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Scientific Supervisor: Assoc. Prof. Dr. Pham Huy Ky

Chair of the Board of Examiners:

Reviewer 1:

Reviewer 2:

Reviewer 3:

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INTRODUCTION

1. Rationale for Selecting the Topic

Political and ideological education is an exceptionally important constituent component of the entire ideological activities of the Communist Party of Vietnam. Grounded on the foundation of Marxism-Leninism, Ho Chi Minh's thought, the work of political and ideological education plays a vital role in transmitting the ideology, viewpoints, and lines of the Party to cadres and Party members and the masses; thereby contributing to the formation of political belief, the consolidation of stance and revolutionary steadfastness, and the orientation of practical actions. In theoretical terms, political and ideological education is not only a process of disseminating political and ideological knowledge but is also an activity of decisive significance in building, protecting, and developing the ideological foundation of the Party, ensuring unity of perception and action throughout society. Therefore, the 13th National Congress of the Party emphasized the requirement to "continue to strongly innovate the content and methods of ideological work toward being proactive, practical, timely, and effective..." [23, p. 181], and the 14th National Congress continued to affirm the need to "Strongly innovate the content and methods of ideological work; enhance the combativeness, educational value, and persuasiveness in political and ideological propaganda and education" [24, p. 131].

The intellectual contingent holds a particularly important role in the cause of national development, serving as the force that directly creates, disseminates, and applies scientific knowledge, contributing to the improvement of human resource quality, promoting scientific and technological development and innovation, and participating in policy formulation. In the context of the country entering a new stage of development, accelerating industrialization and modernization associated with the development of the knowledge economy, digital transformation, and comprehensive international integration, the issue of building and consolidating political steadfastness, ideal-based beliefs, and the socialist value orientation for the intellectual and scientific contingent becomes especially critical. The scientific research staff is the force directly responsible for creating knowledge and developing science and technology, while also participating in consultancy and providing strategic advice for the formulation of national development guidelines and policies. Consequently, political and ideological education for this contingent aims not only to enhance political awareness and professional ethics but also to orient the ideals of serving the Fatherland and the people, fostering social responsibility and creating sustainable spiritual motivation for long-term research and dedication.

Resolution No. 57-NQ/TW dated December 22, 2024, of the 13th Politburo regarding breakthroughs in the development of science, technology, innovation, and national digital transformation emphasized the requirement: "Raise awareness, achieve breakthroughs in mindset innovation, determine strong political determination, and resolutely lead and direct to create new impetus and vigor across society regarding the development of science, technology, innovation, and national digital transformation." To realize these requirements, the scientific research staff is the core force, which first and foremost must be built to be firm in political steadfastness, ideological stance, sense of social responsibility, and a system of professional values consistent with the developmental orientation of the country.

The Vietnam Academy of Science and Technology (VAST) is the nation's leading scientific and technological research institution, as well as an important strategic advisory and consultancy organization for the Party and the State in the field of science and technology. With a research staff possessing high professional qualifications, playing a pivotal role in implementing key research programs and training high-quality scientific and technological human resources, VAST holds a special position in actualizing the orientations and policies of the Party regarding scientific and technological development and innovation. However, under the conditions of a market economy, extensive international integration, the information explosion, and the multidimensional impacts of the social environment, the Academy's research staff is also increasingly influenced by complex factors, giving rise to new issues for the work of political and ideological education.

Practice shows that, while the vast majority of scientific research staff possess firm political steadfastness, enthusiasm, and a high sense of professional responsibility, there remains a segment exhibiting noteworthy manifestations regarding political ideology, ethics, and lifestyle. To varying degrees, some individuals have not paid adequate attention to the study of political theory and the Party resolutions; their awareness of the relationship between scientific research and socio-political responsibility remains incomplete; there are signs of hesitation to engage in or avoidance of struggling against deviant perceptions, a lack of acuity toward newly arising socio-political issues, and even vulnerability to the impact of "bad and toxic" information in cyberspace. Regarding ethics, lifestyle, and professional culture, some cadres still exhibit a tendency toward personal interests, overemphasizing achievements and titles; there is a decline in the sense of self-cultivation and training, and a lack of true role-modeling in complying with discipline, order, and professional ethical standards. Such manifestations, if not identified and rectified in a timely manner, will directly affect the quality of the staff, the academic environment, and the fulfillment of the political missions of scientific research agencies.

In recent times, the work of political and ideological education for the research staff at VAST has achieved several positive results, contributing to the enhancement of political awareness, the sense of responsibility, and the spirit of dedication among cadres and Party members. However, the overall effectiveness of this work still faces certain limitations. A portion of the staff has not fully perceived the role of political and ideological education in scientific research activities; the content, forms, and methods of education in some units have been slow to innovate and are not yet closely linked to the specific characteristics of creative labor and the academic environment; the grasping and orienting of ideology have at times been untimely; and the cohesion between political and ideological education and the building of professional ethics and scientific culture remains loose. This reality necessitates continued research to clarify both theoretical and practical aspects in order to propose appropriate and feasible solutions to enhance the effectiveness of political and ideological education for the scientific research staff at the Academy today.

From these theoretical and practical issues, it is evident that researching political and ideological education for the scientific research staff at VAST in a systematic, comprehensive, and in-depth manner is an urgent requirement. This study not only contributes to supplementing and developing the theory of political and ideological education for the scientific intellectual contingent but also holds practical significance in improving the quality of the research staff, building a healthy scientific environment, and

promoting the role of VAST in the cause of scientific and technological development and national innovation. This is the rationale for the doctoral candidate selecting the dissertation topic: "Political and Ideological Education for Scientific Research Staff at the Vietnam Academy of Science and Technology in the Current Period."

2. Research Aims and Objectives

2.1. Research Aims

The research aim of the dissertation is to clarify the theoretical and practical issues regarding political and ideological education for the scientific research staff at VAST; on that basis, to forecast impact trends and propose directions and solutions to strengthen political and ideological education for this contingent in the coming period.

2.2. Research Objectives

To achieve the aforementioned research aim, the dissertation focuses on the following tasks:

- Review the domestic and international research situation related to the topic; analyze and evaluate the achieved research results, thereby pointing out unresolved issues and research gaps that the dissertation needs to clarify.
- Systematize and clarify basic concepts; build a theoretical basis for political and ideological education for the scientific research staff; establish a theoretical framework and identify factors impacting political and ideological education activities for the scientific research staff at VAST today.
- Survey, analyze, and evaluate the current state of the work of political and ideological education for the scientific research staff at VAST in recent times; clarify achieved results, limitations, causes, and arising issues that need to be resolved.
- Analyze the impact of international and domestic contexts on the work of political and ideological education; on that basis, propose directions and major solutions to strengthen political and ideological education for the scientific research staff at VAST in the future.

3. Object and Scope of Research

3.1. Object of Research

- The object of research of the dissertation is the activity of political and ideological education for the scientific research staff at VAST today.
- The research subject of the dissertation is the scientific research staff currently working at VAST.

3.2. Scope of Research

- *Scope of content:* The dissertation focuses on researching issues related to political and ideological education activities for the scientific research staff at VAST, including research staff in the fields of science and technology. In this dissertation, the term “work of political and ideological education” is used consistently with the equivalent meaning of “activity of political and ideological education.”
- *Scope of space:* The dissertation is conducted at VAST—the leading scientific and technological research institution in the country, which possesses a diverse, large-scale organizational system with a vast number of research staff, representing the scientific research staff in public research agencies today.
- *Scope of time:* The dissertation focuses on researching the period from 2016 to 2025, corresponding to the period of implementing the Resolutions of the 12th and 13th National Congresses of the Communist Party of Vietnam; it also references certain

contents prior to 2016 and forecasts trends after 2025 to ensure systematic consistency and developmental orientation.

4. Theoretical Basis and Methodology

4.1. Theoretical Basis

The theoretical basis of the research consists of the theoretical principles of Marxism-Leninism, Ho Chi Minh's thought, and the viewpoints of the Communist Party of Vietnam. The political and legal basis of the research includes the policies and lines of the Party, and the policies and laws of the State regarding VAST and the work of political and ideological education.

4.2. Research Methods

The dissertation relies on the methodological viewpoints of dialectical materialism and historical materialism to deploy content and select specific research methods, such as: *the method of document collection and research; the method of analysis and synthesis; the historical and logical methods; the method of practical review; and the sociological survey method.*

5. New Contributions of the Dissertation

- *Firstly*, the dissertation has systematized and selectively reviewed domestic and international research works related to political and ideological education, thereby pointing out achieved results, unresolved issues, and research gaps. On this basis, the dissertation selectively inherits and develops previous research results to implement in-depth research on political and ideological education for the scientific research staff at VAST.

- *Secondly*, the dissertation approaches and systematically interprets relevant concepts, clarifying the concept of political and ideological education for the scientific research staff under the specific conditions of VAST; concurrently, it builds a theoretical research framework including constituent elements and factors impacting political and ideological education activities for the scientific research staff, suitable for the specific characteristics of mental labor, scientific research, and policy consultancy.

- *Thirdly*, based on surveying and analyzing the current situation, the dissertation clarifies a comprehensive picture of political and ideological education for the scientific research staff at VAST; thereby pointing out major contradictions, inadequacies, and limitations, while analyzing the causes of those limitations within the context of the market economy, international integration, and digital transformation.

- *Fourthly*, from the analysis of favorable factors and difficulties in the new context, the dissertation proposes directions and a relatively synchronized, feasible system of solutions to strengthen political and ideological education for the scientific research staff at VAST in the future, contributing to the quality of scientific and technological human resources and meeting the requirements of national development in the new stage.

6. Theoretical and Practical Significance of the Dissertation

6.1. Theoretical Significance

The dissertation contributes to systematizing and clarifying published domestic and international research results on political and ideological education for the scientific research staff; thereby supplementing and enriching the theoretical basis of the science of ideological work under new conditions.

By inheriting the general theory of the Party on political and ideological education, the dissertation further clarifies specific theoretical issues regarding the work of political

and ideological education for the scientific research staff, including: subjects, objects, goals, content, methods, constituent elements, enabling conditions, and criteria for evaluating the results of political and ideological education, tailored to the characteristics of mental labor and the scientific research environment.

Through the analysis of impacting factors in the context of the market economy, international integration, and digital transformation, the dissertation contributes to supplementing scientific arguments for the application and development of the theory of political and ideological education for the scientific and technological intellectual contingent in Vietnam today.

6.2. Practical Significance

The research results of the dissertation provide a scientific and practical basis to help the leadership of VAST fully identify the current state and issues arising in the work of political and ideological education for the scientific research staff; from there, it serves as a reference for innovating content and methods and enhancing the effectiveness of this work in the future.

The directions and solutions proposed in the dissertation can be directly applied to the practice of political and ideological education at VAST; simultaneously, they hold reference value for research institutes, universities, and scientific and technological training and research facilities nationwide.

Additionally, the dissertation can be used as a reference document for research, teaching, and training regarding political and ideological education for intellectuals and the scientific research staff in Vietnam today.

7. Structure of the Dissertation

In addition to the introduction, conclusion, and list of references, the dissertation is structured into 4 chapters and 11 sections.

Chapter 1: LITERATURE REVIEW

1.1. Research on Building the Ranks of Intellectuals and Scientific and Technological Research Staff

Globally, numerous works have affirmed the exceptionally important role of intellectuals and scientists in the sustainable development of nations. As early as the beginning of the 20th century in France, the "Manifesto of the Intellectuals" (1906) established the concept of intellectuals as a mental labor force representing spiritual life, conscience, and social justice, carrying distinct social responsibilities. In modern national development strategies, science, technology, and the intellectual contingent are always placed at the center.

A prominent example is Israel's Science and Technology Strategy initiated by Ben-Gurion (1950), which emphasized maximizing both domestic and overseas intellectual potential, linking scientific and technological development with patriotism to ensure national security and technological autonomy. In the Russian Federation, the Science and Technology Development Strategy (2001) under President V.I. Putin set the goal of building Russia into a scientific and technological powerhouse, emphasizing the requirement to build a contingent of scientific and technical staff with political steadfastness, patriotism, and a sense of responsibility toward national interests. In India, in the work "Global India" (2023), Prime Minister N. Modi identified the development of an intellectual contingent—especially in spearhead technological sectors—as a pillar for

realizing national development goals. The ruling party and the Government of India place particular importance on educating intellectuals on development viewpoints and lines while fostering national spirit and social responsibility to guide their participation in the national development strategy amid globalization.

In general, international research and practice converge on one point: building a contingent of intellectuals and scientific research staff is not merely a technical matter but is also closely linked to political and ideological education, the cultivation of values, steadfastness, and the social responsibility of the scientist.

In Vietnam, recent years have seen many research works focusing on clarifying the position and role of intellectuals in the cause of industrialization, modernization, and international integration. Some works have summarized international experiences in building and developing intellectuals, asserting that they are the key resource determining national competitiveness and sustainable development. Recent studies have contributed to innovating theoretical perceptions of intellectuals, clarifying the concepts, characteristics, and roles of Vietnamese intellectuals in the new developmental context. Some research also points out the context and major challenges facing the Vietnamese intellectual contingent today, such as: the requirements of industrialization and modernization associated with the knowledge economy; the powerful impact of the Fourth Industrial Revolution; competitive pressure in international integration; and the complex influence of diverse ideological currents and value systems in cyberspace. On this basis, authors have suggested orientations and solutions to perfect the strategy for building the Vietnamese intellectual contingent in the new era. Notable works include those by authors Le Trong An, Truong Van Tuan, Nguyen Duy Quynh, Vu Trong Lâm, Nguyen Thang Loi and Nguyen Thi Trang, Nguyen Sy Hoa and Duong Xuan Manh, among others.

1.2. Research on Political and Ideological Education for Scientific Research Staff

Internationally, research on political and ideological education is approached through various terminologies, yet there is a consensus that its core essence is a purposeful and organized activity aimed at forming value systems, political viewpoints, beliefs, and ethical standards consistent with the requirements of a specific social regime. For instance, works by former Soviet authors approached political and ideological education as a vital component of the ruling party's ideological activities, linked with theoretical, ethical, professional, and cultural education. In China, political and ideological education is considered a core content in Party building and social management. Some Western research, though originating from different stances and objectives, also acknowledges the exceptionally important role of the political and ideological front in strategic competition between nations. These studies indicate that political and ideological education is not only an internal matter for each nation but also an important tool in international relations and global power competition.

In Vietnam, political and ideological education is a major research field closely linked with the work of building the Party, constructing the political system, and developing the Vietnamese people. Many works have clarified the concepts, contents, methods, and roles of political and ideological education for cadres and Party members and various social strata. Typical authors include Dao Duy Tung, Dao Duy Quat, Luong Khac Hieu, Pham Huy Ky, Luong Ngoc Vinh, Ha Hoc Hoi, Ngo Van Thao, Mai Duc Ngoc, Pham Van Linh, Tran Thi Anh Dao, and others.

1.3. Results of the Reviewed Research and Issues for Further Study

The literature review yields the following key findings:

First, it affirms the exceptionally important role of intellectuals, especially science and technology staff, in national development amid the Fourth Industrial Revolution and international integration; there by emphasizing the requirement to build and develop intellectuals as a vital strategy.

Second, it clarifies the role and requirements of political and ideological education for the scientific research staff, asserting that such education is a crucial factor contributing to enhancing political steadfastness, social responsibility, and the effectiveness of scientific research activities.

Third, it relatively comprehensively systematizes the goals, contents, and methods of political and ideological education, emphasizing the requirement to ensure suitability with the professional characteristics, qualifications, and specific working environment of science and technology research staff.

Fourth, it provides a preliminary analysis of the current state of political and ideological education for intellectuals and research staff, pointing out achieved results, certain limitations, and drawing lessons for innovating and improving the quality of this work.

Fifth, it clarifies the context and factors impacting political and ideological education, especially the impact of the research environment, scientific and technological development, information technology, and the requirements for autonomy in research institutions.

Sixth, it orients several solutions to improve the effectiveness of political and ideological education, such as strengthening the leadership role of the Party, innovating educational content and methods, building a contingent of political theory lecturers, and linking political and ideological education with professional activities and research culture.

Seventh, it suggests scientific and practical bases for continued in-depth research on political and ideological education within the scientific research environment, creating a foundation to build an educational model suitable for the unique characteristics of the scientific research staff.

The review results show that although a significant theoretical and practical foundation for political and ideological education for intellectuals has been formed, there is still a lack of in-depth, systematic research that closely integrates theory, practice, and solutions specifically for the scientific research staff at VAST, especially in the current context of scientific-technological development and innovation.

Based on the overview of related research, this dissertation identifies the need to focus on the following fundamental issues:

First, to conduct in-depth research on political and ideological education for the scientific research staff—a specific mental labor force operating in an academic environment with high independence and creativity—to determine appropriate educational content and methods in the new context.

Second, to clarify the relationship between political and ideological education and scientific-technological research activities, thereby asserting the role of political and ideological education in creating a spiritual foundation, a motivation for innovation, and improving the quality of scientific research.

Third, to continue systematizing and clarifying the scientific connotations of concepts and categories related to the topic based on Marxism-Leninism, Ho Chi Minh's

thought, and the viewpoints and lines of the Party, serving as the foundation for building the research's theoretical framework.

Fourth, to survey and evaluate the current state of political and ideological education for the scientific research staff at VAST; analyzing results, limitations, and causes in the context of new impacting factors.

- *Fifth*, to forecast impact trends and propose directions and solutions to improve the quality and effectiveness of political and ideological education for the scientific research staff, meeting the development requirements of VAST in the new stage.

Concluding Remarks of Chapter 1

The literature review indicates that domestic and international works have provided an important theoretical and practical basis regarding the building of intellectuals, scientific research staff, and the role of political and ideological education. However, there remains a lack of in-depth, systematic research on political and ideological education for the scientific research staff within specific science and technology organizations in Vietnam. This is the research gap that this dissertation focuses on clarifying, contributing to the scientific basis for proposing directions and solutions to enhance the effectiveness of political and ideological education for the scientific research staff at the Vietnam Academy of Science and Technology (VAST) today.

Chapter 2: POLITICAL AND IDEOLOGICAL EDUCATION FOR SCIENTIFIC RESEARCH STAFF AT THE VIETNAM ACADEMY OF SCIENCE AND TECHNOLOGY – THEORETICAL AND PRACTICAL ISSUES

2.1. Political and Ideological Education for the Scientific Research Staff at the Vietnam Academy of Science and Technology - Basic Concepts

2.1.1. Political and Ideological Education and Political and Ideological Education for the Scientific Research Staff

2.1.1.1. Politics and Ideology

Politics is understood as the field associated with the organization and exercise of state power to realize the interests of the ruling class. *Ideology* is the reflection of objective reality in human consciousness, playing a guiding role in perception and action. Politics and ideology share an organic and unified relationship, in which ideology serves as the orienting foundation, while politics is the specification and realization of ideology in social life.

Ideology is a system of viewpoints and thoughts that are generalized and systematized at a theoretical level, reflecting the interests, goals, and stance of a specific class, thereby guiding the perception and social transformation activities of individuals and society.

Political thought is an essential component that holds the core position within the ideology of a specific class. It reflects the interests, goals, and stance of that class regarding the acquisition, maintenance, and exercise of state power; the political regime and forms of state organization; and the methods of resolving relationships between social classes and strata.

Political thought is the system of theoretical viewpoints of a class or a political party, reflecting fundamental political interests and goals. It serves as a guide for organizing and implementing state power and regulating social relations according to established values.

2.1.1.2. Education and Political and Ideological Education

Education is a unique human social phenomenon, essentially an organized and purposeful process aimed at the transmission of knowledge, experience, insights, and

socio-cultural values between individuals through various systems of language and symbols. This process serves to facilitate the inheritance and maintenance of human existence, ensuring the continued evolution and development of mankind.

Political and ideological education is a purposeful, organized, and systematic process of influencing the perception, sentiment, belief, and behavior of the educational subjects. It aims to transmit and cultivate the fundamental contents of Marxism-Leninism, Ho Chi Minh's thought, the viewpoints, lines, and orientations of the Party, and the policies and laws of the State through appropriate forms, methods, and means. Through this, it contributes to the gradual formation of a scientific worldview and revolutionary methodology, enhancing political steadfastness, social responsibility, and the capacity for action, aimed at the goal of national independence associated with socialism.

2.1.2. Scientific Research Staff and the Scientific Research Staff Contingent; Political and Ideological Education and Political and Ideological Education for the Scientific Research Staff

2.1.2.1. Cadres, Scientific Research Staff, and the Scientific Research Staff Contingent

Cadres are individuals entrusted by the organization with responsibilities, playing a core role in deploying and organizing the implementation of the lines and orientations of the Party and the policies and laws of the State. They are the force that directly determines the effectiveness and efficiency of the political system and the state management apparatus.

Scientific research staff are individuals working in science and technology organizations who possess specialized qualifications and research expertise. They directly or indirectly perform scientific research, technological development, and scientific consultancy activities. Simultaneously, they are socio-political subjects participating in the implementation of the lines and orientations of the Party and the policies and laws of the State, contributing the scientific basis for the cause of national construction and defense.

2.1.2.2. Scientific Research Personnel

The scientific research staff contingent is a collective of individuals engaged in scientific and technological research, performing research and application tasks at science and technology organizations. They operate within the framework of the Vietnamese political system and law, contributing directly to the sustainable development of the country.

2.1.3. The Vietnam Academy of Science and Technology and Political and Ideological Education for the Academy's Scientific Research Staff

2.1.3.1. Overview of the Vietnam Academy of Science and Technology

The Vietnam Academy of Science and Technology (VAST) is the leading national scientific and technological research agency, directly under the Government. Its predecessor was the Vietnam Institute of Sciences, established in 1975. Through various stages of development and organizational refinement (1993, 2004, 2012, 2017), VAST has been established as a ministerial-level agency. Its functions include conducting basic scientific research, developing and applying technology, and training high-level science and technology human resources. It also serves as a center for providing strategic consultancy on science and technology policies to the Party and the State. Currently, VAST possesses a relatively complete organizational system with numerous specialized research units, bringing together a large and highly qualified scientific research staff. This elite intellectual force plays a vital role in technological development, innovation, and providing scientific evidence for policy formulation.

2.1.3.2. Functions, Tasks, and Organizational Structure of the Vietnam Academy of Science and Technology (VAST)

The Academy performs the function of conducting basic research in the natural sciences and developing technology; providing scientific evidence for science and technology management and the formulation of policies, strategies, and socio-economic development planning; and training high-quality science and technology human resources in accordance with legal regulations.

The Academy carries out four key strategic tasks: 1). Basic research in the natural sciences; 2). Research, development, and application of science and technology; 3). Conducting basic surveys and establishing scientific grounds for the formulation of socio-economic policies, strategies, planning, and plans; 4). Training high-level science and technology human resources for the country.

2.1.3.3. Political and Ideological Education for the Scientific Research Staff at VAST

Political and ideological education for the scientific research staff at VAST is a purposeful, organized, and systematic process by educational subjects to transmit the fundamental contents of Marxism-Leninism, Ho Chi Minh's thought, the viewpoints and lines of the Party, and the policies and laws of the State to the research staff. This is achieved through appropriate educational forms, methods, means, and environments. Through this, it contributes to forming a scientific worldview and revolutionary methodology, enhancing political steadfastness, consolidating belief and ideals, and motivating staff to fulfill their assigned responsibilities and tasks, meeting the requirements of scientific-technological development and the cause of national construction and defense in the new situation.

2.1.3.4. Specific Characteristics of Political and Ideological Education for the Scientific Research Staff of the Vietnam Academy of Science and Technology (VAST)

First, the educational objects consist of high-level intellectuals possessing independent thinking and critical capacity. *Second*, it requires a strict unity between political and ideological education and the activities of scientific research and knowledge creation. *Third*, the educational content must be closely linked with scientific research activities, policy consultancy, and social responsibility. *Fourth*, the educational environment operates under conditions of specialized, multi-disciplinary, and multi-sectoral academic labor characterized by robust international integration. *Fifth*, it must be associated with the position and role of VAST as a leading strategic research agency and an important advisory organization for the Party and the State regarding science and technology. *Sixth*, educational effectiveness depends heavily on the self-consciousness and self-education of the individuals, as well as the role-modeling function of the subjects. *Seventh*, it must be integrated with the cultivation of scientific culture, professional ethics, and the political steadfastness of the scientific practitioner.

2.2. Constituent Elements of Political and Ideological Education Activities for the Scientific Research Staff at the Vietnam Academy of Science and Technology

2.2.1. Subjects of Political and Ideological Education Activities for the Scientific Research Staff

- *First, the subjects of leadership and direction*: The Party Committee of VAST is the subject holding the role of direct leadership and direction for all political and ideological education activities for the Academy's scientific research staff.

- *Second, the subjects of organization and implementation at all levels*: Based on

the leadership of the Academy's Party Committee, the Party committees, Party cells, and leaders of subordinate agencies and units are the subjects who directly organize and deploy political and ideological education activities for the research staff within each unit.

- *Third, the specialized and direct educational subjects:* The subjects directly conducting political and ideological education activities include cadres specialized in Party work and propaganda/education (Tuyen giao) work; the leadership and management of units; and permanent or visiting political theory lecturers.

- *Fourth, coordinating subjects:* Socio-political organizations within the Academy, such as the Ho Chi Minh Communist Youth Union, the Trade Union, the Veterans Association, and other social and professional organizations, are important coordinating subjects in political and ideological education activities.

- *Fifth, the subject of self-education:* Every member of the scientific research staff at VAST is simultaneously the subject of their own process of self-directed political and ideological education.

2.2.2. Objects of Political and Ideological Education Activities for the Scientific Research Staff

The objects of political and ideological education at VAST consist of all cadres and Party members and employees within the Academy, differentiated by their positions, roles, and work responsibilities.

2.2.3. Content of Political and Ideological Education for the Scientific Research Staff

The content of political and ideological education for the scientific research staff at VAST is a component of the general content of the Party's political and ideological education, implemented uniformly across the entire political system.

2.2.3.1. *Education on the basic principles of Marxism-Leninism, Ho Chi Minh's thought.*

2.2.3.2. *Education on the political traditions of the Party and the nation, and the selective acquisition of progressive political values of humanity.*

2.2.3.3. *Education on the lines and orientations of the Party, and the policies and laws of the State.*

2.2.3.4. *Education on the political and current affairs situation; cultivating political ideals and belief.*

2.2.3.5. *Education on political steadfastness and the consciousness to struggle for the protection of the Party's ideological foundation.*

2.2.4. Methods of Political and Ideological Education for the Scientific Research Staff

The methods of political and ideological education for the scientific research staff comprise the totality of methods and organizational forms used by educational subjects to disseminate, orient, and form the political perception, attitude, belief, and behavior of the educational objects.

Regarding methods, political and ideological education for the scientific research staff must thoroughly grasp the learner-centered perspective, promoting proactiveness, creativity, independent thinking, and the capacity for scientific criticism. Educational methods must be appropriate for high-level scientific intellectuals, avoiding imposition or one-way transmission. Simultaneously, methods such as presentations, dialogue, academic exchange, setting examples, and linking theory with practice should be combined flexibly to enhance educational effectiveness.

Regarding forms, political and ideological education is organized diversely, tailored

to specific goals, contents, and conditions. Major forms include: political theory study according to regulated programs; the study and thorough grasping of Party resolutions and directives through in-person or online conferences; thematic training on new theoretical and practical issues; political and professional activities linked to scientific research tasks; and propaganda through media and digital platforms.

2.2.5. Means and Enabling Conditions for Political and Ideological Education Activities of the Scientific Research Staff

Means of political and ideological education include the system of physical facilities, equipment, and technical tools serving the transmission and reception of educational content, such as: halls, classrooms, documents, computers, projection systems, audio, lighting, online learning platforms, and digital databases.

Enabling conditions for political and ideological education activities include both material and spiritual conditions. Furthermore, building a healthy, democratic, and disciplined educational environment linked to scientific and technological research activities is a vital condition for enhancing the effectiveness of political and ideological education in the new situation.

2.2.6. Results of Political and Ideological Education for the Scientific and Technological Research Staff

- *First*, educational results are reflected in the elevation of political theory perception and the consolidation of belief in the country's development path and the Party's leadership role among the research staff.

- *Second*, results are shown through the formation and consolidation of firm political attitudes and beliefs, as well as enhanced political steadfastness and scientific critical capacity in the face of complex practical impacts.

- *Third*, results are manifested in socio-political positivism and practical action, shown through the proactive and self-conscious participation in political and social activities and the general activities of the agency or unit.

- *Finally*, the results of political and ideological education are reflected comprehensively in the effectiveness of professional tasks, sense of responsibility, sense of discipline, professional ethics, and the contribution of the scientific research staff to building a strong VAST.

2.3. Impacting Factors and the Necessity of Strengthening Political and Ideological Education for the Scientific Research Staff at VAST Today

2.3.1. Factors Impacting Political and Ideological Education Activities for the Scientific Research Staff at VAST

2.3.1.1. Objective Factors

- *First*, the impact of the Fourth Industrial Revolution.

- *Second*, the impact of globalization and international integration.

- *Third*, the impact of the market economy and the "peaceful evolution" strategy.

- *Fourth*, the impact of strategic scientific and technological competition among major powers.

2.3.1.2. Subjective Factors

- *First*, the leadership of the Party and the role of Party committees, authorities, and mass organizations.

- *Second*, the quality of the contingent of lecturers and rapporteurs.

- *Third*, the diverse, specialized, and decentralized characteristics of the scientific research staff.

- *Fourth*, inadequacies in mechanisms, remuneration, and working conditions during the implementation of science and technology development policies.

2.3.2. The Necessity of Strengthening Political and Ideological Education for the Scientific Research Staff at the Vietnam Academy of Science and Technology Today

- *First*, the rapid and complex fluctuations in the global, regional, and domestic contexts—under the impact of strategic competition, digital transformation, and the information explosion—have directly and multi-dimensionally affected the political perception of the scientific research staff.

- *Second*, the special position and role of the scientific research staff in research, policy consultancy, and high-quality human resource training require them not only to be professionally excellent but also to be firm in their political stance.

- *Third*, the requirement to build a scientific research staff that is both "red" and "expert" is necessitated by the context of the market economy and extensive international integration.

- *Fourth*, the requirement to protect the Party's ideological foundation in the field of science and technology is increasingly urgent in the face of viewpoints seeking to "depoliticize science" or exploit academic freedom to distort and deny the Party's leadership role.

- *Fifth*, the requirement to improve the quality and operational efficiency of VAST demands that the scientific research staff possess correct political perception, a high sense of responsibility, and unified solidarity.

Concluding Remarks of Chapter 2

Chapter 2 has clarified the theoretical and practical foundations of political and ideological education for the scientific research staff at the Vietnam Academy of Science and Technology (VAST), and defined the instrumental and central concepts of the dissertation. On this basis, the dissertation analyzed the constituent elements of educational activities and identified the specific characteristics of the research subjects. Concurrently, it elucidated the impacting factors and the necessity of strengthening political and ideological education for the scientific research staff at VAST in the current period. These findings serve as the scientific foundation for the assessment of the current status in Chapter 3 and the proposal of solutions in Chapter 4.

Chapter 3: CURRENT STATE OF POLITICAL AND IDEOLOGICAL EDUCATION FOR SCIENTIFIC RESEARCH STAFF AT THE VIETNAM ACADEMY OF SCIENCE AND TECHNOLOGY AND ARISING ISSUES

3.1. Advantages and Causes

3.1.1. Advantages

3.1.1.1. Regarding the subjects of political and ideological education for the scientific research staff

Throughout its formation and development process, especially over the past ten years, the work of political and ideological education for the scientific research staff of the Vietnam Academy of Science and Technology (VAST) has consistently received regular attention, leadership, and direction from the Party Committee and the Academy's leadership, contributing significantly to the fulfillment of the Academy's political and professional tasks.

The Party Committee and the Academy's leadership identify political and ideological education as a pivotal component of ideological work and the Party building, playing a role in orienting perception and ideology, and consolidating political steadfastness and scientific belief for the research staff. The organization of studying, thoroughly grasping, and implementing the Party's resolutions has been carried out in a unified and methodical manner, consistent with the specific characteristics of the Academy's scientific research activities, contributing to building a clean and strong Party organization and improving the efficiency of task implementation.

The Academy's key leading cadres have effectively fulfilled their role-modeling duties, directly participating in the leadership, direction, and organization of political and ideological education work.

The advisory and support staff, along with grassroots management cadres, have performed their roles relatively well in operationalizing the Party's orientations and resolutions into programs and plans that align with scientific research practice, thereby contributing to the elevation of political awareness and the integration of theory with practice for the research staff.

Coordination between internal and external subjects has become increasingly close and synchronized, ranging from the Party Committee, Academy leadership, functional departments, and subordinate units to the central theoretical and ideological agencies.

3.1.1.2. Regarding the content of political and ideological education for the scientific research staff

- *First*, the education of Marxism-Leninism, Ho Chi Minh's thought is identified as the core, foundational content, ensuring systematicity and political orientation. Sociological survey results indicate that 54% of respondents evaluated this content positively.

- *Second*, education on the heroic struggle traditions of the Party and the nation, combined with political knowledge, has been emphasized. 58% of surveyed opinions rated this positively.

- *Third*, education on political ideals and the consolidation of belief in the revolutionary cause led by the Party is conducted regularly, contributing to the political steadfastness of the scientific research staff amid the pressures of the market economy. 59% of respondents rated this positively.

- *Fourth*, education on the lines and orientations of the Party, the policies and laws of the State, and domestic and international current affairs is updated timely. 71% of respondents evaluated this content as "good."

- *Fifth*, education on political steadfastness and the consciousness to struggle against wrongful and hostile viewpoints to protect the Party's ideological foundation has been deployed. 53% of respondents provided positive evaluations.

3.1.1.3. Regarding the methods of political and ideological education for the scientific research staff

In terms of methodology, the Academy flexibly combines presentations, exchanges, discussions, and dialogues, as well as in-person and online learning. Online conferences and internal network-based learning have been expanded, facilitating full participation by the research staff. 52% of survey participants positively assessed the Academy's educational methods.

In terms of organizational forms, the Academy deploys diverse and synchronized formats, such as resolution study sessions, political theory training, current affairs

briefings, and thematic socio-political activities. Sociological data shows that 59% of opinions positively evaluate the current forms of political and ideological education.

3.1.1.4. Regarding the means of education and enabling conditions for political and ideological education activities

In recent years, along with the attention from the Party, the State, and the development of the Vietnam Academy of Science and Technology (VAST), the system of physical facilities, techniques, and conditions serving the work of political and ideological education has seen many positive changes, having been progressively invested in a more synchronized and modern manner.

Regarding physical facilities and equipment, the Academy has upgraded its system of halls, meeting rooms, and classrooms with the necessary requirements for space, lighting, sound, and modern projection equipment. These upgrades meet the demands of organizing political activities, conferences, seminars, and political theory classes in both in-person and online formats, which are suitable for the specific characteristics of decentralized scientific labor.

Regarding material and logistical conditions, elements serving educational activities—such as security, order, hygiene, and organizational work—are basically ensured. This contributes to creating a serious and favorable learning environment, thereby enhancing the effectiveness of absorbing political and ideological education content.

Regarding educational materials, the Academy proactively provides the Party documents, resolutions, current affairs materials, and official theoretical-practical themes. These efforts contribute to ensuring scientific rigor, orientation, and unity within the content of political and ideological education.

3.1.1.5. Regarding the results of political and ideological education for the scientific research staff

- *First*, political and ideological awareness among the scientific research staff has undergone positive transformations (55% positive evaluation).

- *Second*, political attitudes and beliefs have been consolidated and developed (58% positive evaluation).

- *Third*, proactive and self-conscious action in scientific research and the implementation of political tasks has been strengthened (54% positive evaluation).

- *Fourth*, these positive shifts have tangibly contributed to the completion of VAST's political, scientific, and technological missions.

3.1.2. Causes of Advantages in Political and Ideological Education

3.1.2.1. Objective causes

First and foremost, a stable political-legal environment and the consistent orientation of the Party and the State toward scientific and technological development are vital objective causes that have created favorable conditions for the work of political and ideological education at the Vietnam Academy of Science and Technology (VAST).

Second, the unity between the content of political and ideological education and the lines and orientations for scientific and technological development during the Renewal (*Đổi mới*) period has contributed to overcoming the issues of formalism and detachment from practice.

Third, the context of deep international integration and the impact of the Fourth Industrial Revolution have generated new requirements and momentum for scientific and

technological development, while simultaneously expanding cooperation opportunities and enhancing the national position.

Fourth, the policy of the Party and the State to develop high-quality scientific and technological human resources has provided essential conditions for the Academy to build a research staff that possesses both high professional qualifications and training in political theory, thereby enhancing the effectiveness of political and ideological education.

3.1.2.2. Subjective causes

First and foremost, the direct and regular leadership and direction provided by the Party Committee and the Academy's key leading cadres constitute the decisive subjective cause.

Secondly, the proactivity and positivism of the scientific research staff in their own learning, self-cultivation, and training in political and ideological education have played a significant role in improving educational effectiveness.

Thirdly, the increasingly synchronized and modern investment in physical facilities and science-technology infrastructure has created a favorable environment for both scientific research activities and the organization of flexible, modern forms of political and ideological education.

Fourthly, the close cohesion between political and ideological education and the Academy's key science and technology programs has deepened the educational content, particularly in fostering a sense of responsibility, a spirit of self-reliance, and a desire to contribute among the scientific research staff.

Fifthly, the application of Ho Chi Minh's thought regarding the building of a contingent of cadres who are both "red" and "expert" (*vừa hồng, vừa chuyên*)—through movements to study and follow Marxism-Leninism, Ho Chi Minh's thought, morality, and style—has become a crucial internal driver in enhancing the effectiveness of political and ideological education within the Academy

3.2. Limitations and Causes

3.2.1. Limitations

3.2.1.1. Limitations regarding the subjects of political and ideological education

Firstly, the leadership, direction, and role-modeling duties of some subjects of political and ideological education have not been fully realized.

Secondly, the quality of transmission by the contingent of lecturers and rapporteurs remains uneven.

Thirdly, the political theory perception and thinking of a portion of leading and managerial cadres are not yet synchronized.

Fourthly, the academic connectivity and exchange regarding political theory between the Academy and specialized theoretical research agencies remain limited, leading to certain discrepancies in perception.

3.2.1.2. Limitations regarding the content of political and ideological education

Firstly, the education of Marxism-Leninism, Ho Chi Minh's thought, and the Party's renewal line has not been deployed regularly or synchronized across all political and ideological education activities.

Secondly, educational content regarding the lines and orientations of the Party and the policies and laws of the State in the field of science and technology has not been specifically operationalized to align with the Academy's unique research characteristics.

Thirdly, educational content concerning domestic and international current affairs tends to lean toward information provision rather than emphasizing in-depth political and

ideological analysis; efforts to clarify the Party and State's viewpoints, stance, and lines regarding complex international issues remain limited, resulting in lower effectiveness in consolidating political belief and the capacity to distinguish right from wrong.

Fourthly, educational content regarding political steadfastness and the struggle to refute wrongful and hostile viewpoints has not been implemented uniformly or with sufficient depth.

Fifthly, the content of political and ideological education is not yet tightly linked with the orientation of utilizing and promoting scientific research results to serve socio-economic development and national defense.

3.2.1.3. Limitations regarding the methods of political and ideological education

Firstly, educational methods remain heavily traditional and are slow to innovate in a direction that promotes the proactivity and creativity of learners.

Secondly, the organizational forms of education lack diversity and flexibility and are not yet appropriate for the specific characteristics of the scientific research staff.

Thirdly, the educational methods do not tightly integrate political theory with the practical tasks of scientific research.

Fourthly, the effectiveness of educational methods has not kept pace with the current context of information explosion and the diversification of reception channels.

3.2.1.4. Limitations regarding means and enabling conditions for political and ideological education

Firstly, physical facilities and equipment serving political and ideological education are insufficient and lack synchronization.

Secondly, the system of documents serving political and ideological education is poor, lacks specialized depth, and is slowly updated.

Thirdly, the application of information technology and digital transformation in political and ideological education has not been implemented methodically or effectively.

Fourthly, enabling conditions regarding funding, time, and incentive mechanisms remain limited.

3.2.1.5. Limitations regarding the results of political and ideological education for the scientific research staff

Firstly, the political perception of a portion of the scientific research staff lacks depth and is not truly unified. Some cadres have not fully perceived the dialectical relationship between science and politics, or between scientific research and national development goals; there still exist conceptions that view science as a "neutral" field, detached from socio-political life.

Firstly, the political attitudes and beliefs of a portion of the research staff have not been firmly formed or consolidated. Limitations in perception lead to manifestations of a lack of proactivity, hesitation toward innovation, and a fear of responsibility in scientific research.

Thirdly, the socio-political positivism and effectiveness of practical actions among a portion of the scientific research staff are not yet distinct. Political and ideological education has not created a uniform transformation in linking scientific research with socio-economic development requirements and the nation's political tasks.

3.2.2. Causes of Limitations

3.2.2.1. Objective causes

Firstly, the negative impacts arising from the downsides of the market economy mechanism.

Secondly, inadequacies in investment policies and mechanisms for attracting resources for science and technology have negatively impacted the psychology, work motivation, and commitment of the research staff, thereby reducing the effectiveness of political and ideological education.

Thirdly, the lack of cohesion between political and ideological education and scientific-technological research activities and national development strategies.

Fourthly, inadequacies in long-term strategic orientations for science and technology development make it difficult for a portion of the research staff to determine stable, long-term research directions, affecting their motivation to contribute and the effectiveness of political and ideological education.

Fifthly, the dual-sided impact of the policy allowing Party members to engage in private economic activities.

Sixthly, the impact of the international strategic technological competition context, which increases pressure for integration, competition for high-quality human resources, and the risk of "brain drain," affecting the ideological environment and the effectiveness of political and ideological education within the Academy.

3.2.2.2. *Subjective causes*

Firstly, the role of ideological orientation and role-modeling by the leadership, especially heads of units, has not been fully promoted; the timely resolution of ideological issues arising during the organization of scientific research remains limited.

Secondly, a portion of cadres and Party members still exhibit signs of degradation in political ideology, ethics, and lifestyle, influenced by pragmatism, which reduces ideological unity and the effectiveness of political and ideological education.

Thirdly, the sense of responsibility, will to contribute, and political steadfastness of a portion of the scientific research staff are not high; a contingent of scientists with the "heart" and "stature" to undertake strategic scientific tasks has not yet been formed.

Fourthly, the work of Party building and rectification in some scientific research organizations has not received due attention, and political and ideological education has not been tightly integrated with scientific research activities.

Fifthly, the operationalization and deployment of the major orientations of the Party regarding the Fourth Industrial Revolution still face many inadequacies, affecting the quality of scientific research and the effectiveness of political and ideological education.

3.3. Arising Issues in Political and Ideological Education for the Scientific Research Staff at VAST Today

3.3.1 *The contradiction between high requirements for the role of educational subjects and the limited perception and practical capacity of the subjects themselves.*

3.3.2 *The contradiction between the high demand for political consciousness and social responsibility of the scientific research staff and the actual indifference or lack of self-consciousness in participating in political and ideological education.*

3.3.3 *The contradiction between the specific content requirements for scientific intellectuals and the stereotypical, formalistic, and outdated nature of the current curriculum.*

3.3.4 *The contradiction between the requirement to modernize educational methods and means and the actual backwardness and lack of synchronization in implementation.*

3.3.5 The contradiction between the goal of comprehensive quality improvement in political and ideological education and the limited actual transformation observed in practice.

Concluding Remarks of Chapter 3

Chapter 3 has evaluated the current state of political and ideological education for the scientific research staff at the Vietnam Academy of Science and Technology (VAST) across the dimensions of subjects, content, methods, means, enabling conditions, and results. Alongside strengths—such as leadership attention, fundamentally appropriate content, and the progressive innovation of methods and means—there remain numerous limitations regarding content, methods, enabling conditions, and results. The dissertation identifies both objective and subjective causes and defines five contradictory issues that must be addressed. These findings serve as the scientific and practical foundation for proposing directions and solutions in the subsequent chapter.

Chapter 4: DIRECTIONS AND SOLUTIONS TO STRENGTHEN POLITICAL AND IDEOLOGICAL EDUCATION FOR SCIENTIFIC RESEARCH STAFF AT THE VIETNAM ACADEMY OF SCIENCE AND TECHNOLOGY IN THE COMING PERIOD

4.1. Forecast of the Situation and Directions for Strengthening Political and Ideological Education for the Scientific Research Staff at VAST

4.1.1. Forecast of the International, Regional, and Domestic Situation

4.1.1.1. International and Regional Situation

In the coming period, the international and regional context will continue to evolve rapidly, complexly, and unpredictably, marked by an increase in geopolitical conflicts, strategic competition between major powers, a decline in global economic growth, climate change, and increasingly fierce technological competition. These factors simultaneously open opportunities for expanded scientific and technological cooperation while posing many challenges to ensuring scientific autonomy, maintaining political orientation, and preventing risks of the “politicization” of science, brain drain, and technological dependence.

4.1.1.2. Domestic Situation

Domestically, Vietnam continues to promote the cause of comprehensive renewal, identifying science and technology as the key engine for rapid and sustainable development. The Party and State pay particular attention to building a contingent of intellectuals and science and technology staff with firm political qualities and high professional capacity to meet the requirements of growth model transformation, deep international integration, and the protection of national interests. Furthermore, challenges regarding non-traditional security, cybersecurity, the protection of maritime sovereignty, and scientific data safety place increasingly high demands on political and ideological education for the scientific research staff.

4.1.2. Impacts of the International, Regional, and Domestic Situation

On the positive side, the complex fluctuations of the global and domestic situation contribute to raising political awareness, consolidating belief in the leadership role of the Party, and affirming the foundational values of Marxism-Leninism, Ho Chi Minh's thought, and Vietnam's path of independent and autonomous development. Through this, the research staff have become increasingly aware of the relationship between socialist

ideals, national interests, and scientific-technological activities, while also driving the requirement to build a scientific research model with Vietnamese identity.

On the negative side, political and ideological education, such as the risk of declining belief in ideals under the impact of deep international integration; the "brain drain" phenomenon; the increase in technological competition linked to political factors; and the trend of marketization and depoliticization in scientific research, which affects professional ethics and the effectiveness of ideological education.

4.1.3. Directions for Strengthening Political and Ideological Education for the Scientific Research Staff at the Vietnam Academy of Science and Technology

- *First*, to identify political and ideological education as a central and primary political task in the ideological work of the Party Committee and the political system of the Academy.

- *Second*, to continue the comprehensive innovation of the content and methods of political and ideological education to suit the characteristics of the scientific intellectual contingent.

- *Third*, to regard political and ideological education as a regular and continuous process, closely linked with the training, fostering, and development of the Academy's scientific cadres.

- *Fourth*, to focus on synchronized investment in enabling conditions to improve the quality and effectiveness of political and ideological education.

4.2. Solutions to Strengthen Political and Ideological Education for the Scientific Research Staff at VAST

4.2.1. Raising the Awareness of Party Committees, Authorities, and Mass Organizations at All Levels within VAST regarding the Importance of Political and Ideological Education for the Scientific Research Staff in the New Context

First, to raise the awareness and exemplary responsibility of Party committees and unit leaders in both political and ideological education and professional work. It is necessary to elevate the responsibility of the VAST Party Committee and leadership in promoting and improving the quality of this work. The awareness, thinking, and actions of the head of the organization play a decisive role.

Second, to strengthen the direct role of the subjects of political and ideological education across the entire VAST system.

Third, to consolidate the organizational apparatus and build a team of cadres performing political and ideological education who possess quality, capacity, and prestige.

Fourth, to promote the advisory and implementation role of the propaganda and education agencies within the Academy.

Fifth, to develop a high-quality team of lecturers and rapporteurs to meet the requirements of political and ideological education under the new conditions.

4.2.2. Focusing on the Characteristics and Specificity of VAST's Scientific Research Staff and Promoting Their Proactive Role in Political and Ideological Education

Initially, it is essential to correctly identify the characteristics of the scientific research staff at VAST. This is an intellectual force with high professional qualifications, logical and independent thinking, and a high regard for creativity and the spirit of scientific criticism.

Secondly, promoting the self-consciousness and proactivity of the research staff is the decisive factor in the quality of political and ideological education.

Thirdly, the scientific research staff need to regularly cultivate political steadfastness, remain firm in the Party's goals and ideals, and possess the ability to distinguish right from wrong in a diverse and complex academic environment.

Finally, it is necessary to promote the sense of responsibility, self-respect, and professional pride of the research staff in cultivating political qualities and professional ethics.

4.2.3. Innovating the Content of Political and Ideological Education to Suit the Target Audience and Enhance Effectiveness

First, innovating the content of political and ideological education for the scientific research staff at VAST must originate from the characteristics of the audience as high-level intellectuals.

Second, the focus of education should be on updating modern political theory; new viewpoints and lines of the Party; and major, urgent national issues such as innovation, sustainable development, the protection of sovereignty, non-traditional security, digital transformation, and international integration.

Third, regularly updating the domestic and international political and current affairs situation is vital for raising awareness and consolidating belief.

Fourth, another key content is organizing the timely study, thorough grasping, and implementation of the Party's resolutions and directives, especially documents directly related to science and technology.

Simultaneously, there is a need to strengthen education on the knowledge and methods required to protect the Party's ideological foundation and struggle against wrongful and hostile viewpoints.

Furthermore, education on revolutionary morality, professional ethics, and the spirit of dedication must be prioritized. For the research staff, professional ethics encompass not only honesty and integrity in research but also social responsibility and a sense of service to the Fatherland and the people.

4.2.4. Innovating the Methods of Political and Ideological Education for the Scientific Research Staff to Align with Information Technology and Digital Transformation Trends

First, innovating the methods of political and ideological education at VAST is an inevitable requirement amid the strong development of information technology.

Second, innovating teaching methods toward increasing dialogue, discussion, and scientific criticism will contribute to promoting proactivity and enhancing the effectiveness of political theory reception among the research staff.

Third, it is necessary to harmoniously combine traditional educational forms—such as resolution study, political theory training, and Party cell meetings—with modern forms like online conferences, regular current affairs briefings, thematic sessions, and politically oriented academic exchange forums.

Fourth, in the context of digital transformation, the Academy should step up the application of modern means and technology, such as building online training platforms, digital learning resource systems, electronic databases, and VAST's internal information network.

Synchronization between methods, forms, and means must be ensured, linking theoretical education with the practice of scientific research to increase persuasiveness and the ability to transform political perception into concrete action.

4.2.5. Establishing the Environment and Enabling Conditions to Improve the Quality and Effectiveness of Political and Ideological Education

First, it is necessary to build a democratic and open scientific research environment that respects freedom of thought and academic freedom within the framework of the law and the Party's political orientation.

Second, a civilized and modern workplace culture should be established as an important foundation for forming work motivation and the professional ethics of the research staff.

Third, investment in resources for political and ideological education must be increased, focusing on human resources and physical infrastructure.

Fourth, the Academy must care for the material and spiritual lives of the scientific research staff, creating conditions for them to focus on their work, maximize creativity, and effectively receive political and ideological education.

4.2.6. Arousing and Promoting the Sense of Self-Consciousness and Responsibility of the Scientific Research Staff in Political and Ideological Education at VAST

First, it is necessary to help the research staff clearly recognize the strategic role and significance of political theory for the cause of renewal and national development. They must understand that studying and applying the Party's lines is a political responsibility and a concrete manifestation of the self-conscious spirit of every scientific cadre.

Along with this, educational content and methods should be innovated to be scientific and practical, linked to scientific and technological research; encouraging dialogue and the application of theory to practice. Arousing this self-consciousness is a strategic orientation aimed at building a scientific force that is politically steadfast and committed to the Party's goals.

Concluding Remarks of Chapter 4

Chapter 4 has analyzed and forecasted the international, regional, and domestic contexts impacting political and ideological education for the scientific research staff, identifying both opportunities and challenges within the framework of integration, digital transformation, and scientific-technological development. On this basis, the dissertation identified four directions and proposed six groups of solutions aimed at the comprehensive innovation of content, methods, and enabling conditions, thereby enhancing the effectiveness of political and ideological education. Consequently, it affirms that political and ideological education is the foundational condition for building a scientific staff with political steadfastness, meeting the requirements of national development in the new period.

The dissertation proposed four major directions to strengthen political and ideological education for the scientific research staff at the Vietnam Academy of Science and Technology (VAST), focusing on: promoting the leadership role of the Party organization; innovating educational content, forms, and methods; linking political and ideological education with the training, nurturing, and development of the staff; and ensuring the necessary conditions to enhance practical effectiveness. On this basis, six synchronized and feasible groups of solutions were proposed, serving as a premise for strengthening political and ideological education for the research staff at the Academy in the next stage.

CONCLUSION

Political and ideological education plays a particularly important role in the formation and development of political qualities, ideological steadfastness, professional ethics, and the social responsibility of the scientific research staff in general, and specifically within the Vietnam Academy of Science and Technology (VAST). This contingent serves as the core force in the national science and technology research and development system. Strengthening political and ideological education for this staff is an urgent requirement to meet the increasingly high demands of national development during this era of accelerated industrialization, modernization, and international integration. Consequently, selecting the issue of political and ideological education for the scientific research staff at VAST as a dissertation topic addresses urgent needs in both theory and practice. Following the completion of this research, the dissertation has achieved the following primary results:

First, based on an overview of domestic and international research, the dissertation has systematized the theoretical and practical issues regarding political and ideological education for the scientific research staff. It has simultaneously identified limitations and research gaps, particularly the lack of in-depth studies within a specific institution. On this basis, the dissertation established the approach, theoretical framework, and research tasks for the subsequent chapters.

Second, the dissertation has systematized and clarified the theoretical basis of political and ideological education for the scientific research staff, including the concepts and constituent elements of educational activities: subjects, objects, content, methods, means, and educational results. Furthermore, the dissertation has identified the impacting factors and the necessity of the work of political and ideological education for the scientific research staff at VAST today.

Third, based on practical surveys at VAST, the dissertation provided a comprehensive evaluation of the current state of political and ideological education across the dimensions of subjects, content, methods, means, enabling conditions, and results. The findings indicate that, alongside existing strengths, there remain numerous limitations regarding content, methodology, conditions, and overall effectiveness. The dissertation also identifies both objective and subjective causes, as well as the contradictions and "bottlenecks" that must be addressed currently.

Fourth, by clarifying the theoretical and practical foundations, the dissertation has forecasted the impacting factors and proposed directions and solutions to strengthen political and ideological education for the scientific research staff of the Vietnam Academy of Science and Technology (VAST) in the coming period.

The directions focus on: Identifying this as a central political task of the Party Committee and the political system of the Academy; Comprehensively innovating the content and methods of political and ideological education to suit the characteristics of scientific intellectuals; Regarding political and ideological education as a regular and continuous process, closely linked to the training, nurturing, and development of the Academy's scientific staff; Prioritizing synchronized investment in enabling conditions to improve the quality and effectiveness of political and ideological education. On that basis, the dissertation proposes a synchronized and feasible system of solutions, comprising: (1) Raising the awareness of Party committees, authorities, and mass organizations at all levels within the Academy regarding the importance of political and ideological education for the

scientific research staff in the new context; (2) Focusing on the characteristics and specificity of the scientific research staff of the Academy, and promoting their proactive role in political and ideological education; (3) Innovating the content of political and ideological education to suit the target audience and enhance effectiveness; (4) Innovating the methods of political and ideological education for the scientific research staff to align with information technology and digital transformation trends; (5) Establishing the environment and enabling conditions to improve the quality and effectiveness of political and ideological education; (6) Arousing and promoting the sense of self-consciousness and responsibility of the scientific research staff in political and ideological education at VAST.

The research results of this dissertation contribute to supplementing the theoretical and practical foundations of the field and hold significant reference value for the planning and implementation of policies regarding the work of political and ideological education for the scientific research staff at VAST specifically, and the scientific research staff of our country in general, in the coming period.

**LIST OF THE AUTHOR'S PUBLISHED SCIENTIFIC WORKS RELATED
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