HO CHI MINH NATIONAL ACADEMY OF POLITICS

NGUYEN NHI HA

LEGAL EDUCATION FOR THE RAGLAI ETHNIC COMPATRIOTS IN VIETNAM

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Supervisors: Assoc. Prof., Dr. Doan Thi To Uyen

Assoc. Prof., Dr. Duong Thi Tuoi

Reviewer 1: **Assoc. Prof., Dr. Nguyen Hoang Anh**

Reviewer 2: **Assoc. Prof., Dr. Nguyen Nhu Ha**

Reviewer 3: **Assoc. Prof., Dr. Nguyen Minh Hang**

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Level at the Ho Chi Minh National Academy of Politics
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INTRODUCTION

1. The necessity of the thesis

Legal education is a process of continuous, systematic, and purposeful influence on people's awareness to enhance understanding, form legal knowledge appropriate to individuals, and develop habits of behaving in accordance with the law with positive motivations, contributing to building a society that is orderly, disciplined, safe, and healthy. Therefore, one of the strategic tasks identified by the 13th National Congress of the Communist Party of Vietnam is: "…Strengthening the rule of law, ensuring social discipline, first and foremost through exemplary adherence to the law, practising socialist democracy." At the same time, Vietnam is a multi-ethnic country, of which 53 out of 54 ethnic minorities account for 14.7% of the total population, with their main areas of residence being mountainous, border, and remote regions with difficult socio-economic conditions. These are "border" areas, strategically located in the cause of building and defending the Socialist Republic of Vietnam. Therefore, in the process of building and developing the country, the Party and State of Vietnam have always paid special attention to building and implementing policies for ethnic minority areas, identifying ethnic affairs and national unity as having a particularly important position in the Vietnamese revolution.

According to the results of the 2019 Vietnam Population and Housing Census, the Raglai ethnic compatriot comprises approximately 146,613 people, ranking 19th out of 54 ethnic compatriots in Vietnam and distributed across 18 out of 63 provinces and centrally-governed cities, mainly concentrated in the South Central region. During their lives and work, the majority of Raglai people have complied with the Party's guidelines and policies, the State's laws and regulations, and those of their local communities, making significant contributions to the socio-economic development of the country. However, due to various reasons, a segment of the Raglai population still engages in illegal activities. During the period from 2021 to 2025, there are 125 individuals of the Raglai ethnic compatriots serving prison sentences at Song Cai Prison, Department of Police for Prison Management, Compulsory Education Facilities, and Juvenile Detention Centres, Ministry of Public Security.

In accordance with Decision No. 1163/QD-TTg dated August 8, 2017, of the Prime Minister approving the Project to promote the dissemination and education of law and the dissemination and mobilisation of ethnic minorities, giai đoạn 2017-2021 (Project No. 1163), local Party committees and authorities have issued many policies and measures to raise awareness and create a strong shift in the consciousness and implementation of the law for ethnic minorities in general, and the Raglai ethnic compatriots in Vietnam in particular. However, alongside the achievements, the work of legal education for the Raglai people in Vietnam has revealed some shortcomings and limitations, such as: the objectives of legal education for the Raglai ethnic compatriots are sometimes not specific or clear; the understanding of some officials and Party members regarding the position and role of legal education in general, and

legal education for the Raglai ethnic minority in particular, is still incomplete The content, forms, and methods of legal education are sometimes slow to innovate and lack richness and diversity. In some specific cases, preliminary and final reviews remain superficial and do not closely adhere to practical requirements. The above situation has significantly affected the quality and effectiveness of legal education for the Raglai ethnic minority in Vietnam.

Although theoretical issues concerning legal education for ethnic minorities have received initial attention and research from scientists and practical experts both domestically and internationally, no published scientific work has yet directly, systematically, scientifically, and comprehensively studied legal education for the Raglai ethnic compatriots in Vietnam. The implementation of legal education for the Raglai ethnic compatriots requires further research, supplementation, and refinement of various theoretical issues to meet the requirements and tasks in the new situation, including concepts, content, forms, methods, and ensuring the necessary conditions. These are important issues aimed at unifying understanding and guiding the practical activities of relevant subjects and objects to realise the strategic goals set by the Party and State in the new era of the nation.

In the context of Vietnam's ongoing efforts to build and protect the Socialist Republic of Vietnam, "the country's foundation, position, and prestige are increasingly enhanced on the international stage", opportunities, advantages, difficulties, and challenges are intertwined, harbouring many potential risks to security and order. Hostile forces and various types of criminals will thoroughly exploit loopholes and shortcomings in the promulgation and implementation of the Party's guidelines and policies, and the State's laws and regulations, especially exploiting a lack of understanding to bribe, entice, incite, incite ethnic minorities in general, and the Raglai people in particular, to disrupt security and order in the area, infringing upon the legitimate rights and interests of organizations and individuals, to undermine the country's renewal and progress towards building socialism. Therefore, improving the effectiveness of legal education for the Raglai ethnic minority in Vietnam is an urgent issue.

Based on the reasons above, the author has researched and selected the topic: *"Legal education for the Raglai ethnic compatriots in Vietnam"* to do a doctoral thesis.

2. Purpose and research task of the thesis

2.1. Research purposes

Based on clarifying the theoretical issues of legal education for ethnic minorities, the author assesses the current state of legal education for the Raglai ethnic compatriots in Vietnam. From there, the author proposes viewpoints and solutions to ensure legal education for the Raglai ethnic group in Vietnam.

2.2. Research task

To achieve the research objectives, the thesis needs to focus on the following basic tasks:

- Overview of research related to the topic; identifying issues that can be referenced, inherited, or issues that need further research, supplementation, and improvement; while simultaneously clarifying the research question, hypothesis, and theoretical analytical framework.

- Systematising the theoretical basis of legal education for ethnic minorities, such as concepts, characteristics, roles, content, forms, methods, ensuring conditions; experiences in legal education for ethnic minorities in some countries around the world, and their reference value for Vietnam.

- Analysing the influencing factors and the current state of legal education for the Raglai ethnic compatriots in Vietnam. Based on this, identify the advantages, shortcomings, limitations, and causes.

- To provide forecasts, propose viewpoints, and solutions to ensure legal education for the Raglai ethnic minority in Vietnam in the context of the new situation.

3. Research subject and research scope of the thesis

3.1. Research subject

The thesis dissertation focuses on studying legal education for the Raglai ethnic compatriots in Vietnam

3.2. Research scope

- *Regarding content:* The thesis focuses on studying legal education for the Raglai ethnic minority.

- *Regarding geographical scope:* The thesis focuses on research in Vietnam, primarily in the South Central region (Khanh Hoa, Ninh Thuan, Binh Thuan), and after July 1, 2025, in Khanh Hoa and Lam Dong provinces.

- *Regarding timeframe:* The thesis researches from 2017 to the present (Decision No. 1163/QD-TTg, dated August 8, 2017, of the Prime Minister approving the Project to promote the dissemination, education of law and propaganda, and mobilisation of ethnic minorities, giai đoạn 2017-2021).

4. Theoretical basis and research methodology

4.1. Theoretical basis

This dissertation is based on the methodology of Marxism-Leninism, Ho Chi Minh's thought on the state and law; the viewpoints, policies, and guidelines of the Party, and the State's policies and laws on ethnic affairs, building national unity, and legal education for ethnic minorities, including the Raglai people in Vietnam.

4.2. Research methodology

In conducting this research, the author used several basic research methods, including:

- *Statistical-comparative methods:* Used in Chapter 1 to provide an overview of relevant typical research works; in Chapter 2 to systematise the theoretical basis of legal education for the Raglai people; clarifying the conditions for ensuring,

experiences of some countries in the world in this field and their reference value for Vietnam; in Chapter 3, to clarify the influencing factors, and assess the current state of legal education for the Raglai people in Vietnam over the past period.

- *Analytical-synthetic methods:* Used by the author in Chapter 1 to provide an overview of relevant typical research works; in Chapter 2 to clarify theoretical issues and ensure conditions; experiences of some countries around the world and values that can be studied and applied to the practice in Vietnam; in Chapter 3, to identify influencing factors; analyse and evaluate the results achieved, existing shortcomings, limitations and causes; in Chapter 4 to provide forecasts, propose viewpoints and a system of solutions to ensure legal education for the Raglai people in Vietnam under new conditions.

- *The historical-specific methods:* Used by the author in Chapter 2 to clarify the development process of cognitive thinking regarding conceptual content related to legal education for the Raglai ethnic compatriots in Vietnam. In Chapter 3, to analyse and clarify the influencing factors, achievements, and causes; existing shortcomings, limitations, and causes in legal education for the Raglai people in Vietnam over the past period.

- *Expert Methods:* This method was used by the author to solicit feedback from leaders, managers, and experienced professionals involved in advising and organising the implementation of legal education for ethnic minorities in general, and the Raglai ethnic compatriots in particular; experts and scientists, primarily through written feedback, direct interviews, and telephone interviews.

- *Typical research methods:* This method was mainly used in Chapter 2 to analyse and clarify the key aspects of the relevant situation (advantages, difficulties) and the current state of legal education for the Raglai ethnic compatriots over the past period, in specific areas such as: Objectives, forms, content, etc. Through this, the author concludes the achievements, shortcomings, limitations, and causes.

- *Sociological research methods:* Used by the author to construct and distribute 200 survey questionnaires to collect information and data related to legal education for the Raglai ethnic compatriots in Vietnam for the following groups: (1) management officials, reporters, and legal propagandists; (2) Raglai ethnic people. The survey results are an important practical basis for the author to provide analyses and assessments of the current state of legal education for the Raglai ethnic compatriots in Vietnam over the past period; to make predictions and to propose effective and feasible viewpoints and solutions related to the requirements and tasks in the new situation.

5. New points of the thesis

Firstly, the thesis provides a comprehensive overview of relevant research studies; it establishes a concept of legal education for the Raglai ethnic compatriots and clarifies other theoretical issues, such as: The role, characteristics, content, forms,

methods, and constituent elements of legal education for the Raglai ethnic compatriots; the conditions for ensuring it, the experiences of some countries around the world, and the values that can be studied and applied to practice in Vietnam. Secondly, the thesis identifies influencing factors and analyses and evaluates the current state of legal education for the Raglai ethnic compatriots in Vietnam in a scientific, systematic, and comprehensive manner, adhering closely to the theoretical framework.

Thirdly, the thesis proposes viewpoints and fundamental solutions to contribute to ensuring legal education for the Raglai ethnic compatriots in Vietnam in the new era of the nation.

6. Theoretical and practical significance

6.1. Theoretical significance

The research results of this dissertation contribute to supplementing and gradually perfecting the theoretical system of legal education for ethnic minorities in general, and legal education for the Raglai ethnic compatriots in Vietnam in particular.

6.2. Practical significance

- The research results of this thesis contribute to clarifying the current state of legal education for the Raglai ethnic minority in Vietnam over the past period. At the same time, it provides important scientific guidance to help all levels and sectors to study, refer to, and effectively apply it to practical work.

- The research results of this thesis can be used as reference material for research and teaching in law training institutions within the national education system and for those interested in this issue.

7. Structure of the thesis

In addition to the introduction, conclusion, appendix and list of references, the thesis is structured with 04 chapters and 12 sections.

Chapter 1
OVERVIEW OF RESEARCH RELATED TO THE THESIS AND ISSUES REQUIRING FURTHER RESEARCH

1.1. THE RESEARCH SITUATION RELATED TO THE THESIS

1.1.1. The group of research works related to legal education

Research on this issue includes: Book, *Professional Skills in Propaganda, Dissemination, and Education of Law in the People's Police*, edited by the Ministry of Public Security, Labor Publishing House, 2016; Book, *Legal Education for Children in Vietnam Today*, edited by Dr. Le Thi Phuong Nga, National Political Publishing House, 2018; Book, *Some Theoretical and Practical Issues on Dissemination and Education of Law*, edited by Assoc. Prof. Dr Pham Tat Vien, Ministry of Justice Publishing House, 2021; Book, *Legal Education in the Global Context*, by Cristopher Gane and Robin Hui Huang, Pub.Location, London, 2016; The book, *Disseminating and Educating the People in the Coastal Border Areas of the Border Guard Forces of the Southwestern Provinces on Law*" by author Tran Duc Hung, People's Army Publishing House, 2023; The textbook, *Disseminating and Educating on Law*, edited by the Border Guard Academy, Ministry of National Defense, People's Army Publishing House, 2016; The textbook, "General Theory of State and Law," by Hanoi Law University (first revised edition), 2017; the dissertation, "Legal Education in the Vietnam People's Army," by author Nguyen Van Vi, Academy of Social Sciences, Vietnam Academy of Social Sciences, 2017; document, Basic Procedures for Disseminating Legal Education at the Grassroots Level, co-edited by the Ministry of Justice - European Union - United Nations Development Programme, Labor Publishing House, 2024...

1.1.2. The group of research works related to legal education for ethnic minorities

Research on this issue includes: Book, *Strengthening Legal Education for Cadres and Administrative Officials of Dak Lak Province*, edited by Assoc. Prof. Dr. Nguyen Quoc Suu, 2014; Book, *Improving the Effectiveness of Disseminating and Educating on Policies and Laws on Security and Order in Ethnic Minority Areas of Lam Dong Province*, edited by Dr. Mai Kim Sang, People's Police Publishing House, 2023; Dissertation, *Legal Education for Ethnic Minorities in Bolykhamsay Province, Lao People's Democratic Republic*, by Inpeng Younkham, National Academy of Politics and Administration, 2013; Dissertation, *Legal Education for Administrative*

Officials in the Lao People's Democratic Republic today by Xilay Philavong, Ho Chi Minh National Academy of Politics, 2017; Dissertation, *Legal Education for the Khmer Ethnic Group in the Mekong Delta, Vietnam*, by Duong Thanh Trung, Ho Chi Minh National Academy of Politics, 2016; Disseminating and *Educating the Thai Ethnic Group in Northwest Vietnam today*, by Lo Chau Thoa, Hanoi Law University, 2020; Scientific Article, *The Current Situation and Factors Affecting the Dissemination and Education of Law on Culture, Sports and Tourism for Ethnic Minorities in the Northern Border Region*, by Nguyen Thanh Son, Democracy and Law Magazine, August 2023 issue...

1.2.3. The group of research works related to legal education for the Raglai ethnic group in Vietnam

Research on this issue includes: Books: *Marriage and Family of the Raglai People in Khanh Hoa*, edited by Nguyen Ngoc Thanh, Social Sciences Publishing House, 2018; *Cham Customary Law and Raglai Customary Law*, edited by Assoc. Prof. Dr. Phan Dang Nhat, National Culture Publishing House, 2023; *Dissertation: Economic, Social, and Cultural Changes of the Raglai People in Ninh Thuan Province from 1975 to 2015*, by Nguyen Thi Tuyet Hanh, Da Lat University, 2019; Dissertation: *Characteristics of Raglai Ethnic Epics, by Nguyen Thanh Tung, Da Lat University, 2024*; Dissertation: *Preserving and Promoting the Cultural Identity of the Raglai People in Khanh Hoa Province today*, by Nguyen Van Hanh, University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City, 2025; Scientific article, *Educational Values in the Customary Laws of the Raglai People in Khanh Hoa*, by author Nguyen Thi Nga, Khanh Hoa University Electronic Information Portal, December 17, 2018; Scientific article, *Building Self-Governing Models to Ensure Security and Order in the Raglai Community, Ninh Thuan Province*, People's Police University Electronic Information Portal, 2019; Scientific article, *Indigenous Ethnic Minorities in the Southern Central Region Provinces in Sustainable Development today - Some Practical Issues and Solutions*, by author Phu Van Han, Social Sciences Journal, August 2022...

1.2. SOME COMMENTS, EVALUATIONS AND ISSUES REQUIRING FURTHER RESEARCH IN THE THESIS

1.2.1. Some observations and assessments

Firstly, theoretical issues. The aforementioned research works have initially addressed some content related to legal education for ethnic minorities in general, and the Raglai ethnic compatriots in Vietnam in particular. However,

most of these works have not directly approached or systematised the theory of legal education in this field, or if they have, they mainly introduce aspects without a theoretical approach to legal education in the new era of the nation. The theory of legal education for the Raglai ethnic compatriots has not been scientifically and comprehensively compared with practice; it has not clearly identified new theoretical points that need further research, supplementation, and improvement to meet the requirements of practice.

Secondly, practical issues. Most published scientific works have not analysed or clarified the factors affecting the current state of legal education for the Raglai ethnic compatriots in Vietnam, such as natural, economic, political, cultural, and social conditions, organisational structure, resources and the situation of legal education for the Raglai ethnic compatriots compared to the basic theoretical framework. The analysis and clarification of the achievements, shortcomings, limitations, and causes in legal education for the Raglai ethnic compatriots in Vietnam have not been systematic, comprehensive, or highly generalised, nor have they been linked to the specific characteristics of the Raglai ethnic compatriots in the context of the new situation.

Thirdly, the aforementioned studies have presented viewpoints and solutions, but have not directly addressed legal education for the Raglai ethnic compatriots; a few studies have mentioned it, but mainly focus on solutions to ensure legal education in general, or specific solutions in legal education for ethnic minorities that are not linked to the specific characteristics of the Raglai ethnic compatriots in Vietnam in the new situation.

1.2.2. Issues requiring further research in the thesis

Firstly, systematising and supplementing the theoretical basis of legal education for the Raglai ethnic compatriots. This includes focusing on analysing, comparing, and supplementing new points, such as concepts, characteristics, content, methods and forms of legal education for the Raglai ethnic compatriots in Vietnam.

Secondly, analysing and evaluating the influencing factors and achievements, limitations and shortcomings in legal education for the Raglai ethnic group in Vietnam and their causes compared to the basic theoretical framework and requirements set in the new era.

Thirdly, based on objective analysis and evaluation of the theoretical and practical basis, the author proposes viewpoints and solutions to ensure legal education for the Raglai ethnic compatriots in line with current practices in Vietnam.

1.3. SCIENTIFIC HYPOTHESIS, RESEARCH QUESTIONS AND THEORETICAL ANALYSIS FRAMEWORK

1.3.1 Scientific hypothesis

Scientific Hypothesis: Legal education for the Raglai ethnic compatriots in Vietnam must be placed within the overall context of ideological, political, moral, and lifestyle education. However, the effectiveness of legal education for the Raglai people has not yet met the requirements of reality. Expected Research Results: Analyse and clarify the theoretical and practical basis; provide predictions and propose viewpoints and solutions to ensure legal education for the Raglai ethnic compatriots in Vietnam in the new context and situation.

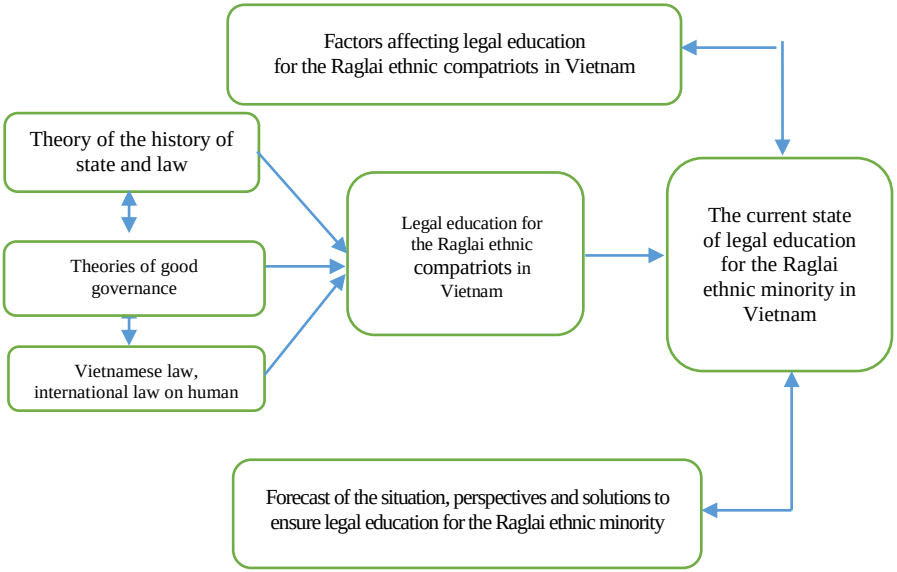
1.3.2. Research questions

- *Question 1:* Has the theory of legal education for ethnic minorities been further researched, supplemented, and perfected?

- *Question 2:* What results have been achieved in the current state of legal education for the Raglai ethnic compatriots in Vietnam? What are the reasons for the above advantages and limitations?

- *Question 3:* What viewpoints need to be studied and understood, and what "breakthrough" solutions need to be implemented to contribute to ensuring legal education for the Raglai ethnic compatriots in Vietnam in the new era of the nation?

1.3.3. Theoretical analysis framework



Chapter 2
THEORETICAL BASIS OF LEGAL EDUCATION FOR THE RAGLAI ETHNIC COMPATRIOTS

2.1. THE CONCEPTS, CHARACTERISTICS, AND THE ROLE OF LEGAL EDUCATION FOR THE RAGLAI ETHNIC MINORITY

2.1.1. The Concept of Legal Education for the Raglai ethnic compatriots

Based on an analysis of related concepts and stemming from the current reality in our country, it can be understood that: Legal education for the Raglai ethnic compatriots in Vietnam is a systematic, purposeful, regular process of influencing the awareness of the Raglai people to equip them with legal knowledge, contributing to raising their awareness, and their sense of compliance with the law; protecting the legitimate rights and interests of the people.

2.1.2. Characteristics of legal education for the Raglai ethnic compatriots

2.1.2.1. General characteristics

- Legal education is a purposeful and deliberate activity.
- Legal education is a systematic and comprehensive activity.
- Legal education is a scientific and practical activity.

2.1.2.2. Specific Characteristics

- Legal education for the Raglai ethnic compatriots is placed in a harmonious relationship with the education of the people's intellectual elite.
- The target compatriots for legal education for the Raglai people is the indigenous ethnic minority population.
- Legal education for the Raglai ethnic compatriots is a process of interaction with various subjects aimed at ensuring the equality of citizens before the law, contributing to building a just, civilised, and sustainably developed society.
- The areas for legal education for the Raglai ethnic compatriots are mainly remote and isolated regions.

2.1.3. The role of legal education for the Raglai ethnic compatriots

- Legal education for the Raglai ethnic compatriots contributes to the understanding and implementation of the Party's viewpoints and policies, and the State's laws and regulations on socio-economic development associated with protecting national sovereignty and security.
- Legal education for the Raglai ethnic compatriots contributes to protecting the legitimate rights and interests of the people, ensuring the common interests of the community.
- Legal education for the Raglai ethnic compatriots contributes to ensuring fairness and practising socialist democracy.
- Legal education for the Raglai ethnic compatriots contributes to the implementation of the principle of equality among ethnic groups.
- Legal education for the Raglai ethnic compatriots contributes to ensuring the prevention of violations and the strict enforcement of the law.

2.2. THE COMPONENTS OF LEGAL EDUCATION FOR THE RAGLAI ETHNIC COMPATRIOTS

2.2.1. Objectives of legal education for the Raglai ethnic compatriots

- Legal education for the Raglai ethnic compatriots aims to form and strengthen legal awareness

- Legal education for the Raglai ethnic compatriots aims to form attitudes, feelings, and beliefs towards the law

- Legal education for the Raglai ethnic compatriots to form positive behaviours in accordance with the law

2.2.2. Subjects and targets of legal education for the Raglai ethnic compatriots

2.2.2.1. Subjects of legal education for the Raglai ethnic compatriots

According to Article 37, Law on Dissemination and education of law 2012, the subjects of legal education for ethnic minorities include: Agencies, organizations, and associations at all levels with functions and tasks in legal education. Based on that, the subjects of legal education for ethnic minorities include: the Department of Legal Dissemination and Education, Ministry of Justice; Provincial Departments of Justice, Lawyers' Associations, Bar Associations at the provincial level, and other organizations such as: the Police, the Army, the Vietnam Fatherland Front, and other political and social organizations. These organizations have a significant advantage in possessing documents, information, and legal regulations, along with a team of well-trained legal officials and experts, who have solid knowledge and practical experience in the local legal field.

2.2.2.2. Target audience of legal education for the Raglai ethnic compatriots

- By residential area
- By age
- By occupation
- By social status
- By goals and needs for acquiring legal knowledge

2.2.3. The content, forms, and methods of legal education for the Raglai ethnic compatriots

2.2.3.1. Content of legal education for the Raglai ethnic compatriots

- The system of legal documents in general, especially those related to the Raglai ethnic compatriots

- The system of legal documents issued by local authorities

- The practical aspects of legal life for the Raglai ethnic compatriots in the area

2.2.3.2. Forms of legal education for the Raglai ethnic compatriots

Based on Article 11, Law on Dissemination and Education of Law, 2012, the forms of legal education for the Raglai ethnic compatriots can be summarised as follows:

- Through the compilation and distribution of legal documents. This is a widely applied form of legal education, close to the people, serving as a handbook and a tool for those working in legal education.

These legal documents include: Propaganda outlines, legal texts, guidebooks, legal explanations, legal Q&A books, newsletters, etc.

- Through mass media, such as: print newspapers, television, radio broadcasts, websites of agencies, organisations, and residential areas in the locality; integrated

into programs, projects, and ethnic policies, mobilising and encouraging the people to actively implement policies and laws.

- Organising legal knowledge contests from the grassroots to the provincial level for the Raglai ethnic minority. This is one of the attractive and highly effective forms of legal education, widely used today. The results of legal education through legal knowledge contests directly impact the legal awareness of the contestants.

- Through the work of adjudication, handling administrative violations, citizen reception activities, resolving complaints and denunciations of the Raglai ethnic minority, and other activities of agencies in the state apparatus, services are provided directly to areas where the Raglai ethnic minority lives. Legal consultation involves answering legal questions, guiding people on how to act in accordance with the law, and providing legal services to help ethnic minority people exercise and protect their legitimate rights and interests. Legal aid is free assistance from state-run legal aid organisations to the Raglai ethnic minority people to access legal services to ensure that all citizens are equal before the law, and to achieve social justice.

- Integrating into cultural and artistic activities; building and upgrading legal libraries in villages and hamlets through grassroots mediation activities. Building model projects in villages and hamlets, such as developing and implementing village regulations, and through the signing of commitments by families to ensure no members violate the law; Building exemplary models of law compliance among the population.

- Through the legal education program in educational institutions within the national education system, especially in ethnic boarding schools. Through the application of information technology and the internet. In the context of the 4.0 revolution, the number of people using the internet and social media is increasing rapidly, especially among young people, including ethnic minorities in general, and the Raglai people in particular.

2.3. CONDITIONS FOR ENSURING LEGAL EDUCATION FOR THE RAGLAI ETHNIC COMPATRIOTS

2.3.1. Political guarantees

2.3.2. Legal guarantees

2.3.3. Socio-economic factors

2.3.4. Human resource guarantees

2.3.5. Coordination guarantees

2.4. EXPERIENCES IN LEGAL EDUCATION OF SOME COUNTRIES AROUND THE WORLD AND REFERENCE VALUES FOR VIETNAM

2.4.1. Experiences in Legal education of some countries around the World

2.4.1.1. Experiences in Legal Education in the Russian Federation

2.4.1.2. Experiences in Legal Education
in the People's Republic of China

2.4.1.3. Experiences in Legal Education in the Federal Republic of Australia

2.4.1.4. Experiences in Legal Education in the Kingdom of Thailand and Singapore

2.4.2. Reference values for Vietnam

- *Regarding organisational structure:* In addition to organising specialised agencies for legal education and dissemination in general, under the Ministry of Justice; and decentralising and delegating authority in legal education for ethnic minorities to local Party committees and governments, it is advisable to study and arrange or establish new specialised agencies for legal education for ethnic minorities in general, and the Raglai ethnic compatriots in particular, following the model of a grassroots Justice Office. These offices should be located in areas with a large Raglai population to provide timely guidance and resolve difficulties and obstacles in the process of handling legal cases and situations arising in practice.

Develop specific standards for officials working in legal education for the Raglai ethnic compatriots to meet the requirements and tasks in the new situation. Although a Bachelor of Laws degree is required, passing examinations on legal knowledge and communication skills before being appointed to these positions. In addition, research is needed to develop policies to attract and provide specific support for this workforce in order to meet the demands of practice.

- Regarding the implementation methods:

+ Respect local cultural values and traditions.

+ Legal education content must stem from the legal information needs of the Raglai ethnic community. Following the principle of meeting the people's needs instead of imposing it on state agencies.

+ Promoting the implementation of legal education in schools; a suitable legal education program and general law textbooks for Raglai ethnic students should be developed. This should not only be integrated into the *Civic Education* subject but also taught separately for students from grade 10 and above. Emphasise radio and television programs in the Raglai language with diverse content and attractive formats, suitable for broadcast times, to attract a large audience. Simultaneously, integrate legal education into socio-economic development support programs and closely adhere to practical requirements. In addition, free publications and legal education materials should be provided to the Raglai ethnic minority to enhance their understanding and effective application of the law in their daily lives. Attention should be paid to training and developing a team of legal lecturers and propagandists from the Raglai ethnic minority who possess the necessary qualities, capabilities, and prestige to meet the requirements and tasks in the new situation.

Chapter 3
FACTORS INFLUENCING THE CURRENT STATE OF EDUCATION AND THE LAW FOR THE RAGLAI ETHNIC COMPATRIOTS IN VIETNAM

3.1. THE FACTORS INFLUENCING THE CURRENT STATE OF LEGAL EDUCATION FOR THE RAGLAI ETHNIC COMPATRIOTS IN VIETNAM

3.1.1. Natural, Economic, Political, and Cultural Conditions in Vietnam

3.1.1.1. Natural Conditions of Vietnam

3.1.1.2. Economic, Political, and Cultural Situation in Vietnam

3.1.2. Organisational Structure and Human Resources for Implementing Legal Education for the Raglai People in Vietnam

3.1.3. The Situation of Legal Education in Raglai Ethnic Minority Areas in Vietnam

3.2. CURRENT STATUS OF LEGAL EDUCATION FOR THE RAGLAI ETHNIC COMPATRIOTS IN VIETNAM

3.2.1. Achievements and Causes

3.2.1.1. Achievements

- Achievements regarding the objectives of legal education for the Raglai ethnic compatriots

- Achievements regarding the content of legal education for the Raglai ethnic compatriots

+ The system of legal normative documents issued by the State.

+ The system of legal normative documents issued by local authorities.

+ The practical aspects of legal life of ethnic minorities in the area.

- Achievements regarding the forms of legal education for the Raglai ethnic compatriots

+ Direct legal education; consultation, guidance, and understanding of the law; providing legal information and documents.

+ Through mass media, propaganda posters, legal libraries

+ Through the Internet, social networks and organising legal knowledge contests

+ Through legal aid activities, mediation at the grassroots level; integrating into cultural and artistic activities and the daily life of the Raglai ethnic compatriots

+ Through influential people in the Raglai ethnic compatriots

3.2.1.2. Causes of the achieved results

- Local Party committees and authorities have paid attention to leading and directing the work of legal education for the Raglai ethnic minority in Vietnam.

- Coordination and cooperation with a high sense of responsibility of the stakeholders in the work of legal education for the Raglai ethnic minority in Vietnam.

- The number and quality of legal lecturers and propagandists are increasingly ensured.

- The Raglai ethnic minority have actively and proactively participated in various forms of legal education.

- The system of legal documents and regulations, and policies related to the ethnic minority are becoming more complete and synchronised.

3.2.2. Limitations, shortcomings and causes

3.2.2.1. Limitations and shortcomings

- Regarding the objectives of legal education for the Raglai ethnic minority
- Regarding the subjects of legal education for the Raglai ethnic minority:
- Regarding the target audience of legal education: the Raglai ethnic minority
- Regarding the content of legal education: the Raglai ethnic minority
- Regarding the forms of legal education for the Raglai ethnic minority

3.2.2.2. Reasons for the limitations and shortcomings:

- Local Party committees sometimes do not pay enough attention to leading the legal education work for the Raglai ethnic minority.
- Local authorities and functional agencies are, in some cases, not thorough enough, lacking decisiveness in directing the implementation of political tasks.
- A portion of legal lecturers and propagandists lack a sense of responsibility, and have limited capacity and professional qualifications.
- Some Raglai ethnic minority people lack initiative, and do not actively participate in legal education sessions.

Chapter 4
FORECASTS AND PERSPECTIVES, SOLUTIONS TO ENSURE LEGAL EDUCATION FOR THE RAGLAI ETHNIC MINORITY IN VIETNAM

4.1. FORECAST OF THE SITUATION

4.1.1. Basis for the Forecast

4.1.1.1. International Situation

4.1.1.2. Domestic Situation

4.1.2. Content of the forecast of factors affecting legal Education for the Raglai ethnic compatriots **in Vietnam**

4.1.2.1. Leadership of Party Committees and leaders at all levels in legal education for the Raglai ethnic compatriots in Vietnam

4.1.2.2. Impact of the Trend of International Integration, the Negative Aspects of the market economy, and the Fourth Industrial Revolution on legal education for the Raglai ethnic compatriots Vietnam

4.1.2.3. The Party and State's Policy on Streamlining Organizations and Reducing Personnel in the Political System

4.2. PERSPECTIVES ON ENSURING LEGAL EDUCATION FOR THE RAGLAI ETHNIC COMPATRIOTS IN VIETNAM

4.2.1. Legal education for the Raglai ethnic compatriots in Vietnam must be under the leadership of the Party, the management of the State, and directly by the local Party committees and authorities.

4.2.2. Legal education for the Raglai ethnic compatriots in Vietnam must attract the participation of the entire political system, and relevant organisations and individuals.=

4.1.3. Legal education for the Raglai ethnic compatriots in Vietnam must be linked to political, ideological, moral, and lifestyle education for the people.

4.2.4. Legal education for the Raglai ethnic compatriots in Vietnam must link economic, cultural and social development, while ensuring national sovereignty and security.

4.3. THE SOLUTIONS TO ENSURE LEGAL EDUCATION FOR THE RAGLAI ETHNIC MINORITY IN VIETNAM

4.3.1. Raising awareness and responsibility of local Party committees, authorities and cadres regarding the position and role of legal education for the Raglai ethnic compatriots in Vietnam

Firstly, strengthening research and thoroughly understanding the documents, directives, resolutions, and conclusions of higher-level Party committees on legal education in general, and legal education for the Raglai ethnic minority in Vietnam in particular. The focus is on the Law on Dissemination and Education of Law, 2012; Directive No. 32-CT/TW dated December 9, 2003, of the Party Central Committee on strengthening the Party's leadership in the work of disseminating and education of law; Resolution No. 27-NQ/TW dated November 9, 2022, of the 6th Conference of the Central Committee of the 13th Party Congress on continuing to build and perfect the socialist rule of law state of Vietnam in the new period; Resolution No. 2/NQ/TW, dated November 3, 2022, of the Politburo on socio-economic development associated with ensuring national defence and security in the North Central and Central Coastal regions until 2030, with a vision to 2045...

Secondly, strengthen the inspection and monitoring of the progress and effectiveness of legal education for the Raglai ethnic minority. This includes proactively gathering information and incorporating legal education for the Raglai ethnic minority into annual work programs and plans; conducting regular and unscheduled inspections and monitoring of the progress and effectiveness of legal education for the Raglai ethnic minority; promoting the exemplary role and responsibility of cadres and Party members, especially local Party secretaries and committees, in legal education for the Raglai ethnic minority in Vietnam; using the effectiveness of legal education as one of the important criteria to evaluate the performance of the immediate superior Party committee and assigned Party committee members.

Thirdly, promoting the supervisory and social critique role of the Vietnam Fatherland Front at all levels, political and social organisations, and the people in leading and organising the implementation of legal education for the Raglai ethnic compatriots in Vietnam. Strengthening coordination in reviewing, building, and perfecting coordination mechanisms with specialised agencies, clearly defining the content and responsibilities of relevant members. The Vietnam Fatherland Front at the commune level regularly leads, directs, and organises activities to promote the supervisory and social critique of the role of the activities of local Party committees and authorities; continues to lead theoretical research and summarise practical experiences in legal education in general, and legal education for the Raglai ethnic compatriots in Vietnam in particular. Regularly conduct reviews and summaries of coordination regulations to promptly identify shortcomings, limitations, difficulties, and obstacles in the implementation process, to take effective corrective measures.

4.3.2. Reviewing and improving mechanisms and policies on legal education for the Raglai ethnic compatriots in Vietnam

Firstly, review, supplement and improve the viewpoints and content of the approach stipulated in the Law on Popularisation, legal education, 2012 towards: (1) Method: Need to approach based on rights thinking and ensure the implementation of rights, The focus is on the right to be informed about the law and to be educated in legal awareness to form a comprehensively developed human personality. (2) Content: the right to be informed about the law includes: The right to freely seek legal information; the right to be informed about the amended content, additions and new regulations; prohibited acts and sanctions for violations; the right to express opinions and express views and attitudes during the process of developing and promulgating legal documents.

Secondly, review and change the subject, level, the scope and methods are prescribed in the Law on Dissemination and Legal Education, 2012, towards: (1) More fully identify the concept and characteristics of legal education; clearly distinguish between information on law with legal education with policy communication, propaganda, political awareness education, specialised legal activities through the actual legal activities of the subjects. (2) Adjustment object: Social relationships arising in legal activities are associated with recognising, respecting, protecting and ensuring people's right to information about the law; (3) level, scope, method: Legal education must be adjusted in the form of legal documents; ensure the combination between compulsory enforcement methods and educational methods. persuade, motivate, and encourage in promoting self-awareness, positivity, and initiative of subjects in studying, learning about the law, and in abiding by and observing the Constitution and the law.

Thirdly, review and innovate content, resources and conditions to ensure, adjustment effectiveness is stipulated in the Law on Dissemination and Legal Education, 2012, in the direction of: (1) adjusted content: focusing on legal education policy; principles of legal education; prohibited acts and sanctions; legal status of subjects; content and form of legal education; legal education activities and criteria for evaluating the effectiveness of legal education; responsibilities of relevant agencies and organisations in legal education; conditions and resources to ensure the implementation of legal education; state management of legal education. (2) resources and conditions to ensure: Clarifying the basis for the arrangement and allocation of resources; Conditions for ensuring the implementation of legal education and criteria for evaluating the effectiveness of using resources; complete regulations on resources to ensure legal education. (3) adjustment effect: positive changes in cognition, behaviour, in the attitudes, emotions and behaviour of subjects towards the law before and after legal adjustment, compared to investment costs and resources, social impacts on the sustainability of social stability.

4.3.3. Building a team of cadres to carry out legal education for the Raglai ethnic compatriots in Vietnam to meet practical requirements

Firstly, synchronously carry out all stages of staff work, from setting standards, selecting, using, planning, training, fostering, rotation, mobilising, appointing,

dismissing, managing, evaluating, and implementing regimes and policies for staff. In particular, local party committees and authorities must conduct a comprehensive review and re-evaluation of the team of full-time officials, reporters and legal propagandists; placed in the overall review and re-evaluation of the staff in the spirit of Resolution No. 56-NQ/TW dated November 25, 2024, of the 13th Party Central Committee. Continue to review the team of legal reporters and propagandists in an in-depth, professional, and efficient manner; Develop support policies to attract a team of legal experts to participate in legal education for the people.

Secondly, innovate the training and fostering of specialised officials in state management work on legal education, a team of legal reporters and propagandists in the direction of: (1) The Ministry of Justice needs to coordinate with the Ministry of Education and Training in reviewing, promulgate training and knowledge-fostering programs associated with each specific subject and area; (2) Party committees and local authorities must strengthen leadership, Direct the development of training and fostering plans for management staff, Legal reporters and propagandists have conditions to improve their capacity and professional qualifications; (3) The Department of Personnel Organisation, Ministry of Justice, needs to research and propose appropriate policies to the leaders of the Ministry of Justice, so that management staff, reporters, Law propagandists feel secure in their work and are motivated to strive in their work.

Thirdly, review and select people with good qualities, reputation, and influence among ethnic minorities, who have progressive ideas and support the government in serving legal policy education. At the same time, advise on building strategies for officials working in legal education in the new period; promote construction, complete the apparatus and specialised staff to ensure quantity and quality with an appropriate structure. Review and select suitable individuals for training, training to become full-time officials to contribute effectively to the implementation of policy education activities. Laws in the Raglai ethnic region in Vietnam meet the requirements and tasks in the new era.

Thirdly, review and select people with good qualities, reputation, and influence among ethnic minorities, who have progressive ideas and support the government in serving legal policy education. At the same time, advise on building strategies for officials working in legal education in the new period. Promoting the construction and improvement of the apparatus and specialised staff to ensure quantity and quality with an appropriate structure. Review and select suitable individuals to train and develop into full-time officers to contribute effectively to the implementation of policy and law education activities in the Raglai ethnic region in Vietnam, to meet the requirements and tasks in the new era.

4.3.4. Innovating the content and forms of legal education for the Raglai ethnic compatriots in Vietnam

Firstly, continue to innovate the content of legal documents to ensure that it is suitable for the needs and characteristics of each target group, specific areas and fields in a people-centred direction in accordance with the spirit of the Law on Access to Information in the context of the 4.0 scientific revolution. In particular, it is necessary

to clearly identify the needs and characteristics of each target group, area and field; the content of legal documents needs to be built based on legal issues that commonly arise in real life. Organise surveys and polls of people's opinions to proactively grasp the needs, aspirations, or people's difficulties and problems in accessing and applying the law. Timely and complete information right from the drafting of issues that have a major impact on society, or issues of social concern, It is necessary to orient public opinion to create a high consensus in implementing policies and laws.

Secondly, promoting innovation in legal education for the Raglai ethnic people in Vietnam. Enhance exchange, dialogue, and legal answers; Focus on legal regulations through investigation, prosecution, adjudication, execution of judgments and in implementing the Party's propaganda and mass mobilisation work, propaganda and mass mobilisation of social organisations. Improving the effectiveness of legal education in mass media and press agencies, especially digital and multimedia media. Strengthening activities to integrate legal education in the process of organising festivals, traditional cultural activities of ethnic minorities. Linking legal education with other campaigns launched by the Vietnam Fatherland Front and its member organisations. Carry out the construction and implementation of community conventions and conventions, in order to gradually mobilise the people to implement cultural lifestyle, eliminate regulations of outdated customary laws, superstitions...

Thirdly, strengthen mobile legal aid campaigns, regularly send civil servants to grassroots areas to organise and implement legal education work; organise mobile trials for cases of public interest; cosely combine legal education with customary law education, customs, good customs of ethnic minorities in general and the Raglai ethnic people in particular. It is necessary to link legal education activities more closely with lawyer activities, legal consulting, legal aid, and mediation at the grassroots level through cases and situations, specific event; proactively discover and replicate good, creative and effective ways of doing things.

4.3.5. Promoting digital transformation in legal education for the Raglai ethnic compatriots in Vietnam

Firstly, review the information and technical infrastructure system, equipment, Human resources serving digital transformation in legal education for the Raglai ethnic people in Vietnam. In particular, it is necessary to evaluate the current status of coverage level and Internet connection speed, and clearly identify "wave concave" areas to have a solution plan. Evaluate the quantity and quality of the infrastructure system serving digital transformation. Check the internal network system, the ability to ensure a stable connection between devices, between regions and areas, and issues related to information system security. Evaluate the number and professional qualifications, especially skills in using information technology, of specialised staff, rapporteurs, Law propagandists and reputable people among the Raglai ethnic people, in coordination with relevant organisations and individuals.

Second, fully digitise legal documents and legal education documents. In particular, it is necessary to focus on digitising newly issued legal documents, in-depth training documents on new documents, press conference documents, issue a press release about these documents. Post information fully, promptly and systematically on mass media,

Popular Information Portal, national and local legal education as an institution providing official legal information with diverse information schools, suitable to the learning needs of the people in general and the Raglai ethnic people in Vietnam in particular. Develop and digitise Legal Codes, which not only include legal regulations that are in effect but also contain legal regulations that have been amended, supplemented, replaced or terminated for integration, connect and communicate with the national law dissemination and education portal. Build collections of legal documents associated with in-depth research and comments from experts to clarify the content, spirit of the text, with comparison, compared with international standards and based on the theoretical basis of legal doctrines.

Thirdly, building and digitising legal education documents for common use throughout the country; specific legal education materials for each target group, area, and specific field; In-depth legal education materials for the team of reporters, legal propagandists and officials working in state management in this field. Connect, communicate, and share information sources and legal education documents from the Popular Information Portal. Educate the national laws in grassroots areas so that people can easily access, exploit and use them. Building an electronic information portal to disseminate and educate national laws to connect, share data with the National Legal Database; national electronic law bookshelf; Electronic Official Gazette and other legal databases, with Popular Information Page, Legal education on the electronic information portal of ministries, branches, organizations and localities.

Fourthly, organise online competitions to learn legal knowledge and skills to handle legal situations; competition to find solutions to innovate legal education; Competition for creating legal education skits to obtain the best quality legal education materials as a basis for creating propaganda skits. Build electronic lectures, develop online classrooms for people, officials who need to research, learn, and study can access them anytime, anywhere. Establish a mechanism to increase interaction between subjects in the process of access, exploitation and use to promptly resolve problems. research, use social networks to enhance communication and legal education to create social influence; collect information, grasp the needs and reactions of public opinion, to orient interaction and adjust accordingly to guide public opinion. Establish an official, online dialogue channel between state agencies and citizens, businesses to collect, classify, process and promptly answer questions from people and businesses in law enforcement.

4.3.6. Strengthening the socialisation of legal education for the Raglai ethnic compatriots in Vietnam

Firstly, building and perfect coordination mechanisms in carrying out legal education for Raglai ethnic people, towards: (1) Coordinate with the Department of Ethnic Minorities and Religions in understanding the quantity situation and implementation results of legal education programs; results of implementing policies to support economic and social development; grasp the situation and resolve issues related to the ethnic compatriots in general and the Raglai ethnic compatriots in particular.

(2) Coordinate with functional agencies of the Ministry of Justice to review, develop, perfecting the law on legal education for Raglai ethnic people; construction,

Complete the coordination mechanism for exchanging information with relevant departments and branches.

Secondly, continue to strengthen and perfect the Coordinating Council for the dissemination and education of law at all levels in the direction of being lean, compact, strong, effective, and efficient. In particular, carefully review and select leaders and officials with a lot of practical experience and knowledge of the laws, languages, customs and practices of the people; ensure requirements for political standards and ethical qualities according to regulations, to be ready to receive and complete tasks assigned by agencies and Councils. When participating as a member of the Law Dissemination and Education Council, the officer must express political opinions and views from the perspective of the agency, the organisation you are working for, not approaching it personally. Quickly review, develop and promulgate regulations on the organisation and operation of the Council, which need to specifically stipulate functions and tasks; agree on the composition of the Council at all levels and the responsibilities of each member to promote initiative, the roles and responsibilities of each member in this activity are deployed smoothly, continuously and effectively, creating a favourable environment for members to perform their assigned tasks well.

Thirdly, promoting the pioneering role, exemplary cadres and party members in legal education for the Raglai ethnic people in Vietnam. In addition to ensuring requirements for professional qualifications, ethical qualities, and a reputation suitable for the job, the cadres and party members also need to master the language and writing of the Raglai ethnic people, understand the customs, customary laws, lifestyle, social psychology and habits of the Raglai ethnic people in our country. In particular, one must have the ability to integrate, live with, and work with people for a long time to understand and bond with them. From there, we have effectively carried out legal education to provide exemplary economic models. The specialised force needs to demonstrate pioneering, exemplary and capable of creating consolidate strong faith, become a spiritual support for people in their new life; It is necessary to select officials and party members with good moral qualities, close-mindedness, creativity, and flexibility in propaganda, mobilisation, and public education.

Fourthly, promoting the role of youth volunteer forces from universities, Intermediate schools in the area participate in legal education activities at the grassroots level. Combine flexible use of direct forms of legal education and integration into cultural activities and festivals of the people to make the most of scientific knowledge, legal life and the youth of students. Motivating and encouraging the spirit of the youth volunteer force will help them become key factors, take the initiative in contributing to making cultural activities and festivals a solid foundation for solidarity, and enhance exchange and mutual understanding between indigenous people and immigrants. This not only enhances respect for legal knowledge but also promotes respect for the progressive cultural values of the Raglai ethnic people.

Fifthly, it is necessary to build a mechanism to attract individuals, business households and enterprises in the area to actively participate in legal education for the Raglai ethnic people. Taking advantage of financial resources, legal knowledge about business, life and indigenous customary laws from the business side will contribute

significantly to improving legal knowledge for the community. Besides, legal education for Raglai ethnic people is not only the responsibility of the State but also the rights and obligations of each citizen. This will promote mutual assistance between knowledgeable people. Knowledge of the law is shared with those who are less knowledgeable, creating space for exchange between different fields, contributing to building a democratic society, more understanding, fair, and transparent.

4.3.7. Ensuring the material facilities, technical means and policies legal education for the Raglai ethnic compatriots in Vietnam

Firstly, ensure conditions on human resources, funding and facilities, technical means for legal education for the Raglai ethnic people meet the requirements and tasks of work.

Secondly, proactively develop programs and plans to research and apply science and technology; Organise and deploy research projects to effectively apply them to the legal education process for the Raglai ethnic people in Vietnam. Advise on integration, or include research content, apply science and technology to legal policies and directives of competent authorities. It is necessary to speed up the survey of technical equipment needs to meet the requirements of digital transformation, have appropriate support and compensation mechanisms and policies for forces participating in this work. Promoting the application of information technology, effectively exploit updated legal documents on the Government's cyberspace, the Internet, building and widely deploy electronic legal databases; tt is necessary to maximise investment resources for legal education for the Raglai ethnic people in Vietnam.

Thirdly, ensure human resources, funding, and facilities to serve legal education for the Raglai ethnic people in Vietnam. It is necessary to pay attention to the reasonable allocation of resources, from funding, facilities and human resources to serve legal education for the Raglai ethnic people in Vietnam; Maximise resources from the youth volunteer team, promote the role of village elders, Village heads, grassroots conciliation officers and reputable people in the community, especially good economic people, business owners, business owner. Review and develop mechanisms and policies to attract, encourage, Encourage these subjects to actively and proactively participate in legal education for the Raglai ethnic people in Vietnam, It is necessary to thoroughly exploit the potential of knowledge in science, technology, law, customary law and life knowledge of these subjects, and other resources to serve legal education for ethnic minorities in general, and the Raglai ethnic people in Vietnam in particular.

Fourthly, strengthening coordination with relevant authorities in research, reviewing and improving regimes and regulations on ensuring, managing and using legal education funding. It is necessary to review the need for funding, equipment, procurement, and repair of technical equipment; ensure facilities and infrastructure to serve legal education for the Raglai ethnic people in Vietnam; Focus on ensuring funding for printing and purchasing legal documents to be provided to establishments, bookcases, and legal bookshelves; develop an appropriate funding support mechanism for the team of legal reporters and propagandists. Develop management plans and effective use of funding sources for each locality, and each specific task ensures science, efficiency, accuracy, and avoids waste.

CONCLUSION

Legal education is an integral part of the theoretical science of the state and law. Starting from the position, role and meaning of legal education, especially in the context that our country is building and perfecting the rule of law State, developing a socialist-oriented market economy and proactively integrating internationally deeply and comprehensively, legal education in general, legal education for ethnic minorities in particular has been initially researched by scientists and practical experts. To date, there has not been any published scientific work that directly studies systematic and scientific work on legal education for the Raglai ethnic people in Vietnam. However, these scientific works are an important scientific basis to help the author in research, explaining theoretical and practical issues of legal education in general, in relation to maintaining the good culture of the Raglai ethnic people in Vietnam. Based on the analysis, clarifying the theoretical basis of legal education for ethnic minorities and the current status of legal education for the Raglai ethnic people in Vietnam, the author makes the following conclusions:

1. Legal education for ethnic minorities is a specialised educational activity; it is both an important component of legal education in general, placed in a close relationship with ideological, political, ethical, and lifestyle education. In addition to the characteristics of legal education in general, stemming from the characteristics of language, culture, Living areas and legal education for ethnic minorities also have their own characteristics. In the context that the world, regional and domestic situation will continue to have many rapid developments, complex and unpredictable, opportunities, advantages, difficulties, and challenges are interwoven. Hostile forces and criminals will thoroughly find ways to divide the great unity of the entire nation, taking advantage of ethnic, religious, and human rights issues to seduce, bribe, entice, control and incite the people in general and ethnic minorities in particular to sabotage the country's reform process, move forward to build socialism to eliminate the leadership role of the Party and the management of the State to steer our country along the capitalist path.

2. In the world and in the country, there have been several scientific projects of initial interest, research issues related to legal education in general. However, the above research works are still scattered; there has not been a direct, scientific and systematic study on this issue, or if there is, it is mainly intended to introduce relevant aspects. Therefore, in terms of theory and practice, there are still many issues that must continue to be researched, supplemented, and perfected. The research results of the thesis have contributed to supplementing and gradually perfecting the theory of legal education for ethnic minorities, such as concept, position, role, characteristics, content, form and guarantee conditions. At the same time, point out the constitutive elements; the experience of some countries around the world and a reference value for Vietnam. Based on clarifying the influencing factors and the current status of legal education for the Raglai ethnic people, the author has made predictions and proposed 04 viewpoints and 07 basic solutions to ensure legal education for the Raglai ethnic people in Vietnam in the coming time.

3. During the research process, the author came up with the following concept: Legal education for Raglai ethnic people is a systematic, purposeful, impact process, regularly by subjects to raise awareness of the Raglai ethnic people to equip them with legal knowledge, contribute to raising awareness and a sense of law observance; protect the legitimate rights and interests of the people. On that basis, the author has pointed out the influencing factors and analyzed. Assess the current status of legal education for Raglai ethnic people, such as: (1) Results achieved and causes; (2) Shortcomings, limitations and causes. These are important practical bases for the author to make predictions, propose opinions, and solutions to ensure legal education for the Raglai ethnic people in Vietnam in the new era of the nation.

4. To contribute to ensuring legal work for the Raglai ethnic people in Vietnam in the context of the new situation, the author has predicted the impact factors and proposed 04 perspectives and 07 basic solutions contributing to ensuring legal education for the Raglai ethnic people in Vietnam to meet the requirements and tasks in the new situation, including: (1) Raising awareness and responsibility of local Party committees, authorities, and cadres regarding the position and role of legal education for the Raglai ethnic compatriots in Vietnam; (2) Reviewing and improving mechanisms and policies on legal education for the Raglai ethnic compatriots in Vietnam; (3) Building a team of cadres to carry out legal education for the Raglai ethnic compatriots in Vietnam to meet practical requirements; (4) Innovating the content and forms of legal education for the Raglai ethnic compatriots in Vietnam; (5) Promoting digital transformation in legal education for the Raglai ethnic compatriots in Vietnam; (6) Strengthening the socialisation of legal education for the Raglai ethnic compatriots in Vietnam; (7) Ensuring the material facilities, technical means and policies legal education for the Raglai ethnic compatriots in Vietnam./.

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