

HO CHI MINH NATIONAL ACADEMY OF POLITICS

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**THE CURRENT CULTURAL ENVIRONMENT
IN THE SCHOOLS OF THE VIETNAM PEOPLE'S PUBLIC
SECURITY FORCE**

SUMMARY OF THE DOCTORAL THESIS

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INTRODUCTION

1. Rationale for the Research Topic

In Vietnamese thought, the awareness of the cultural environment's influence on personality formation and development is deeply generalized through folk philosophy, such as the proverb: "Near vermilion, one gets red; near ink, one gets black" (equivalent to "*A man is known by the company he keeps*"). This philosophy remains highly relevant today.

The cultural environment, as an environment containing cultural elements, has a direct impact on the process of human socialization. Practice shows that individuals raised in a healthy cultural environment, with favorable educational conditions and exposure to positive behavioral role models, are more likely to achieve comprehensive personality development. Conversely, an environment lacking cultural-educational factors easily leads to deviations in personality formation and behavior.

Therefore, within the national education system, schools are always identified not only as places for imparting knowledge and skills but also as cultural institutions with an important function in nurturing morality, personality, and mettle for learners. As individuals enter different training environments, they continue to be shaped by the specific cultural norms, values, and nuances of those institutions. Thus, paying attention to the school's cultural environment is an urgent issue for all sectors and educational establishments to build individuals capable of fulfilling specific societal tasks.

However, in current scientific research, the theoretical system regarding the school cultural environment has not been comprehensively and uniformly established. Issues such as the conceptual connotation, the constituent elements of the "school cultural environment," and the scientific criteria for identifying and evaluating it still need supplementation and clarification. Furthermore, explaining the dynamics and transformation of the cultural environment in the context of digital transformation, globalization, and new socio-cultural challenges remains a gap.

In our national education system, People's Public Security (PPS) academies are training grounds for human resources for the armed forces-the forces directly participating in protecting the Party, the State, the regime, and the People. The educational and training process in PPS academies aims not

only to transmit professional knowledge but also to forge political mettle, discipline, and loyalty to the Fatherland, the Party, and the People. This is where "comprehensive education" takes place, where traditional national values, revolutionary ethics, political mettle, and humanistic and legal spirits are deeply instilled, contributing to shaping public security officers who are both "red" and "expert."

Therefore, the cultural environment in PPS academies is not merely a general educational space but carries a very high political-ideological orientation, contributing to building a revolutionary, regular, elite, and modern Public Security force that is firm in politics, ideology, morality, organization, and personnel. A healthy, civilized cultural environment is an important foundation for academies to train, foster, and discipline public security cadres and soldiers with standard morals, lifestyles, styles, mettle, and professional competence, thereby contributing directly to the cause of maintaining national security, social order, and protecting the Fatherland.

As the country enters a new era of development with high expectations for prosperity and happiness, the demands placed on the PPS force are increasingly higher, not only in terms of professional expertise but also in political mettle, moral qualities, and integration capacity. Given this requirement, building the cultural environment in PPS academies becomes a decisive factor in the quality of human resources, directly affecting the future task performance efficiency of the force.

However, compared to that special meaning and role, the cultural environment in present-day PPS academies has not been fully and comprehensively researched from a cultural studies perspective regarding its structure, characteristics, impacts, and ensuring conditions. The cultural environment in some PPS academies has not received synchronized and proportionate investment. The awareness of a segment of managers, lecturers, and student officers regarding the role of the cultural environment remains limited; the specific realization of school cultural standards lacks uniformity; and educational activities regarding values and behavioral culture are still formalistic and less effective. Negative impacts from the social environment and cyberspace, if not oriented in time, may give rise to deviant expressions in

learning, training, and communication, affecting the training quality of PPS cadres.

Driven by these requirements, conducting an in-depth study on the cultural environment in PPS academies is extremely necessary. The study "*The current cultural environment in the schools of the Vietnam People's Public Security Force*" will contribute to building a theoretical foundation on the cultural environment in PPS academies while providing valuable scientific arguments for the practice of building and developing the cultural environment of PPS academies in the new era.

2. Research Objectives and Tasks

2.1. Research Objectives

On the basis of clarifying several theoretical issues regarding the cultural environment in PPS academies, the thesis analyzes the expressions of the cultural environment in present-day Vietnamese PPS academies, clarifies its specific characteristics, and discusses the requirements and solutions for building a healthy, disciplined, and humanistic PPS academy cultural environment suitable for the demands of training public security forces in the new context.

2.2. Research Tasks

To achieve the research objectives, the thesis sets forth the following basic tasks:

- **Review** the literature and research status related to the cultural environment in PPS academies.
- **Establish** the theoretical framework for the thesis: define tool concepts; clarify the characteristics, structure, and role of the cultural environment in PPS academies; interpret the applied theories and determine the analytical framework of the thesis. Provide an overview of the 04 Vietnamese PPS academies selected for field surveys.
- **Identify and analyze** the current status of the cultural environment in present-day Vietnamese PPS academies through empirical surveys at 04 selected institutions.
- **Discuss** the positive points and limitations in the specific manifestations of the cultural environment in PPS academies through situational analysis and assessment, thereby identifying new requirements and

offering scientific recommendations to contribute to building a healthy, civilized, humanistic, and integrated cultural environment in PPS academies.

3. Research Object and Scope

3.1. Research Object

The research object of the thesis is the cultural environment in present-day Vietnamese People's Public Security academies.

3.2. Research Scope

- **Content scope:** The school cultural environment is a broad research topic with various approaches. Within the framework of this thesis and the researcher's conditions, the thesis focuses on identifying the cultural environment in present-day PPS academies through four components: (1) cultural landscape; (2) cultural institutions; (3) cultural values and norms; and (4) cultural activities within PPS academies.

- **Time scope:** The thesis focuses on surveying the cultural environment in PPS academies after the implementation of Circular No. 27/2017/TT-BCA dated August 22, 2017, by the Ministry of Public Security regulating the Code of Conduct for the People's Public Security.

- **Spatial scope:** The thesis conducted empirical surveys at 04 institutions: the People's Security Academy, the People's Police Academy, the University of Fire Fighting and Prevention, and the People's Police College I. The survey at these 04 institutions basically ensures representation because each academy represents a vital task block, creating a panoramic picture of the PPS sector's culture:

- *The People's Security Academy* represents the Security block, which emphasizes secrecy and sharp thinking.

- *The People's Police Academy* represents the Police block, focusing on elite performance, direct law enforcement, and handling real-world situations.

- *The University of Fire Fighting and Prevention* represents the specialized technical-professional block, where discipline goes hand in hand with bravery, self-sacrifice, rescue, and salvage spirits.

- *The People's Police College I* represents the tactical application and basic policing block.

4. Research Questions and Hypotheses

4.1. Research Questions

- What are the characteristics, structure, and role of the cultural environment in PPS academies in shaping the personality, competence, qualities, lifestyle, and political mettle of PPS cadres and soldiers?
- What is the current status of the cultural environment in present-day Vietnamese PPS academies? How does it differ from the cultural environment in civilian universities of the same level?
- What are the new requirements for the cultural environment in present-day Vietnamese PPS academies? What recommendations can be made to build a truly healthy, civilized, humanistic, and integrated cultural environment in present-day Vietnamese PPS academies?

4.2. Research Hypotheses

- The cultural environment in PPS academies plays a foundational, direct, and long-term role in shaping and developing the personality, political mettle, morals, lifestyle, and style of PPS cadres and soldiers. A healthy, disciplined, humanistic academy cultural environment that is rich in role-modeling and deeply embedded with PPS cultural values will create favorable conditions for learners to internalize values and norms, consolidate political mettle, foster an awareness of organization and discipline, and instill the spirit of serving the People.
- The cultural environment in present-day Vietnamese PPS academies is receiving care, protection, and development from the management of these schools. Basically, it reflects positivity, healthiness, civilization, and modernity. The specificity of educational institutions training armed forces has created a difference between the cultural environment in PPS academies and civilian schools of the same level. However, some limitations and inadequacies that negatively affect the cultural environment in PPS academies still exist and need to be repelled and overcome.
- New requirements for the cultural environment in present-day PPS academies stem from social context changes, shifts in occupational value systems, and the heavy impact of digital transformation. It can be assumed that: (1) the level of synchronized improvement of the cultural environment's elements (from value systems, conduct standards, governance, landscape,

institutions, to cultural activities) positively affects the personality formation process, political mettle, and professional behavior of student officers; (2) consolidating and practicing core values and standards, diversifying cultural activities, and ensuring safety in digital spaces are essential requirements to build a healthy and civilized cultural environment; and (3) the effectiveness of solutions depends on the level of value internalization by the subjects and the synchronization of the components within that cultural environment.

5. Approach, Methodology, and Research Methods

5.1. Approach

To execute the thesis, the researcher selected an interdisciplinary approach. While Cultural Studies serves as the mainstay, the thesis combines and utilizes knowledge from various scientific disciplines such as Sociology and Pedagogy to better study and identify the cultural environment in present-day PPS academies.

5.2. Methodology

The thesis inherits and applies the perspectives of previous researchers on the school cultural environment from multiple angles: Cultural Studies, Sociology, Pedagogy, and Public Security Science. These research viewpoints allow for approaching the PPS academy cultural environment as a dynamic system that is both educational-training-oriented and carries specific political-social and professional characteristics.

The thesis adopts the **structural-functional theory** as its theoretical foundation, mainly applying Talcott Parsons' approach while selectively inheriting the ideas of Durkheim and Merton. At the same time, the research topic is based on the Party's viewpoints and guidelines on building and developing Vietnamese culture and people; on education and training; and on building the PPS force in the new situation. The resolutions and directives of the Party, the Central Public Security Party Committee, and the Ministry of Public Security serve as important political-legal bases for determining the research orientation, evaluation criteria, and proposed solutions.

5.3. Research Methods

The thesis utilized the following research methods:

- Analysis and synthesis of secondary documents method;
- Historical-logical method;

- In-depth interview method;
- Sociological survey method using questionnaires.

6. Contributions of the Thesis

- **Theoretically:** The thesis successfully builds an analytical framework for the cultural environment in PPS academies, contributing to supplementing and clarifying the theory of cultural environments in the specific field of education and training for armed forces. Based on the structural-functional theory, the thesis interprets the PPS academy cultural environment as a unified whole among values, norms, institutions, activities, and physical-spiritual cultural spaces and landscapes, tightly bound to the goal of forming the personality, political mettle, morality, and style of PPS cadres and soldiers.

- **Practically:** The thesis identifies and clarifies the specific characteristics of the Vietnamese PPS academy cultural environment compared to civilian schools, thereby proposing feasible solutions that serve as valuable references for leadership and management in building the cultural environment in PPS academies. The research results also contribute to adding reference materials for teaching, learning, and researching cultural environments in general and school cultural environments in particular.

7. Structure of the Thesis

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

- **Chapter 1:** Literature Review on Research Related to the Cultural Environment in Vietnamese People's Public Security Academies.
- **Chapter 2:** Theoretical Foundations of the Cultural Environment in People's Public Security Academies and an Overview of the Research Sites.
- **Chapter 3:** Current Status of the Cultural Environment in Present-Day Vietnamese People's Public Security Academies.
- **Chapter 4:** Discussion on the Cultural Environment in Vietnamese People's Public Security Academies.

Chapter 1

LITERATURE REVIEW ON RESEARCH RELATED TO THE CULTURAL ENVIRONMENT IN VIETNAMESE PEOPLE'S PUBLIC SECURITY ACADEMIES

1.1. Research Directions on the Cultural Environment

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

Issues regarding the conceptual connotation, structure, and role of the cultural environment have been discussed in studies by Georges Olivier, Irwin Altman, A.I. Arnoldov, Ho Si Quy, Mai Hai Oanh, Dinh Thi Van Chi, Nguyen Thi Huong, etc. Although there are different interpretations, opinions basically approach the cultural environment as the surrounding conditions encompassing the subject's activities and impacting the subject. The cultural environment is the foundation, the "biosphere" surrounding humans with objective material and spiritual conditions that create prerequisites for humans to exist, communicate, labor, produce, live, and create.

1.1.2. Discussions on the Practical Status of Building the Cultural Environment

This content is addressed by authors such as Nguyen Thi Hau, Nguyen Huy Phong, Vu Tu Quyen, Nguyen Duy Bac, Bui Hoai Son, Truong Duc Thuan, etc. Accordingly, the authors emphasize urgent tasks to build a healthy cultural environment with fine traditional values and contemporary values to promote cultural values and the strength of the Vietnamese people, noting that building a healthy cultural environment and properly resolving the relationship between economic growth and cultural development is essential for sustainable development.

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

1.2.1. Research on School Culture

This content is addressed in studies by Edgar Schein, Rexford Brown, Phillips, G & Wagner, Julie Heifetz & Richard Hagberg, James G. March and Johan P. Olsen, Dang Thanh Hung, Nguyen Thi My Loc and colleagues, Do Thi Thu Hang, etc. The authors all highly value the role of school culture in education, agreeing that a school with a positive, healthy school cultural

environment is a factor for comprehensive education toward students. When a school builds a healthy, positive cultural environment, it results in higher academic achievements and better behavior among students.

1.2.2. Research on the School Cultural Environment

This is addressed by authors such as Pham Minh Hac, Nguyen Phuong Hong, Truong Luu, Thanh Le, Ho Si Quy, Pham Hong Quang, Mai Thi Thuy Huong, etc. Overall, these scientific works have partly clarified the concept, structure, functions, and role of the cultural environment in schools, especially in the context of current educational reform.

1.3. Value of Reviewed Research Works to the Thesis and Issues to be Focused on by the Thesis

1.3.1. Value of Reviewed Research Works to the Thesis

Previous research works clarified many issues, such as the concept of the cultural environment and its role in human and social development. Inheriting these researchers' viewpoints, the doctoral candidate applies and develops them to build the theoretical foundation and analytical framework of the thesis as a basis for implementing the set research tasks.

1.3.2. Issues the Thesis Needs to Focus on Resolving

Although research works on cultural environments are quite abundant, studies on the cultural environment in PPS academies with specific characteristics still present a gap. Therefore, the thesis wishes to contribute to and fill this academic gap with research contents such as:

1. Systematizing and specifying several theoretical issues regarding the cultural environment and the cultural environment in PPS academies.
2. Surveying, identifying, and evaluating the current status of the cultural environment in present-day Vietnamese PPS academies.
3. Discussing the expressions of the cultural environment in PPS academies, identifying newly emerging requirements, and suggesting orientations to build a healthy, civilized cultural environment, thereby contributing to improving education and training quality in PPS academies specifically and meeting the demands of building the PPS force in the new era.

Brief Summary of Chapter 1

In Chapter 1, the doctoral candidate reviewed and systematized domestic and international research works related to the concept, structure, and role of

the cultural environment in general, as well as the school cultural environment in particular, showing the importance of researching cultural environments.

For PPS academies, researching the cultural environment becomes even more urgent due to specific characteristics regarding functions, tasks, moral standards, and political ideals that this force must pursue. However, to date, there has been no specialized work analyzing the cultural environment in PPS academies systematically and comprehensively under a Cultural Studies lens, particularly the specific cultural factors affecting the formation of political qualities, morals, and professional competence for student officers-the future cadres and soldiers of the PPS force. The absence of a theoretical framework and suitable criteria to identify, evaluate, and develop the cultural environment in PPS academies is a notable academic gap. From that gap, the doctoral candidate proposes to approach the issue of the cultural environment in Vietnamese PPS academies from a Cultural Studies perspective to analyze its nature, structure, impacting factors, and role in shaping a public security cadre force that is "both red and expert."

Chapter 2

THEORETICAL FOUNDATIONS OF THE CULTURAL ENVIRONMENT IN PEOPLE'S PUBLIC SECURITY ACADEMIES AND AN OVERVIEW OF THE RESEARCH SITES

2.1. Theory of the School Cultural Environment

2.1.1. Tool Concepts

- **Concept of Environment:** Understood in the most general way, the environment is the totality of natural and social elements surrounding humans, influencing human existence and development.

- **Concept of Culture:** Culture is associated with the process of human existence, environmental modification, and social development throughout history, reflecting creative capacity, adaptation ability, and the restructuring of the surrounding world according to the standards of each community. This is also the conception of culture that the thesis determines as the basis to approach the concept of the cultural environment.

- **Concept of Cultural Environment:** The cultural environment is a dynamic totality of cultural elements surrounding humans in a specified space

and time, such as landscapes, cultural institutions, cultural values, norms, and cultural activities. These elements interact with each other and with humans to build and develop humans as both products and subjects of culture.

- **Concept of School Cultural Environment:** The school cultural environment is understood as an integrated whole of cultural elements surrounding and impacting all subjects in the school, including the landscape, cultural institutions, cultural values, and norms along with the school's cultural activities. These elements do not exist fragmentarily but form a unified structure, interacting with each other and directly with the school's subjects. In this sense, the school cultural environment is both an important condition ensuring the teaching-learning, training, and personality perfection process of the subjects, and a product of their own through cultural behaviors, practices, and creations. This two-way interaction creates the dynamic nature and self-adjustment capacity of the school cultural environment, reflecting the maturity level, educational quality, and identity of each training institution.

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

2.1.2.1. Characteristics of the School Cultural Environment

- The school cultural environment is an educational space with goals and value orientations.
- The school cultural environment possesses pedagogical and exemplary characteristics.
- The school cultural environment exhibits clear organizational characteristics and is strictly regulated by educational institutions.

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

- The PPS academy cultural environment carries political-legal characteristics and specific training goals.
- High discipline is a prominent feature of the PPS cultural environment.
- The PPS cultural environment emphasizes collectivism, solidarity, and organizational spirit.
- The PPS cultural environment possesses high professional practicality.
- The PPS cultural environment has high standards and exemplary traits.

Thus, the cultural environment in PPS academies carries both the characteristics of school culture and is saturated with public security professional culture. There, training contents are closely linked to the practice of protecting security and order; teacher-student and commander-student relationships are pedagogical but simultaneously bear command and disciplinary traits; and learning spaces are attached to drill grounds, practices, and professional simulations.

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

2.1.3.1. Cultural Landscape of PPS Academies

Unlike many civilian school types, the space and campus of PPS academies are organized according to enclosed, regular principles ensuring absolute security. Functional zoning (learning, training, living, management, duty blocks, drill grounds...) is strictly and reasonably arranged, serving training tasks while meeting the management and discipline requirements of the armed forces.

2.1.3.2. Cultural Institutions in PPS Academies

Basically, the institutional system in PPS academies includes common institutions of modern schools such as: libraries; traditional houses or souvenir display rooms; lecture halls; multi-purpose buildings; collective living rooms; stadiums, and sports practice grounds. These institutions are relatively fully and synchronously invested in, ensuring they serve the learning, research, and socio-cultural needs of cadres, lecturers, and student officers. However, unlike civilian establishments, institutions in PPS academies are planned and operated in close alignment with the goals of training political, professional, physical, and vocational mettle for student officers, meeting the requirements of building a regular, elite, and step-by-step modern PPS force.

2.1.3.3. Cultural Values and Norms of PPS Academies

Within the PPS academy environment, value systems and norms reflect not only universal principles (such as honesty, respect, responsibility) but are also tightly bound to specific political-professional traits (such as absolute loyalty to the Party, supremacy of law, readiness to sacrifice for the people). These norms are manifested in behavioral culture, attire, language, lifestyle,

and rituals of each individual in the academy. The system of values and norms acts as a "moral compass" directing behavior, maintaining psychological and spiritual stability, and creating a positive, united, friendly yet serious pedagogical atmosphere-a key factor in educating political mettle and professional ethics for Public Security student officers.

2.1.3.4. Cultural Activities in PPS Academies

Specific cultural activities in academies include: emulation activities to improve teaching and learning qualities; cultural-artistic activities; sports and recreational activities; gratitude-rendering activities, humanitarian and volunteer activities for the community, environmental protection, and others. In Public Security schools, these activities also carry political-ideological educational meanings, contributing to raising awareness about the force's traditions, patriotism, and fighting spirit against deviant expressions in popular culture.

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

2.1.4.1. Role of the Academy Cultural Environment toward the Development and Perfection of Qualities and Competencies of Subjects in PPS Academies

The PPS academy cultural environment plays a role in value orientation and forming political-moral qualities for subjects. Through the core value system of the PPS force, professional ethics standards, discipline, regulations, and academy traditions, the cultural environment helps cadres, lecturers, and student officers consolidate political mettle, loyalty to the Party, Fatherland, and People, while forming a sense of responsibility, disciplinary awareness, and standard behavioral styles in learning, working, and daily life.

2.1.4.2. Role of the Academy Cultural Environment toward the Development of PPS Academies

The cultural environment in PPS academies plays a role in building cultural identity and raising the prestige and position of the academy. Traditions, lifestyles, behavioral styles, and specific values nurtured within the academy's cultural environment create a distinct identity, contributing to affirming training quality and consolidating the trust of society and the PPS force toward the academy.

2.1.5. Theoretical Basis and Analytical Framework of the Thesis

2.1.5.1. Structural-Functional Theory Applied in the Thesis

The thesis approaches the cultural environment according to the structural-functional theory of Emile Durkheim, Robert K. Merton, and Talcott Parsons. Under this lens, the PPS academy cultural environment is viewed as a system consisting of relatively stable structures that have organic relationships and together point toward training goals. In PPS academies, this system is clearly shown through basic structural blocks:

1. **Material-Landscape Structure:** Includes the cultural landscape and cultural institutions (natural green spaces, architectural landscapes, physical infrastructure, dormitories, training drill grounds, practice centers, libraries, traditional houses, etc.).

2. **Cultural Value-Norm Structure:** Consists of the Public Security sector's value system (e.g., loyalty, discipline, humanism, serving the people), behavioral norms, collective rules, PPS regulations, and the training philosophy of each academy.

3. **Cultural Activity Structure:** Consists of emulation activities to improve teaching-learning quality, discipline training, collective living, cultural-artistic and sports activities, and volunteer/humanitarian activities.

2.1.5.2. Analytical Framework of the Thesis

(Represented via Diagram 2.1: Analytical Framework in the main text body, mapping Inputs → Core Components → Institutional Functions & Outputs).

2.2. Overview of the Research Sites

2.2.1. Vietnam People's Public Security and the System of People's Public Security Academies

2.2.1.1. Vietnam People's Public Security

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

2.2.1.2. The System of People's Public Security Academies

After the Ministry of Public Security implemented the Project on rearranging and reorganizing PPS schools, the system of PPS schools currently consists of 12 schools. The thesis conducted empirical surveys at 4

PPS schools: the People's Security Academy, the People's Police Academy, the University of Fire Fighting and Prevention, and the People's Police College I.

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

2.2.2.1. People's Security Academy (T01)

This is the first training establishment of the Vietnam PPS force, founded on June 25, 1946, under the initial name "Public Security Training School" (1946-1949 phase). In its 79 years of construction and growth, the Academy has achieved many remarkable achievements. The Academy is a public higher education institution within the national education system, tasked with: multi-disciplinary and deep training (with 10 majors, 12 specializations at the undergraduate level; 04 majors/specializations at the master's level; 02 majors/specializations at the doctoral level). This is the unique academy assigned by the Ministry of Public Security to organize training and fostering for high-level commanding cadres such as Directors General and Directors of Provincial Police Profiles. The People's Security Academy is also one of three school units of the PPS force authorized to train high-level political theory. The Academy also trains cadres for the Ministry of Public Security of the Lao People's Democratic Republic and the Ministry of Interior of the Kingdom of Cambodia.

2.2.2.2. People's Police Academy (T02)

The People's Police Academy originated from the Police Department of the Central Public Security School. On May 15, 1968, the Ministry of Public Security issued Decision 514/CA/QĐ "separating the People's Police division from the Central Public Security School, establishing a separate school tasked with training intermediate-level personnel for the People's Police force," officially founding the People's Police School. The People's Police Academy performs 20 functional and task items assigned by the Party, State, and Ministry of Public Security. Its core task is acting as a public higher education institution training multi-disciplinary and multi-field blocks within the national education system; holding responsibility for training and fostering cadres at undergraduate, master's, and doctoral levels; fostering titles and professional skills for leadership and command levels of the People's Police force and the Ministry of Public Security; fostering teachers for People's

Police schools; participating in national defense and security education; performing external affairs and international cooperation on education and training; and acting as a scientific research center for the entire force, holding a core role for the development of PPS schools.

2.2.2.3. University of Fire Fighting and Prevention (T06)

On October 4, 1961, President Ho Chi Minh signed Decree No. 53/LCT promulgating the Ordinance on "State Management regarding Fire Fighting and Prevention Work." Right after the Ordinance was born, the Ministry of Public Security assigned the Central Public Security School to open professional training classes on Fire Fighting and Prevention techniques. On September 2, 1976, the Minister of Interior Tran Quoc Hoan signed Decision No. 5062-NV/QĐ "On separating the Fire Fighting and Prevention Police Division from the People's Police School and establishing the Fire Fighting and Prevention Police Non-Commissioned Officers School." The University of Fire Fighting and Prevention is the leading higher education institution in Vietnam with the mission of training high-quality human resources, fostering knowledge, training deep professional skills, conducting scientific research, applying and transferring technology, and implementing international cooperation in fire fighting, prevention, rescue, and salvage fields, contributing to protecting State property and the lives and property of the people.

2.2.2.4. People's Police College I (T09)

The People's Police College I was established on December 30, 1965, according to Decision No. 1594/CA-QĐ founding the People's Police Division based on separating the Police Department of the Central Public Security School. On April 6, 2020, the Minister of Labor, Invalids and Social Affairs issued Decision No. 391/QĐ-LĐTBXH merging the Armed Police Intermediate School and Campus 1 of the People's Police Intermediate School VI into the People's Police College I, with its working headquarters located at Xuan Thuy Village, Thuy Xuan Tien Commune, Chuong My District, Hanoi. After merging, the school has the function of training and fostering People's Police cadres at college and intermediate levels, providing high-quality human

resources for local units and contributing to building a revolutionary, regular, elite, and modern PPS force.

Brief Summary of Chapter 2

Chapter 2 presented tool concepts used in the thesis: environment, culture, cultural environment, and school cultural environment. It also addressed the structure of the cultural environment with many intertwined components creating the school's distinct identity. In this chapter, the candidate focused on analyzing the distinct characteristics of PPS academies and introduced an overview of the 4 surveyed institutions. In short, Chapter 2 established the theoretical and practical foundations for the thesis to go deeper into identifying and evaluating the current status in the next chapter.

Chapter 3

CURRENT STATUS OF THE CULTURAL ENVIRONMENT IN PRESENT-DAY VIETNAMESE PEOPLE'S PUBLIC SECURITY ACADEMIES

3.1. Current Status of the Cultural Landscape in Vietnamese People's Public Security Academies

3.1.1. Natural Landscape Systems in Academies

Basically, the natural landscape-as a constituent element of the school cultural environment-has received methodical and harmonious investment from PPS academies, tightly bound to comprehensive education goals. This ecological-cultural space not only improves the quality of living, learning, and working but also acts as a "mirror reflecting" pedagogical, humanistic values and the identity of each academy in the current training system of the Vietnam PPS force.

3.1.2. Architectural Landscape Systems in Academies

The architectural landscape system in PPS academies carries specific traits of the Public Security force. These elements create a unique cultural space, reflecting the close relationship between humans and nature, while educating and training student officers' personalities and qualities. In general,

all surveyed PPS academies have built engineering structures bearing their own unique marks.

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

3.2.1. Types of Cultural Institutions in People's Public Security Academies

The system of cultural institutions in PPS academies includes many characteristic works, such as professional library systems, traditional houses, cultural complexes, physical education and sports facilities, museums, and showrooms. Survey results show a high level of institutional responsiveness in PPS academies.

3.2.2. System of Physical Infrastructure, Equipment, and Technology Serving Institutional Activities

The physical-technical infrastructure system in PPS academies creates conditions serving teaching activities, scientific research, learning, and training attached to the political tasks of PPS academies. This system plays an important role, not only meeting teaching and learning needs but also contributing to building a modern, professional, and friendly learning environment.

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

3.3.1. Identifying Core Values of People's Public Security Academies

Core values in present-day PPS academies include: Absolute loyalty to the Fatherland and People; respect for the law, serving the people; bravery, acumen, sacrificing oneself for the country and serving the people; regular, elite, step-by-step modern status; solidarity, discipline, responsibility; *Tradition - Discipline - Quality - Innovation - Development*; and firm mettle, sharp thinking, open vision. The value of PPS academies is visually encapsulated through their institutional logos.

Comparing core value systems and deep interview opinions reveals that while civilian schools' core values lean toward factors like creativity, quality,

and efficiency, PPS academies uniformly emphasize the values of discipline and responsibility.

3.3.2. Identifying Cultural Norms of People's Public Security Academies

Norms in PPS academies are manifested through several aspects:

- *Moral and lifestyle standards* (absolute loyalty to the Fatherland, Party, State, and people; dedication to work with high responsibility; integrity, honesty, bravery; respect and politeness toward the people; comradeship and mutual affection).
- *Competence and professional standards* (high awareness in tasks; mastering foundational knowledge on politics, law, and public security professions; flexible and creative application of knowledge to resolve practical workplace problems; proficient use of equipment and tools supporting public security tasks).
- *Communication and behavioral standards* (built based on Circular No. 25/2023/TT-BCA regulating the Code of Conduct for PPS cadres and soldiers, shown in contact with the People, with comrades/teammates, with leaders/commanders, and when participating in social activities).

The core norms are characterized by bravery and high combativeness.

3.3.3. Practice Status of Values and Norms in People's Public Security Academies

3.3.3.1. Educational and Propagandistic Work of Academies

PPS academies all pay attention to organizing, thoroughly grasping, and deploying directives, resolutions, and plans of the Party, State, and Ministry of Public Security related to building cultural environments in academies.

3.3.3.2. Cultural Conduct within Academies

Behavioral culture in PPS academies includes: conduct of cadres toward student officers; conduct of cadres and student officers toward the natural environment, landscape, cultural institutions, and technical equipment; and conduct of cadres and student officers in cyberspace.

3.4. Organizing Cultural Activities in People's Public Security Academies

3.4.1. Emulation Activities to Improve Teaching-Learning Quality

3.4.1.1. Excellent Lecturer Contests at Ministry and Academy Levels

The Ministry of Public Security in general and PPS academies in particular always focus on teaching-learning quality; therefore, organizing contests for excellent teaching is conducted regularly.

3.4.1.2. Contests for Student Officers

The Ministry and academies organize contests for student officers, such as Olympiads in academic subjects (English Olympiad, Law Olympiad, Political Theory Olympiad, etc.) and professional skill competitions.

3.4.2. Recreational, Cultural, and Artistic Activities

In addition to academic activities, units in schools launch and organize cultural and sports movements such as: art contests, performances, festivals; sports meets among cadres and students featuring football, badminton, table tennis, Taekwondo, volleyball, chess, Chinese chess, tug-of-war, running, and martial arts.

3.4.3. Volunteer, Humanitarian, and Charitable Activities

Public Security educational institutions, in particular, have carried out numerous humanitarian and charitable activities - such as assisting the public in overcoming the aftermath of natural disasters and floods, and supporting the poor, policy beneficiary families, and students facing hardship. Survey results indicate that staff and students at these institutions participate actively and enthusiastically in such activities, helping to project an image of Public Security officers who are close to the people, deeply connected with the community, and dedicated to serving the public.

Brief Summary of Chapter 3

Based on systematizing the theoretical foundation and establishing the structure of the cultural environment in PPS academies, the candidate surveyed, analyzed, and evaluated the current status across four constituent dimensions: cultural landscape, cultural institutions, values and norms, and cultural activities/products. Survey results indicate that PPS academies achieved remarkable milestones in investing in landscapes, institutions, and organizing diverse cultural activities. However, certain limitations remain regarding synchronization, depth, and promoting the active subject role of cadres, lecturers, and student officers. This evaluation serves as an

important scientific basis for proposing orientations and solutions in the next section.

Chapter 4

DISCUSSION ON THE CULTURAL ENVIRONMENT IN VIETNAMESE PEOPLE'S PUBLIC SECURITY ACADEMIES

4.1. Discussion on the Current Status of the Cultural Environment in Present-Day Vietnamese People's Public Security Academies

4.1.1. Regarding the Cultural Landscape

The natural landscape system has basic requirements met for working, studying, and training. However, the issue lies in the ability to transform the physical landscape into a true "cultural space," meaning it must fully satisfy the developmental vision of each PPS academy.

4.1.2. Regarding Cultural Institutions

PPS academies built diverse and modern institutional systems. However, more important than institutional shortage is the mismatch between physical infrastructure and cultural institutions, between "infrastructure modernization" and "modernization of cultural functions," and between "scale growth" and "cultural quality growth." Requirements demand redefining cultural institutions as spaces that actively cultivate value.

4.1.3. Regarding Cultural Values and Norms

Academies succeeded in establishing core cultural values. However, a segment of norms still operates mainly as external rules (via regulations and regimes), while the internalization level into intrinsic motivation remains uneven among subject groups. Hence, it is necessary to shift from a model emphasizing control functions to an integrated model of three functions: Control - Socialization - Cultural Reflexivity.

4.1.4. Regarding Cultural Activities

Activities are highly diverse. However, the core issue does not lie in abundance or shortage, but in the sub-optimal status of the functional distribution structure among elements in the system. Activities are structurally stable but have not fully exploited their potential to transform cultural values into sustainable internal motivation.

4.2. Discussion on Requirements for the Cultural Environment in Present-Day Vietnamese People's Public Security Academies and Scientific Recommendations

4.2.1. Requirements Set Forth for the Cultural Environment in Present-Day PPS Academies

- **First:** Requirement to consolidate and develop the core cultural value system and professional moral standards of the PPS force under new conditions.
- **Second:** Requirement to modernize academy governance methods and cultural institutions to meet digital transformation demands, expanding the school cultural space into digital environments.
- **Third:** Requirement to build a humanistic, proactive, and creative pedagogical interaction environment.
- **Fourth:** Requirement to expand academic cultural spaces and strengthen international exchanges.
- **Fifth:** Requirement to enhance the effectiveness of cultural-artistic-sports activities combined with political-ideological education.

4.2.2. Scientific Recommendations

4.2.2.1. Consolidate and Perfect Core Values, Conduct Standards, and Enhance Communication Culture in the PPS Pedagogical Environment

Focus on building core value systems with the participation of school members, review and adjust them to ensure fit with developmental phases, and strengthen internal communication and value education.

4.2.2.2. Expand Cultural Spaces, Building Safe, Healthy, and Learning-Supportive Digital Cultural Spaces

Build and promulgate codes of conduct in digital environments for lecturers and student officers; step up education on information safety, digital ethics, and civic responsibility. Increase external collaboration to enhance the "cultural openness" of PPS academies.

4.2.2.3. Strengthen the Organization of Cultural-Sports-Artistic Activities that Educate and Broadly Spread Values

Innovate organization methods to make activities attractive and vibrant, gathering enthusiastic participation from all cadres and student officers, thereby cementing solidarity and professional pride.

4.2.2.4. Develop Pedagogical Landscapes and Cultural Institutions to be Regular and Modern

Have master plans ensuring regularity, aesthetics, and distinct traits of each PPS academy. Integrate traditional values and symbols of the PPS force into landscape designs.

4.2.2.5. Strengthen Connections among Academies, the Public Security Force, and the Community

Proactively expand cooperation with professional units and local police for internships, practical experiences, and professional drills in environments close to future assignments. Mobilize social resources to support building institutions and learning materials.

4.2.2.6. Promote the Core Role of Lecturers and Management Cadres in Architecting the Cultural Environment

Improve political qualities, morals, and capacities of the cadre and lecturer contingent. Building role-model lecturers and managers in political quality, ethics, work style, and conduct holds a key role.

4.2.2.7. Innovate Inspection and Evaluation Work and Maintain the Sustainability of the Cultural Environment

Build evaluation criteria systems suitable for regular-modern requirements and digital transformation conditions, making inspection work transparent, objective, measurable, and adjustable to practice.

Brief Summary of Chapter 4

In this chapter, the thesis focused on discussing the cultural environment in PPS academies in the context of current reform and integration across landscapes, institutions, values, norms, and activities. On that basis, it identified new requirements (emphasizing modernization, digitalization, standardization, and humanization) and proposed 7 detailed scientific recommendations to improve cultural governance efficacy and meet the demands of building a regular, elite, and modern PPS force.

CONCLUSION

The cultural environment in People's Public Security academies is a specific whole, formed and operated in the intersection between higher education environments and armed forces environments, where political, legal, disciplinary, humanistic, and pedagogical values coexist, interact, and govern each other. In the context of fundamental and comprehensive educational reform, digital transformation, and the requirement to build a revolutionary, regular, elite, and modern PPS force, researching this topic carries deep academic and practical significance.

The thesis confirms that the cultural environment in present-day Vietnamese PPS academies is constituted by four basic elements: cultural landscape, cultural institutions, cultural values and norms, and cultural activities. These elements do not exist independently but possess organic relationships, interacting to perform educational, orienting, and behavior-adjusting functions. The thesis successfully built a comprehensive analytical framework, contributing to supplementing the theory of cultural environments in specialized educational institutions belonging to the armed forces.

Practically, research shows that PPS academies have basically built stable, orderly cultural environments that ensure discipline, promote traditional values, and guide behavior. However, certain limitations and contradictions are emerging, such as unsynchronized development among components, a gap between declared values and actual cultural practices, under-utilized institutional potentials, and deviant expressions triggered by market economies and social networks. These findings successfully address the research questions and confirm that the hypotheses set forth are scientifically well-grounded.

Building the cultural environment in PPS academies is not only an educational requirement but a strategic task in building the organizational culture of the Vietnam People's Public Security force. A healthy, humanistic, democratic, disciplined, and identity-rich cultural environment will create a solid foundation for shaping the personality, political mettle, moral qualities, and professional competence of future public security cadres and soldiers, contributing directly to the cause of protecting national security, maintaining social order, and protecting the country in its new development phase.

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

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2. Pham Thuy Nga (2025), "Current Status of Tangible Cultural Elements' Operation in Some PPS Schools Today", *Journal of Culture and Arts*, No. 593, pp. 79-82.
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4. Pham Thuy Nga (2025), "Current Status of Building and Developing the Cultural Environment at the University of Fire Prevention and Fighting (T06) - Ministry of Public Security", *Journal of Psychology - Education*, Vol. 31, No. 10.