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**PROFESSIONAL ETHICS EDUCATION FOR INSPECTION
OFFICERS IN THE PEOPLE'S PUBLIC SECURITY FORCES TODAY**

**SUMMARY OF DOCTORAL DISSERTATION IN POLITICAL
SCIENCE MAJOR: IDEOLOGICAL WORK**

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INTRODUCTION

1. Rationale for the Study

In recent years, the Party and the State have attached particular importance to Party building and rectification, as well as to developing a clean, strong, and capable People's Public Security (PPS) Force. These have been identified as key tasks to meet the requirements of safeguarding national security and maintaining social order and safety in the new context. A number of important resolutions and directives have been promulgated, including the Fourth Plenums of the 11th, 12th, and 13th Party Central Committees on strengthening Party building and rectification; Directive No. 05-CT/TW dated May 15, 2016, of the 12th Politburo on *“Promoting the Study and Following of Ho Chi Minh’s Thought, Morality, and Lifestyle”*; Conclusion No. 21-KL/TW dated October 25, 2021, of the 13th Party Central Committee on *“Strengthening Party Building and Rectification and the Political System; Resolutely Preventing, Repelling, and Strictly Handling the Degradation of Political Ideology, Morality, and Lifestyle, as well as Manifestations of ‘Self-Evolution’ and ‘Self-Transformation’ among Cadres and Party Members”*; and Resolution No. 12-NQ/TW dated March 16, 2022, of the Politburo on *“Building a Truly Clean, Strong, Regular, Elite, and Modern People's Public Security Force Capable of Meeting the Requirements and Tasks in the New Situation.”* These documents consistently emphasize the need to prevent and combat the deterioration of political ideology, morality, and lifestyle, curb manifestations of “self-evolution” and “self-transformation,” and enhance public service ethics, professional ethics, responsibility, and the spirit of serving the people among PPS officers. They provide an important political and legal foundation for professional ethics education, contributing to the development of a PPS force with firm political commitment, exemplary moral character, and the competence required to fulfill its missions in the current period.

The People's Public Security Force is one of the country's core armed forces, entrusted by the Party, the State, and the people with the vital responsibility of safeguarding national security, maintaining social order and safety, and preventing and combating crime. At the same time, it plays a crucial role in formulating, protecting, and enforcing the law, thereby safeguarding human rights and the fundamental rights and obligations of citizens. The PPS serves not only as an instrument for protecting the State but also as a symbol of justice, fairness, and the rule of law. In the arduous and dangerous fight against crime, many police officers are required to operate independently, covertly, and without direct supervision from their superiors. Therefore, every officer must possess steadfast political commitment and continuously cultivate revolutionary ethics in order to overcome the challenges posed by the negative impacts of the market economy, bureaucracy, corruption, and other social evils. In particular, they must remain vigilant against “the enemy within,” namely individualism, which is regarded as one of the most dangerous threats capable of undermining morale and fighting spirit.

President Ho Chi Minh set forth the Six Teachings for the People's Public Security Force, contained in his letter to Comrade Hoang Mai, then Director of the Public Security Department of Zone VII, dated March 11, 1948. More than seven decades later, these Six

Teachings continue to retain profound theoretical and practical significance. They serve not only as moral standards by which every police officer can regularly engage in self-reflection, self-improvement, and the cultivation of political integrity, moral character, and professional conduct, but also as an important foundation for Party committees and public security units in implementing political, ideological, and professional ethics education. The conscientious study and implementation of President Ho Chi Minh's Six Teachings contribute to building a clean and strong People's Public Security Force, enhancing officers' sense of responsibility and dedication to the nation and the people, strengthening public trust in the police, and meeting the demands of safeguarding national security and maintaining social order and safety under new circumstances.

The People's Public Security Inspectorate constitutes an important component of the organizational structure of the People's Public Security Force, playing a key role in maintaining discipline, legal order, and operational effectiveness throughout the force. Functionally, it is responsible for supervising and inspecting compliance with the laws and the regulations of the Party, the State, and the Ministry of Public Security within the PPS, with the aim of promptly detecting and handling violations while preventing potential risks.

However, at present, the PPS Inspectorate continues to face a number of shortcomings and challenges that need to be addressed in order to improve its effectiveness. Specifically, some inspection officers still have limited professional competence, particularly in information technology, cybersecurity, and other complex fields. In the context of the Fourth Industrial Revolution, many officers have not yet been adequately equipped with the knowledge and skills required to deal with emerging forms of crime, especially cybercrime. Inspection activities are sometimes influenced by internal relationships, resulting in disciplinary actions that are not entirely objective or impartial. A number of inspection officers have violated professional ethics and discipline, with some even engaging in corruption and other negative practices, thereby undermining the reputation of the force. In some cases, internal violations have not been handled decisively, leading to a situation in which strong directives from higher levels are not effectively implemented at lower levels, thereby weakening their deterrent effect. Furthermore, training and professional development for inspection officers have not been conducted on a regular basis, resulting in outdated knowledge and skills, while legal dissemination and education on Party and State regulations within the PPS have not been sufficiently effective, leaving some officers with limited awareness.

These realities reflect significant shortcomings in professional ethics education for inspection officers in the People's Public Security Force. In some units, educational content remains overly general and insufficiently linked to the practical situations specific to inspection work, while instructional methods continue to rely primarily on one-way knowledge transmission with limited interaction and experiential learning. In addition, the development of specialized ethical standards and the evaluation of educational outcomes remain inconsistent and lack specific assessment criteria. Consequently, there is an urgent need to innovate the content, forms, and methods of professional ethics education in ways that are practical and better suited to the unique characteristics of inspection work within the People's Public Security Force.

Although numerous studies have been conducted on professional ethics education for public officials, civil servants, public employees, and the People's Public Security Force in general, no research has yet provided a comprehensive, systematic, and in-depth examination of professional ethics education for inspection officers in the People's Public Security Force from the perspective of Political Science, particularly the field of Ideological Work. Existing studies have mainly focused on public service ethics, the ethics of revolutionary police officers, or the development of the People's Public Security Force as a whole, while the distinctive position, functions, duties, and ethical requirements of inspection officers have not been adequately addressed. Therefore, studying professional ethics education for inspection officers from the perspective of Ideological Work is significant not only in filling an important theoretical gap but also in meeting the practical need to develop a contingent of inspection officers with firm political commitment, exemplary moral character, and the capability to successfully fulfill their assigned responsibilities.

In response to these practical demands and the pressing need to strengthen professional ethics education for inspection officers in the People's Public Security Force, the author selected the topic ***“Professional Ethics Education for Inspection Officers in the People's Public Security Force in Vietnam Today”*** as the subject of this doctoral dissertation. The study aims to develop a new research approach that both advances theoretical understanding and addresses urgent practical issues, thereby contributing to improving the political awareness, ideological commitment, and professional quality of inspection officers in the People's Public Security Force.

2. Research Objectives and Research Tasks

2.1. Research Objective

Based on clarifying the theoretical issues and assessing the current situation, the dissertation proposes a system of viewpoints and solutions to strengthen professional ethics education for inspection officers in the People's Public Security Force in the coming period.

2.2. Research Tasks

To accomplish the objectives of the dissertation, the following research tasks are undertaken:

First, to review the existing literature related to the dissertation topic, summarize the major research findings, and identify the research direction of the dissertation.

Second, to analyze and clarify the theoretical issues concerning professional ethics education for inspection officers in the People's Public Security Force.

Third, to conduct surveys, analyze, and evaluate the current state of professional ethics education for inspection officers in the People's Public Security Force; identify its strengths, limitations, causes, and the key issues that need to be addressed.

Fourth, to propose viewpoints and solutions for strengthening professional ethics education for inspection officers in the People's Public Security Force in the coming period.

3. Research Subject and Scope

3.1. Research Subject

The subject of this dissertation is professional ethics education for inspection officers in the People's Public Security Force.

3.2. Research Scope

Research content: The dissertation focuses on professional ethics education for inspection officers in the People's Public Security Force.

Research scope (geographical and organizational): The empirical study focuses on inspection officers serving within the People's Public Security Force, including the Inspectorate of the Ministry of Public Security, the Inspectorate of the Fire and Rescue Police Department, the Inspectorate of the Department for the Management of Prisons, Compulsory Education Institutions, and Reform Schools, and the Inspectorates of Provincial and Municipal Public Security Departments under the Central Government.

Research period: The survey data used to assess the current situation were collected from 2020 onward, while the viewpoints and solutions proposed in the dissertation are intended to provide guidance with a vision through 2035.

The selection of 2020 as the starting point is based on several important considerations. It marked a significant turning point in Vietnam's political and socio-economic context and in the environment of public administration, as the country entered a new phase characterized by accelerated national digital transformation, administrative reform, and intensified Party building and rectification. At the same time, the People's Public Security Force in general, and inspection officers in particular, were confronted with increasingly stringent requirements regarding professional ethics, integrity, and accountability in the performance of their duties. Furthermore, beginning in 2020, the Party and the State promulgated and vigorously implemented numerous new policies concerning cadre affairs, anti-corruption and anti-negative practices, and the development of a regular, elite, and modern People's Public Security Force. These policies have had a direct and significant impact on professional ethics education within the People's Public Security Force.

4. Research Questions and Research Hypotheses

4.1. Research Questions

Research Question 1: What is professional ethics education for inspection officers in the People's Public Security Force? What are its characteristics, contents, methods, and influencing factors in the current context?

Research Question 2: What is the current state of professional ethics education for inspection officers in the People's Public Security Force? What are its strengths, limitations, and the causes of those limitations?

Research Question 3: What key issues arise from the current practice of professional ethics education for inspection officers in the People's Public Security Force?

Research Question 4: What viewpoints and solutions should be adopted to strengthen professional ethics education for inspection officers in the People's Public Security Force in the coming period?

4.2. Research Hypotheses

Hypothesis 1: Professional ethics education for inspection officers in the People's Public Security Force is a specialized educational process influenced by both objective and subjective factors. If approached systematically, it is possible to clarify the structure, content, and operational mechanisms of this educational process.

Hypothesis 2: Professional ethics education for inspection officers in the People's Public Security Force has produced many encouraging results. However, the current practice still faces a number of significant issues and challenges. Therefore, further efforts are required to strengthen professional ethics education for inspection officers in the People's Public Security Force.

Hypothesis 3: The limitations in professional ethics education for inspection officers in the People's Public Security Force reflect a mismatch between the increasingly demanding requirements for building a regular, elite, and modern People's Public Security Force and the existing shortcomings in the organization, content, and methods of ethics education. Consequently, a number of urgent and systematic issues need to be addressed.

Hypothesis 4: If an appropriate system of guiding viewpoints is established and comprehensive solutions are implemented simultaneously—including innovations in educational content, methods, forms, and instructional resources, together with strengthening the roles of relevant stakeholders and improving institutional support conditions—the effectiveness of professional ethics education for inspection officers in the People's Public Security Force will be significantly enhanced, thereby meeting the requirements of the new period.

5. Theoretical Foundation and Research Methodology

5.1. Theoretical Foundation

The dissertation is grounded in the fundamental theories of Marxism–Leninism, Ho Chi Minh Thought, and the theoretical framework of Ideological Work. It also draws upon the viewpoints and guidelines of the Communist Party of Vietnam, as well as the policies and laws of the State concerning issues relevant to the research topic.

5.2. Research Methodology

The dissertation is conducted based on the methodological principles of dialectical materialism and historical materialism. Throughout the research process, the following methods are employed: the analytical–synthetical method, the historical–logical method, the field survey and practical review method, the sociological survey method, the in-depth interview method, the documentary research method, and the expert consultation method.

6. Theoretical and Practical Significance of the Study

6.1. Theoretical Significance

The findings of the dissertation contribute to enriching the theoretical foundation of professional ethics education for inspection officers in the People's Public Security Force. They also provide additional reliable academic references and research materials for political education and training at educational institutions within the People's Public Security Force, as well as at other higher education institutions offering related academic programs throughout Vietnam.

6.2. Practical Significance

The dissertation proposes a comprehensive set of solutions to strengthen professional ethics education for inspection officers in the People's Public Security Force. The recommendations derived from the research may serve as valuable reference materials for public security units and local police agencies in enhancing professional ethics education,

thereby fostering a contingent of inspection officers who possess strong political commitment, exemplary moral character, professional competence, creativity, responsiveness, and scientific working methods. These contributions support the development of a regular, elite, progressively modern, and comprehensively strong People's Public Security Force.

7. Original Contributions of the Dissertation

From a theoretical perspective, the dissertation contributes to systematizing and further developing the theoretical framework of professional ethics education for inspection officers in the People's Public Security Force. Building upon previous studies, it develops and refines the theoretical framework for professional ethics education for PPS inspection officers by clarifying its concepts, characteristics, roles, educational actors, contents, methods, and the factors influencing the educational process. These theoretical contributions provide a stronger scientific foundation for future research and for the implementation of professional ethics education under current conditions.

From a practical perspective, the dissertation conducts a comprehensive survey, analysis, and evaluation of the current state of professional ethics education for inspection officers in the People's Public Security Force. It identifies the major achievements, shortcomings, limitations, and their underlying causes. Furthermore, it examines the key factors affecting the effectiveness of professional ethics education, including the adverse effects of the market economy, manifestations of degradation in political ideology, morality, and lifestyle, occupational pressures, and the increasingly complex nature of inspection work. These findings provide an important empirical basis for proposing appropriate and feasible solutions.

Drawing upon both theoretical analysis and empirical findings, the dissertation proposes an integrated system of solutions aimed at improving the effectiveness of professional ethics education for inspection officers in the People's Public Security Force. These solutions emphasize the combination of education, professional training, and self-cultivation; the integration of ethical standards with strengthened inspection and supervision; and the promotion of exemplary leadership and accountability. In particular, the dissertation highlights the importance of enhancing the awareness and responsibility of Party committees, leaders, and commanders of public security units and local police agencies regarding professional ethics education. This is regarded as the fundamental prerequisite and the key guarantee for the effective implementation of all other proposed solutions. The research findings not only contribute to academic scholarship but also help strengthen the awareness and responsibility of relevant stakeholders in developing a contingent of inspection officers with firm political commitment, exemplary moral character, and the capacity to meet the requirements of their duties in the new context.

8. Structure of the Dissertation

In addition to the Introduction, Conclusion, List of the Author's Published Works Related to the Dissertation, References, and Appendices, the main body of the dissertation consists of four chapters comprising eleven sections.

Chapter 1

LITERATURE REVIEW ON STUDIES RELATED TO THE DISSERTATION TOPIC

1.1. Studies on Professional Ethics and Professional Ethics Education

Representative works in this field include: the doctoral dissertation Ethical Education for Contemporary Chinese Communists by Xue Jianming (2003); the book Ethics in Public Service: The Moral Mind at Work by Charles Garofalo and Dean Geuras, published by M.E. Sharpe (United States) in 2006; the book Fundamental Issues of Journalistic Professional Ethics by G.V. Ladutina, translated into Vietnamese by Hoang Anh and published by the Political Theory Publishing House in Hanoi in 2010; the book Ho Chi Minh Thought and the Views, Policies, and Guidelines of the Communist Party of Vietnam on Resolving the Relationship between the Individual and Society in the Ethics of Revolutionary Cadres by Pham Huy Ky (2010); the book Ethics for the Public Service Professional by Aric W. Dutelle (United States, 2010); together with a number of other scholarly works that provide the theoretical foundation for this dissertation.

1.2. Studies on Inspection Officers and Professional Ethics Education for Inspection Officers in the People's Public Security Force

Representative studies include: the book The Character of a Revolutionary by President Ho Chi Minh, published by the National Political Publishing House in 2013; the book The People's Public Security Force Studying and Following President Ho Chi Minh's Six Teachings, published by the People's Public Security Publishing House in 2015; the book The Culture of Conduct of the Vietnamese People's Public Security Force by Tran Dai Quang, published by the National Political Publishing House in 2015; the article Building the Ethics of People's Public Security Officers in the New Context by To Lam, published in the Communist Review on March 26, 2018; the doctoral dissertation Professional Ethical Value Orientation of Cadets at People's Public Security Academies and Universities by Nguyen Thi Hue, defended at the Military Political Academy in 2022; and the article Enhancing the Political Courage and Revolutionary Ethical Standards of People's Public Security Officers in the New Era by Nguyen Van Thoi, published in the Communist Review on November 28, 2024, among other relevant studies.

1.3. Findings from the Literature Review and Issues for Further Research**1.3.1. Major Findings**

First, many previous studies have developed a relatively systematic theoretical framework on professional ethics and professional ethics education for public officials in general and for the People's Public Security Force in particular.

Second, numerous domestic and international studies have established relatively comprehensive sets of professional ethical standards and evaluation criteria that can be effectively applied in practice.

Third, several studies have provided fairly comprehensive analyses of the current state of professional ethics education, identifying both its achievements and its shortcomings and limitations.

Fourth, many studies have proposed solutions to strengthen professional ethics education for officers within the People's Public Security Force.

The scientific studies, doctoral dissertations, and reference materials reviewed in this dissertation have provided a solid theoretical foundation and valuable practical insights, serving as important references for the present research. Based on an objective analysis and evaluation of the existing literature, the author has selectively inherited the major research achievements while flexibly applying appropriate theoretical approaches and research methods to develop the dissertation in a systematic and scientifically rigorous manner.

1.3.2. Issues Requiring Further Research

Although numerous studies have examined professional ethics education for public officials, Party members, and the People's Public Security (PPS) Force in general, significant research gaps remain with respect to the specialized study of professional ethics education for inspection officers within the PPS. First, there is still a lack of systematic research that conceptualizes professional ethics education for inspection officers as a distinct field of Ideological Work, closely associated with inspection, supervision, oversight, and the prevention and combat of corruption and misconduct within the force. Most existing studies merely affirm the importance of integrity or propose general solutions, without developing a comprehensive theoretical framework encompassing educational objectives, educational actors, content, methods, and mechanisms for evaluating educational effectiveness that are appropriate to the unique professional characteristics of inspection officers.

Furthermore, the integration of the Party's theoretical perspectives with contemporary theories of professional ethics education remains limited. There has been insufficient dialectical integration to enrich both the content and methodology of ethics education. In addition, empirical studies specifically examining professional ethics education within the PPS Inspectorate remain scarce and have not adequately reflected the multidimensional impacts of the market economy, international integration, and digital transformation on officers' professional awareness and conduct. Consequently, the proposed solutions are often fragmented and lack systematic coherence, while failing to fully address the specific characteristics of inspection work or the requirements for developing a contingent of inspection officers who possess integrity and strong professional competence in the new context. These shortcomings underscore the need for more comprehensive and in-depth research to strengthen both the theoretical and practical foundations of professional ethics education within the People's Public Security Force.

Based on these research gaps, the dissertation identifies the following issues that require further investigation:

First, it is necessary to further clarify, in a systematic manner, and modernize the concepts of professional ethics and professional ethics education for inspection officers in the People's Public Security Force within the contemporary context. Although previous studies have made initial contributions to explaining the content of professional ethics, they have mainly focused on identifying ethical standards and general requirements without thoroughly analyzing how the components of professional ethics are formed, function, and

interact in practice. In particular, insufficient attention has been paid to the relationship between these components and the institutional conditions necessary to ensure ethical conduct within the highly specialized environment of the PPS Inspectorate. Moreover, in the context of digital transformation, international integration, increasing transparency, and greater accountability, emerging issues—such as ethics in the digital environment, data-driven mechanisms of power control, and conflicts of interest in inspection activities—have not yet been adequately addressed. Accordingly, an interdisciplinary approach combining ethics, political science, and public administration is needed to develop a comprehensive, up-to-date, and practically applicable theoretical framework.

Second, further research is needed on the distinctive characteristics of inspection officers in the People's Public Security Force as a unique group of professional ethical actors. Existing studies have largely been limited to describing their functions, responsibilities, and general characteristics, without providing an in-depth analysis of the professional pressures and ethical risks they encounter in practice. As officers responsible for inspection, supervision, prevention, and the handling of internal violations, inspection officers operate within complex organizational relationships that often create tensions between the requirements of objectivity and impartiality and various institutional and workplace pressures. Clarifying these characteristics is important not only for accurately defining the research subject but also for designing educational content and methods that are appropriate to the realities of inspection work.

Third, there is a need for more comprehensive and in-depth analysis of the current state of professional ethics education for inspection officers in the People's Public Security Force, particularly with respect to its effectiveness and practical impact. Previous studies have primarily described the current situation without thoroughly evaluating changes in officers' awareness, attitudes, and professional conduct following educational interventions. Moreover, the assessment of educational outcomes remains limited due to the lack of specific and reliable measurement tools. In addition, factors affecting educational effectiveness such as organizational culture, mechanisms for controlling power, public service ethics, and the impacts of the market economy and digital transformation have not been systematically examined. Therefore, an empirical research approach combining sociological surveys with qualitative analysis is required to identify the underlying causes of existing shortcomings and to strengthen the validity and persuasiveness of the research findings.

Fourth, it is necessary to develop a more coherent system of viewpoints and solutions for professional ethics education that is aligned with the evolving development of the People's Public Security Force. Although previous studies have proposed various solutions, these are generally fragmented and lack integration within a unified conceptual framework. Meanwhile, the goal of building a regular, elite, and modern People's Public Security Force requires professional ethics education to be viewed not merely as a process of transmitting ethical values but also as an integral component of organizational governance, closely linked to mechanisms of power control, accountability, and digital transformation. Accordingly, an integrated system of solutions should be developed that both preserves traditional ethical values and responds to contemporary demands, while maintaining a long-term vision toward 2030 and beyond.

Fifth, professional ethics education for inspection officers in the People's Public Security Force should be examined more explicitly and systematically from the perspective of Ideological Work. At present, most studies approach professional ethics education from the perspectives of ethics, public administration, or human resource development, whereas the perspective of Ideological Work as a distinctive Party function aimed at shaping awareness, strengthening political conviction, and regulating behavior has not been adequately explored. Consequently, the political and ideological nature of professional ethics education, as well as the role of Ideological Work in shaping value systems, ethical standards, and motivations for action among inspection officers, has not been sufficiently clarified. Examining this issue from the perspective of Ideological Work will contribute to a deeper understanding of the essence of professional ethics education. It also provides an important foundation for proposing integrated solutions that influence not only external behavior but also bring about internal transformation in the awareness, convictions, and motivations of inspection officers within the People's Public Security Force.

Chapter 2

THEORETICAL ISSUES CONCERNING PROFESSIONAL ETHICS EDUCATION FOR INSPECTION OFFICERS IN THE PEOPLE'S PUBLIC SECURITY FORCE

2.1. Professional Ethics and Professional Ethics Education for Inspection Officers in the People's Public Security Force

2.1.1. Ethics and Professional Ethics

2.1.1.1. The Concept of Ethics

Ethics is understood as a system of rules and standards governing human conduct and moral character in relation to the community and society, with the purpose of regulating behavior to ensure harmony, fairness, and the common good in social life.

2.1.1.2. The Concept of Profession

According to the Vietnamese Dictionary, a profession is understood as an occupation performed on a long-term basis in accordance with the division of labor in society, requiring specific knowledge and skills, and undertaken to generate income or create value for both individuals and society.

2.1.1.3. The Concept of Professional Ethics

Professional ethics refers to the system of moral principles, values, and standards that guide an individual's conduct in the performance of professional duties, ensuring that professional actions are consistent with conscience, responsibility, and the common interests of society.

2.1.2. Inspection Officers in the People's Public Security Force

2.1.2.1. The Concept of Inspection Officers in the People's Public Security Force

Inspection officers in the People's Public Security (PPS) Force are officers and personnel serving within the inspectorate system of the Ministry of Public Security and the Public Security Departments at various levels, holding positions such as Inspection Officer,

Principal Inspection Officer, and Senior Inspection Officer. They are assigned to advise on and directly conduct inspection activities in accordance with the law.

2.1.2.2. Functions and Duties of the People's Public Security Inspectorate

Functions of the People's Public Security Inspectorate

Under the law, the People's Public Security Inspectorate performs three principal functions: administrative inspection, specialized inspection, and the settlement of complaints and denunciations together with the prevention and combat of corruption within the People's Public Security Force. These functions contribute to strengthening discipline and legal order, improving the operational effectiveness of the People's Public Security Force, safeguarding the legitimate rights and interests of the people, and maintaining national security and social order. In the current context, to meet the demands of new tasks, the People's Public Security Inspectorate must continue to innovate its operational methods and apply modern technologies to inspection activities in order to enhance supervision and oversight.

Duties of the People's Public Security Inspectorate

The People's Public Security Inspectorate undertakes a wide range of important responsibilities aimed at maintaining discipline, ensuring the rule of law, and improving the operational effectiveness of the force. Its principal duties include: conducting planned and ad hoc inspections; examining compliance with laws, policies, assigned functions, and statutory powers; receiving, processing, and resolving complaints and denunciations; preventing and combating corruption, wastefulness, and other negative practices throughout the People's Public Security Force; providing professional guidance on inspection activities; monitoring and urging the implementation of inspection conclusions and recommendations; and reviewing and reporting on inspection work.

Although these responsibilities are diverse and complex, they all serve the common objective of ensuring legality and discipline within the People's Public Security Force, preventing and addressing violations, and protecting the legitimate rights and interests of officers, personnel, and the public. Through these functions and duties, the People's Public Security Inspectorate contributes to building a clean, strong, and professional People's Public Security Force capable of meeting the requirements of safeguarding national security and maintaining social order in the new context.

2.1.3. Professional Ethics Education for Inspection Officers in the People's Public Security Force

2.1.3.1. Professional Ethics of Inspection Officers in the People's Public Security Force: Concept and Code of Ethics

The professional ethics of inspection officers in the People's Public Security (PPS) Force refers to the system of moral values, principles, and ethical standards developed on the basis of revolutionary ethics, public service ethics, inspection ethics, and the ethics of revolutionary People's Public Security officers. These standards are intended to regulate the awareness, attitudes, and conduct of inspection officers in the performance of their duties, ensuring objectivity, honesty, impartiality, integrity, discipline, and a spirit of devotion to the nation and service to the people.

Based on this concept, a Code of Professional Ethics for Inspection Officers in the

People's Public Security Force may be established, comprising the following fundamental ethical standards:

Demonstrate absolute loyalty to the Party, the Fatherland, and the people; remain steadfast in revolutionary ideals and uphold the political integrity expected of People's Public Security officers.

Perform inspection duties with impartiality, objectivity, and fairness.

- Maintain integrity by refraining from abusing official position, authority, or inspection activities for personal gain.

- Uphold the rule of law, strictly observe institutional discipline, and protect confidential information.

- Respect and safeguard the lawful rights and legitimate interests of organizations and individuals.

- Show determination and courage in combating violations, corruption, and other negative practices.

- Continuously pursue learning and self-improvement while faithfully observing President Ho Chi Minh's Six Teachings for the People's Public Security Force.

2.1.3.2. The Concept of Professional Ethics Education

Professional ethics education is the purposeful and organized process through which educational actors cultivate, reinforce, and develop among professionals the knowledge, attitudes, and patterns of conduct that conform to the ethical values and standards associated with a particular profession, thereby guiding and regulating professional practice in accordance with the requirements of society.

2.1.3.3. The Concept of Professional Ethics Education for Inspection Officers in the People's Public Security Force

Professional ethics education for inspection officers in the People's Public Security Force is the purposeful and organized process through which educational actors shape, cultivate, and reinforce the ethical values, political commitment, and sense of responsibility of inspection officers, enabling them to perform effectively their duties of inspection, supervision, oversight, preventing violations, and safeguarding the lawful rights and legitimate interests of the people.

2.2. Components of Professional Ethics Education for Inspection Officers in the People's Public Security Force

2.2.1. Educational Actors and Educational Subjects

2.2.1.1. Educational Actors

The educational actors include:

- The Central Public Security Party Committee and its Standing Committee;
- The leadership of the Ministry of Public Security and leaders of public security agencies at all levels;

- The Party Committee and the Standing Committee of the Party Committee of the Inspectorate of the Ministry of Public Security;

- Educational and training institutions both within and outside the People's Public Security Force;

- Inspection officers themselves, acting as subjects of self-education and moral self-cultivation.

2.2.1.2. Educational Subjects

The educational subjects include:

- Leadership and managerial personnel within inspection agencies (such as the Chief Inspector and Deputy Chief Inspector of the Ministry, heads and deputy heads of departments under the Ministry Inspectorate, Chief Inspectors and Deputy Chief Inspectors of specialized departments under the Ministry of Public Security, and Chief Inspectors of provincial-level Public Security Departments), who bear ultimate responsibility for inspection conclusions;

- Young inspection officers;
- Grassroots-level inspection officers.

2.2.2. Educational Content

The major contents of professional ethics education include:

- Political and legal education for inspection officers in the People's Public Security Force;
- Education on the system of professional ethical standards applicable to People's Public Security inspection officers;
- Education on ethical conduct, professional communication skills, and ethical work habits for People's Public Security inspection officers.

2.2.3. Educational Methods and Forms

The methods and forms of professional ethics education for inspection officers in the People's Public Security Force constitute a specialized system of educational approaches designed to cultivate exemplary moral character, strengthen political commitment, and foster a strong sense of professional responsibility among inspection officers.

2.2.4. Educational Resources

Educational resources comprise all instructional tools, technical facilities, teaching materials, and supportive learning environments employed by educational actors to deliver educational content to learners in order to achieve the intended educational objectives.

2.2.5. Educational Outcomes

Professional ethics education has produced relatively comprehensive and significant improvements in cognitive awareness, thereby establishing an important foundation for developing the character and political integrity of inspection officers in the People's Public Security Force.

In terms of attitudes, professional ethics education has facilitated a clear progression from merely knowing ethical principles to believing in them and acting consistently with those beliefs.

With regard to social responsibility and proactive engagement, the effectiveness of professional ethics education is most clearly reflected in the practical conduct and professional performance of inspection officers in the course of their duties.

2.3. Factors Influencing Professional Ethics Education for Officers in the People's Public Security Force

The principal factors influencing professional ethics education include:

- The complex developments in the international and regional environment, together with the influence of hostile and erroneous viewpoints;
- The trends of globalization, international integration, and the advancement of the Fourth Industrial Revolution;
- The adverse effects of the market economy on professional ethics education for inspection officers in the People's Public Security Force;
- The distinctive professional characteristics of inspection officers within the People's Public Security Force.

Chapter 3

PROFESSIONAL ETHICS EDUCATION FOR INSPECTION OFFICERS IN THE PEOPLE'S PUBLIC SECURITY FORCE: CURRENT SITUATION AND EMERGING ISSUES

3.1. Factors Affecting Professional Ethics Education for Inspection Officers in the People's Public Security Force

3.1.1. Overview of the Formation and Development of the People's Public Security Inspectorate

At present, the People's Public Security (PPS) Inspectorate consists of two principal inspection organizations: the Inspectorate of the Ministry of Public Security and the Inspectorates of the Provincial and Municipal Police Departments under the Central Government. In addition, professional departments under the Ministry of Public Security and divisions within provincial-level police agencies are assigned either full-time or part-time inspection officers to carry out inspection activities within their respective agencies and units.

3.1.2. Organizational Structure of the People's Public Security Inspectorate

In terms of organization, the current organizational structure and staffing of the People's Public Security Inspectorate have been established as a unified system from the central to the local level, including:

- The Inspectorate of the Ministry of Public Security, staffed by several hundred officers.
- The Inspectorate of the Department of Prison Management, Compulsory Education Institutions, and Reform Schools, and the Inspectorate of the Department of Fire Prevention, Firefighting and Rescue Police, each staffed by approximately 20–50 officers.
- Thirty-four Inspectorates of Provincial and Municipal Police Departments under the Central Government, each with approximately 50–100 officers.
- In addition, professional departments and police units at the divisional and commune levels with more than 200 officers and personnel are assigned full-time inspection officers. Units with fewer than 200 officers and personnel assign part-time inspection officers. The number of full-time and part-time inspection officers in each unit is determined by the head of the respective unit.

3.1.3. Requirements for Inspection Officers in the People's Public Security Force

Strong political commitment and unwavering loyalty to the Party's ideals.

- Strict discipline and exemplary conduct.
- Outstanding professional competence and broad knowledge.
- Professional ethics characterized by integrity and honesty.
- Strong moral courage and the ability to perform effectively under pressure.
- A high sense of responsibility and dedication to public service.
- Effective communication skills and competence in handling complex situations.

3.2. Current Situation of Professional Ethics Education for Inspection Officers in the People's Public Security Force

3.2.1. Strengths

3.2.1.1. Educational Actors

Professional ethics education for inspection officers in the People's Public Security Force occupies an important position within the Party-building and political work of the sector. It plays a direct role in building an inspection force that is politically steadfast, ideologically sound, organizationally strong, and professionally competent. Through this educational process, the responsible educational actors have contributed to cultivating the moral qualities and professional character of inspection officers; strengthening their scientific worldview, appropriate working methods, and confidence in the Party's goals and ideals; while also enhancing their political steadfastness, sense of responsibility, and self-discipline in performing their duties. Furthermore, emphasis on professional ethics education has encouraged inspection officers to study and follow Ho Chi Minh's ideology, morality, and lifestyle, while proactively preventing and combating individualism, as well as manifestations of political, moral, and lifestyle degradation and the risks of "self-evolution" and "self-transformation."

3.2.1.2. Educational Content

In recent years, the content of professional ethics education for inspection officers in the People's Public Security Force has been comprehensive and diverse, encompassing three major areas:

- Political and legal education for People's Public Security inspection officers has been systematically and methodically implemented.
- Education on professional ethical standards for inspection officers has been relatively comprehensive and closely aligned with the practical requirements of inspection activities.
- Education on professional conduct, communication skills, and ethical work habits has been widely promoted and effectively implemented.

3.2.1.3. Educational Methods and Forms

Practical experience demonstrates several notable strengths in professional ethics education for inspection officers in the People's Public Security Force. First, educational methods have been applied in an appropriate and effective manner by integrating theoretical instruction with practical case analysis and incorporating anti-corruption and anti-negative

conduct content into political education sessions, professional training courses, and thematic activities. The use of both exemplary and misconduct-related cases has enhanced the persuasiveness of the educational process and improved officers' ability to apply ethical principles in practice. Moreover, educational forms have become increasingly diverse and flexible, ranging from centralized training at institutions such as the Inspector Training School, People's Public Security academies, and police colleges, to self-study, in-service training, and online learning. These approaches have significantly contributed to improving awareness, promoting self-development, and standardizing the professional conduct of inspection officers.

3.2.1.4. Educational Resources

Educational resources used in professional ethics education for inspection officers in the People's Public Security Force have effectively supported both teaching and learning by making educational content more concrete, engaging, and accessible.

One of the major strengths of this educational effort is the availability of a rich and diverse range of educational resources designed to accommodate different levels of understanding, educational backgrounds, regional characteristics, and the specific nature of inspection work. These resources include official documents, digital learning platforms, internal communication channels, and direct interpersonal communication. They not only ensure consistency and accuracy but also inspire learners, facilitate personalized learning, and enable continuous evaluation and adjustment of educational content. This diversity has transformed ethics education from a purely theoretical exercise into a dynamic and practical learning process, enabling inspection officers to internalize ethical values, strengthen self-discipline, improve job performance, and contribute to reinforcing discipline and enhancing the prestige of the People's Public Security Force.

3.2.1.5. Educational Outcomes

The achievements of professional ethics education for inspection officers in the People's Public Security Force over recent years have been significant. These achievements are reflected not only in the increasing number of training courses and the growing number of officers participating in educational programs but also in the positive changes observed in compliance with discipline, organizational regulations, and responsibility in the performance of official duties. The proportion of officers committing disciplinary violations has shown a downward trend, while the number of exemplary collectives and individuals in inspection work has steadily increased. More importantly, inspection officers have demonstrated positive improvements in both professional awareness and conduct, thereby contributing to higher quality and greater effectiveness of inspection activities throughout the force.

The outcomes of professional ethics education are evident in three principal dimensions: the cognitive, attitudinal, and behavioral development of inspection officers. Specifically, these include enhanced political awareness, a stronger scientific worldview, and greater professional competence; the cultivation of appropriate attitudes, a heightened sense of responsibility, and improved compliance with discipline; and positive behavioral changes reflected in integrity, objectivity, impartiality, and fairness in the performance of inspection duties.

3.2.2. Limitations

3.2.2.1. Educational Actors

Awareness and understanding among different educational actors remain uneven.

Coordination among the various actors within the professional ethics education system has not yet been sufficiently close or well integrated, creating a significant obstacle to educational effectiveness.

3.2.2.2. Educational Content

- The content of professional ethics education remains overly theoretical and lacks practical relevance and applicability.

- Educational content has not been updated and renewed in a timely manner to meet the evolving demands of practice, thereby affecting the effectiveness of implementation.

- Professional ethics education lacks appropriate differentiation for different groups of learners, reducing its effectiveness and level of personalization.

3.2.2.3. Educational Methods and Forms

- Teaching methods remain insufficiently diverse, and educational programs continue to place excessive emphasis on theoretical knowledge.

- Some educational activities are still overly administrative in nature and lack practical orientation, while the application of information technology and modern educational methods has yet to be sufficiently promoted.

3.2.2.4. Educational Resources

The system of textbooks, teaching materials, and instructional equipment remains insufficiently standardized and specialized. Many units continue to rely primarily on traditional printed materials that are rigid in content, infrequently updated, and not categorized according to different levels or specific inspection fields. This lack of investment has resulted in passive learning, limiting critical thinking and reducing the ability to apply acquired knowledge in professional practice.

3.2.2.5. Educational Outcomes

- Some inspection officers within the People's Public Security Force have yet to develop a comprehensive and profound understanding of the position, role, and requirements of professional ethics.

- Among a proportion of inspection officers, commitment to moral cultivation and continuous ethical self-improvement has not been sufficiently regular or self-motivated.

- In practice, the application of professional ethical standards remains inconsistent among some inspection officers.

3.2.3. Causes

3.2.3.1. Causes of the Achievements

- The close attention and effective leadership of the Central Public Security Party Committee and the Ministry of Public Security in promoting professional ethics education for inspection officers.

- The increasing integration of professional ethics education into professional training and capacity-building programs for inspection officers within the People's Public Security Force.

The growing awareness and proper understanding of the importance of professional ethics among inspection officers themselves.

- Relatively close and coordinated cooperation among educational actors throughout the People's Public Security Force.

- The increasingly demanding professional standards established by the Ministry of Public Security and police leaders at all levels for inspection officers.

3.2.3.2. Causes of the Limitations

- Some Party committees and unit leaders have not attached adequate importance to professional ethics education.

- The development and updating of educational content and teaching methods have not been sufficiently grounded in the practical requirements of inspection activities within the People's Public Security Force.

- Insufficient attention has been devoted to organizing and ensuring the necessary conditions for innovation in educational forms and instructional resources.

Limited systematic investment in teaching staff, educational materials, and specialized training institutions.

- Incentive mechanisms and accountability measures for promoting self-study and ethical self-cultivation among inspection officers remain unclear and ineffective.

- The absence of a comprehensive mechanism for inspection, evaluation, and supervision of professional ethics education constitutes a systemic weakness.

- The adverse effects of the market economy have also negatively influenced professional ethics education.

3.3. Emerging Issues in Professional Ethics Education for Inspection Officers in the People's Public Security Force

3.3.1. The Need to Improve the Quality of Professional Ethics Education While the Organizational and Educational Capacity of Responsible Actors Has Yet to Meet Practical Requirements

- Leaders and commanders at all levels play a decisive role in guiding and shaping the moral qualities of inspection officers; however, they currently face numerous challenges in fulfilling this responsibility.

- Functional agencies and educational institutions within the People's Public Security Force are likewise confronted with various institutional and operational constraints.

Inspection officers themselves also face significant internal challenges in maintaining and strengthening professional ethics.

The system of educational actors including Party committees, leaders at all levels, educational institutions, inspection agencies, management units, mass organizations, and inspection officers themselves each performs a distinct role but requires close coordination and unity to ensure educational effectiveness.

3.3.2. The Increasing Demand for Innovation in the Content, Forms, Methods, and Educational Resources of Professional Ethics Education, While Current Implementation Has Been Slow and Has Yet to Fully Meet Practical Requirements

3.3.2.1. Educational Content

- Professional ethics education plays a fundamental role in shaping the character and professional qualities of inspection officers; however, its current content has not yet fully addressed practical needs.

- Insufficient attention has been devoted to the ethical principles specific to inspection work.

Educational content has not kept pace with changes in society and the legal system.

3.3.2.2. Educational Methods

- Educational approaches remain relatively rigid, insufficiently practice-oriented, and have not fully realized their intended effectiveness.

- Information technology has not been fully utilized in professional ethics education.

- Educational methods have yet to effectively integrate theoretical knowledge with practical experience.

- Assessment and evaluation remain inadequate in measuring educational effectiveness.

3.3.3. The Need to Strengthen Professional Ethics Education Under New Conditions Despite Limitations in Educational Resources and Facilities

- Textbooks and teaching materials are intended to guide professional ethics education; however, the current system continues to exhibit significant shortcomings.

- Physical facilities are essential to creating engaging and effective educational environments, yet many units within the People's Public Security Force remain inadequately equipped.

- Information technology provides opportunities for flexible and effective learning, but its application in professional ethics education for inspection officers has yet to realize its full potential.

- Educational resources encompass not only documents and instructional tools but also experiential learning models; however, this aspect remains underdeveloped.

- Measuring and evaluating the effectiveness of professional ethics education is essential, yet the supporting instruments and assessment tools remain relatively underdeveloped.

3.3.4. The Need to Promote Self-Education Among Inspection Officers While the Level of Self-Discipline in Ethical Self-Cultivation Remains Inadequate Among Some Officers

- Uneven awareness of the role and significance of ethical self-education.

The influence of the working environment and the particular pressures associated with inspection work.

- The impact of the market economy and the negative aspects of contemporary society.

The absence of effective mechanisms for monitoring and evaluating the process of ethical self-education.

3.3.5. The Increasing Requirement to Ensure Integrity and Objectivity in Inspection Activities Amid Growing Workplace Pressures and Multidimensional Influences

In the context of accelerating Party building and rectification efforts and progressively developing the People's Public Security Force into a clean, strong, and modern force, the requirement to ensure integrity and objectivity in inspection activities has become increasingly stringent and imperative. Inspection officers are expected not only to strictly comply with legal regulations and professional ethical standards but also to maintain impartiality, transparency, and accountability in the performance of their duties despite increasing workplace pressures and the complex influences arising from contemporary social and economic conditions.

Chapter 4

VIEWPOINTS AND SOLUTIONS FOR STRENGTHENING PROFESSIONAL ETHICS EDUCATION FOR INSPECTION OFFICERS IN THE PEOPLE'S PUBLIC SECURITY FORCE IN THE COMING PERIOD

4.1. Viewpoints on Strengthening Professional Ethics Education for Inspection Officers in the People's Public Security Force in the Coming Period

4.1.1. Ensuring the Unified Leadership of the Party by Integrating Professional Ethics Education for Inspection Officers with Party Building and the Development of a Clean and Strong People's Public Security Force

This viewpoint emphasizes ensuring the unified leadership of the Party while incorporating professional ethics education for inspection officers into the broader tasks of Party building and the development of a clean, strong, and capable People's Public Security Force. It constitutes a fundamental and long-term guiding principle for improving the quality and effectiveness of professional ethics education.

4.1.2. Taking Professional Ethical Standards and the Requirements of Public Service Performance as the Foundation While Ensuring the Distinctive Characteristics of Inspection Activities within the People's Public Security Force

This viewpoint serves not only as a guideline for organizational structure and operational practice but also embodies the core principles of professional ethics education for inspection officers within the People's Public Security Force. It underscores that ethical education must be closely aligned with the specific responsibilities and professional requirements of inspection work.

4.1.3. Integrating Professional Ethics Education for Inspection Officers with Political and Ideological Education and the Cultivation of the Spirit of "The People's Public Security Serving the People"

This represents a consistent, scientific, and overarching principle in developing the People's Public Security Force, particularly its inspection officers, who play a pivotal role in inspection, supervision, prevention, and handling of internal misconduct and violations. Professional ethics education should therefore be closely integrated with political and ideological education and the cultivation of the core values embodied in the motto, "The People's Public Security Serving the People."

4.1.4. Closely Combining Professional Ethics Education with Practical Training and Self-Cultivation Among Inspection Officers

This is a consistent viewpoint emphasized by the Central Public Security Party Committee and the leadership of the Ministry of Public Security in numerous policies and resolutions concerning the development of the People's Public Security workforce, particularly inspection officers, whose responsibilities include inspection, supervision, detection, and handling of internal violations. Professional ethics education should therefore be combined with practical experience and continuous self-improvement.

4.1.5. Ensuring Consistency Between Professional Ethics Education and Mechanisms for Inspection, Supervision, and Discipline in the Ethical Performance of Inspection Officers

This viewpoint arises from the need to ensure integrity, objectivity, and discipline in inspection activities. Inspection officers are responsible not only for inspecting, detecting, and handling violations within the force but also for directly participating in the prevention of misconduct and the control of power. Consequently, professional ethics education cannot be separated from rigorous organizational mechanisms for inspection and supervision. Instead, these elements should be implemented in a coordinated manner to create an environment that promotes ethical development, effective management, and continuous self-regulation of professional conduct.

4.2. Solutions for Strengthening Professional Ethics Education for Inspection Officers in the People's Public Security Force in the Coming Period

4.2.1. Enhancing Awareness, Responsibility, and Particularly the Exemplary Role of Party Committees and Police Leaders at All Levels in Professional Ethics Education

- Raising awareness of professional ethics education should be regarded as the essential starting point that determines the depth and effectiveness of the overall process of developing the inspection workforce within the People's Public Security Force. Strengthening responsibility for professional ethics education represents an important transition from awareness to concrete action.

- Promoting the exemplary role of Party committees and unit leaders is crucial to improving the quality of professional ethics education for inspection officers.

- Enhancing the roles and responsibilities particularly the exemplary responsibilities of Party committees and police leaders at all levels in educating inspection officers on professional ethics.

4.2.2. Fundamentally Innovating the Content and Methods of Professional Ethics Education in Accordance with the Specific Nature of Inspection Work

- Reforming educational content to better reflect the professional characteristics and practical requirements of inspection officers.

- Innovating methods of professional ethics education.

- Strengthening supervision and feedback mechanisms to continuously improve professional ethics education.

4.2.3. Increasing Investment and Promoting the Application of Information Technology and Digital Transformation in Professional Ethics Education

To effectively implement this solution, several key tasks should be carried out:

- Identifying priority areas for the application of information technology and digital transformation in professional ethics education.
- Increasing investment in infrastructure and human resources to support digital transformation.
- Establishing mechanisms for monitoring and evaluating the effectiveness of information technology applications.

4.2.4. Promoting the Spirit of Self-Cultivation and Self-Education Among Inspection Officers

- Enhancing awareness of the significance of self-cultivation and self-education.
- Building a transparent and integrity-based working environment.
- Strengthening mechanisms for self-assessment.
- Encouraging the use of technology to support self-learning and professional self-improvement.
- Implementing appropriate reward systems together with strict disciplinary measures.

4.2.5. Strengthening Inspection and Supervision Throughout the Performance of Inspection Duties

- Establishing regular and rigorous mechanisms for inspection and supervision.
- Diversifying forms of inspection and supervision.
- Strengthening the supervisory role of higher-level authorities and organizations within the People's Public Security Force.
- Applying information technology to supervisory activities.
- Strengthening sanctions for violations while providing appropriate recognition and rewards for exemplary performance.

4.2.6. Building a Healthy Working Environment and an Ethical Organizational Culture Within the People's Public Security Inspectorate

- Building a healthy workplace characterized by a strong ethical culture within inspection agencies of the People's Public Security Force is essential to ensuring integrity, improving organizational effectiveness, and maintaining public confidence.
- Developing and effectively implementing professional ethical standards.
- Building a democratic and transparent working environment.
- Strengthening political, ideological, and professional ethics education.
- Enhancing responsibility and reinforcing the exemplary leadership role of unit leaders.
- Promoting solidarity and fostering a professional organizational culture.

CONCLUSION

The dissertation entitled “Professional Ethics Education for Inspection Officers in the People's Public Security Force in the Current Context” has undertaken a comprehensive and systematic study to clarify the theoretical and practical foundations of professional ethics education and to propose solutions for improving professional ethics education for inspection officers in the PPS Force. Through a review of the existing body of literature, the dissertation identifies both theoretical and practical research gaps and, on that basis, develops a coherent conceptual framework concerning professional ethics, professional ethics education, and the distinctive characteristics of inspection officers within the PPS Force. The study affirms that professional ethics is not merely a set of behavioral standards but also serves as the normative foundation that ensures impartiality, objectivity, integrity, probity, and fairness in inspection activities a highly sensitive field requiring strong political commitment, professional competence, and moral courage.

The dissertation's assessment of the current state of professional ethics education for inspection officers in the People's Public Security Force reveals a number of significant achievements. These include the close leadership and direction provided by the Central Public Security Party Committee and the Ministry of Public Security; the gradual alignment of educational content with practical requirements; increasingly diversified educational methods and approaches; and improved coordination among the various educational actors. The findings from the empirical survey demonstrate that professional ethics education has made a positive contribution to enhancing inspection officers' awareness, sense of responsibility, and commitment to ethical self-cultivation. At the same time, the dissertation identifies several notable shortcomings, including uneven awareness among leaders at different levels, educational content that remains excessively theoretical, insufficient innovation in teaching methods, ineffective mechanisms for supervision and evaluation, and the underutilized role of certain mass organizations. These limitations, together with underlying causes such as inadequate investment in resources, insufficient coordination among responsible bodies, and the slow adaptation of educational content to practical developments, have constrained the effectiveness of professional ethics education and have directly or indirectly affected the quality and performance of inspection activities.

Based on its analysis of the current situation and the challenges facing professional ethics education, the dissertation proposes a comprehensive and feasible system of viewpoints and solutions aimed at enhancing professional ethics education for inspection officers in the People's Public Security Force. These solutions emphasize strengthening the awareness, responsibility, and exemplary role of Party committees and leaders at all levels; renewing educational content to ensure closer alignment with practical inspection activities; improving educational methods to better reflect the distinctive characteristics of inspection work; diversifying educational approaches through the application of digital technology; promoting ethical self-cultivation among inspection officers; strengthening mechanisms for inspection and supervision; and fostering a transparent, ethical, and professional organizational culture within inspection agencies. These recommendations possess

significant practical value while also providing an important foundation for future policies concerning the training, professional development, and management of inspection officers in the new era. Furthermore, the dissertation offers specific recommendations to the Party, the State, and the Ministry of Public Security to address existing shortcomings and establish professional ethics education as a fundamental driving force for the sustainable development of the People's Public Security Inspectorate.

From a theoretical perspective, the dissertation contributes to the systematization of concepts, constituent elements, and influencing factors relating to professional ethics education while clarifying its distinctive characteristics within the context of inspection activities in the People's Public Security Force. From a practical perspective, the research provides a valuable theoretical foundation for leaders and policymakers in formulating strategies to develop a regular, elite, and modern corps of inspection officers. Nevertheless, the author recognizes that professional ethics education for inspection officers is a long-term and continuous endeavor requiring further research and ongoing refinement, particularly in the context of increasingly complex social developments, technological advancements, and evolving national security challenges. It is hoped that this dissertation will serve as a valuable reference for future research and practical application, contributing to the enhancement of the ethical standards and professional competence of inspection officers, thereby reinforcing the core role of the People's Public Security Force in safeguarding national security, maintaining social order and public safety, and serving the people and the nation.

LIST OF PUBLISHED SCIENTIFIC WORKS

1. Participation in a scientific research project: *Research and development of an integrated security solution for protecting the Public Security sector's wide-area network* (Code: ĐTDLCN,105/21-C), national-level project. The project was evaluated and accepted on September 20, 2024 at the Ministry of Science and Technology.
2. Nguyen Van Hoa (2024), "Improving the capacity of grassroots propaganda cadres in Central Highlands provinces in the new context," *Journal of Theory and Communication (Academy of Journalism and Communication)*, Special Issue No. 2 (October 2024), pp. 141–143.
3. Nguyen Van Hoa (2025), "Promoting revolutionary moral education for inspection forces of the People's Public Security in the new context," *Journal of Theory and Communication (Academy of Journalism and Communication)*, Special Issue No. 2 (July 2025), pp. 194–196.
4. Nguyen Van Hoa (2025), "Improving the effectiveness of professional ethics education for officers and soldiers of the People's Public Security Force in the current period," *Journal of Youth Scientific Research – Vietnam Youth Academy*, Special Issue No. 85 (November 2025), pp. 69–71.
5. Nguyen Van Hoa (2025), "Enhancing political courage for inspection officers in the People's Public Security Force in the fight against corruption and wastefulness in the current period," *Journal of Science and Technology, Thai Nguyen University*, Vol. 230, No. 12 (2025).