSPECTIVES AND SOLUTIONS TO ENSURE THE  
IMPLEMENTATION OF HIGHER EDUCATION LAW AT  
ACADEMIES UNDER THE MINISTRY OF  
NATIONAL DEFENCE, VIETNAM****4.1. PERSPECTIVES ON ENSURING THE IMPLEMENTATION  
OF HIGHER EDUCATION LAW AT ACADEMIES UNDER THE  
MINISTRY OF NATIONAL DEFENCE, VIETNAM**

The implementation of higher education law at academies under the Ministry of National Defence must thoroughly adhere to the following perspectives: (i) Deeply grasp and internalize the perspectives and guidelines of the Party, the Central Military Commission, and the Ministry of National Defence regarding breakthroughs in higher education development within the nation's new era; (ii) Ensure that the implementation of higher education law at these academies is conducted with fairness, strictness, consistency, timeliness, validity, and efficiency; (iii) Orient toward the objective of training high-quality human resources for the People's Army of Vietnam; (iv) Ensure uniformity and synchronization between the implementation of higher education law and other relevant legal frameworks; (5) Integrate the implementation process with the robust application of digital technology, artificial intelligence and Big Data, while maintaining alignment with global integration trends.

**4.2. SOLUTIONS TO ENSURE THE IMPLEMENTATION OF  
HIGHER EDUCATION LAW AT ACADEMIES UNDER THE  
MINISTRY OF NATIONAL DEFENCE, VIETNAM**

General solutions: (i) Strengthening Communist Party of Vietnam leadership over the implementation of higher education law at academies under the Ministry of National Defence; (ii) Refining and

finalizing legal regulations regarding higher education.; (iii) Boosting investment in material resources to support the implementation of higher education law at these academies;

Specific solutions: (i) Perfecting the organizational apparatus in conjunction with enhancing the proficiency, capacity, and responsibility of educational administrators, lecturers, and cadets in law implementation; (ii) Innovating and diversifying the forms and methods of legal dissemination, promotion, and education for all subjects, while simultaneously fostering a culture of legal compliance within the academies; (iii) Intensifying inspection, supervision, and the handling of violations, alongside summarizing experiences and evaluating the implementation of higher education law; (iv) Strengthening cooperation and close coordination between military academies and other units/institutions, both within and outside the military, in the implementation of higher education law; (v) Proactively and effectively applying scientific and technological achievements to the implementation of higher education law in academies under the Ministry of National Defence.

## CONCLUSION

The thesis titled "The Implementation of Higher Education Laws at Academies under the Ministry of National Defence, Vietnam" has been comprehensively addressed by the researcher, yielding significant theoretical and empirical results as follows:

*Firstly*, the thesis provides a comprehensive literature review of research related to the topic from the perspective of the Theory and History of State and Law. It is observed that no prior research has clarified the theoretical framework of law enforcement in higher education within the specialized environment of military academies. Furthermore, empirical surveys and the proposal of strategic solutions to ensure law enforcement in this specific context remain unexplored in existing literature. Consequently, the chosen topic is both highly urgent and original.

*Secondly*, the dissertation establishes and elucidates the theoretical foundations of law enforcement in higher education at military academies. This involves defining key concepts, including: higher education in military academies, the legal framework governing these institutions, and the mechanics of law enforcement therein. On this basis, a theoretical framework was constructed, encompassing characteristics, roles, legal regulatory content, forms of implementation, and ensuring conditions. Additionally, the research examines international models of law enforcement in military education, deriving valuable lessons for creative adaptation within the current Vietnamese military academy system.

*Thirdly*, regarding empirical findings, the thesis focuses on analyzing and evaluating influential factors, while identifying

strengths, limitations, and root causes of the current state of law enforcement. The analysis centers on core regulatory areas, including: Organizational structure and governance; Lecturers, educational support staff, administrators, and learners; Training activities, quality assurance, and accreditation; Scientific and technological activities, innovation, and educational cooperation; Finance and asset management.

*Fourthly*, based on the synthesis of theory and practice, the dissertation proposes five viewpoints and eight groups of comprehensive solutions to ensure effective law enforcement at these academies. These solutions are strategically formulated based on the unique characteristics and practical requirements of the higher education legal landscape within the Ministry of National Defence.

**LIST OF PUBLISHED WORKS OF THE AUTHOR  
RELATED TO THE THESIS**

1. Ta Thi Ngoc Lien, 2025, “Enhancing the efficacy of law Implementation of higher education at military academies”, *State Management Review*, No. 357 (10/2025), pp.66-70.

2. Ta Thi Ngoc Lien, 2024, “Specificities in the Implementation of Higher Education Law at Academies under the Ministry of National Defence”, *Journal of Law and Development*, No. 6, pp. 4 -14

3. Ta Thi Ngoc Lien, 2024, “Implementation of Higher Education Development Policies in Vietnam.”, *State Management Review*, No 344 (9/2024), pp.31-36.

4. Ta Thi Ngoc Lien, 2023, “Discussion of Law Enforcement on Education at Vietnam People's Army Academies under present conditions”, *Proceedings of the 17th NEU-KKU International Scientific Conference on "Socio-Economic and Environmental Issues in Development"*, ISBN 978-604-79-3740-0