

MEASURES TO APPLY THE CASE STUDY METHOD IN TEACHING THE SUBJECT “EDUCATIONAL WORK OF HO CHI MINH COMMUNIST YOUTH UNION” AT THE VIETNAM YOUTH ACADEMY

Nguyen Dieu Linh

Faculty of Youth Affairs, Vietnam Youth Academy, Hanoi City, Viet Nam

Corresponding author Nguyen Dieu Linh, e-mail: nguyendieulinh310109@gmail.com

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Abstract. After five years of introducing the subject “Educational Work of the Ho Chi Minh Communist Youth Union” into the curriculum for the Bachelor's degree in Youth Work, certain limitations have emerged in teaching methods, which tend to be heavily theoretical and have not effectively fostered students' problem-solving abilities. Therefore, applying the case study method in this subject will contribute to improving teaching quality in line with capability development goals, and meeting the required learning outcomes. An increase in duration from 02 credits to 03 credits, provides opportunities for instructors to have more time to apply designed situations for students to research and discuss. The measures to apply the case study method in teaching the subject of Educational Work of the Youth Union focus on the design of teaching situations, organization of teaching, and evaluation of the teaching process. Consequently, it is directly applied to innovative teaching methods at the present Vietnam Youth Academy.

Keywords: youth education, educational work of Youth Union, university teaching methods, case study methods.

1. Introduction

The case study teaching method is currently being widely applied by many lecturers at universities and is viewed as a new-generation learning method for students. This method was first used as a new teaching approach in social sciences in 1967 by Barney Glaser and Anselm Strauss. Duch and colleagues (2001) argue that the case study method helps learners develop critical thinking, analysis, and the ability to solve complex problems, as well as research, evaluate, and utilize resources, along with collaboration and communication skills [1]; Anderson and colleagues (2005) view this method as effectively linking theory with practice through the creation of experiential learning environments [2]. Bonny KM (2015) affirms that applying the case study method in teaching is more effective than traditional teaching methods in helping learners deeply grasp conceptual knowledge and its practical application [3].

From the role of the situational research method, educators in the field of social sciences in our country have applied it to teaching students in pedagogy, as carried out by Nguyen TPH (2010), Trinh TG (2011), Nguyen TTT (2017), Tran THD (2023) [4], [5], [6], [7]. Additionally, it has been applied to students in the Law field by authors Truong ML (2021), and Duong THT (2021) [8], [9]. Moreover, for teaching political theory subjects, authors Dam TH (2021) and Le

VH (2022) have also contributed [10], [11]. The method is primarily implemented in groups and organized group discussions.

Thus, researchers both domestically and internationally assert that the case study method plays a very important role for university students. This is one of the modern teaching methods based on the “learner-centered” perspective, helping learners foster their initiative and proactivity in studying, actively acquiring knowledge, and solving situations based on the application of what they have learned. These studies contribute to providing important theoretical foundations for research on the application of the case study method in teaching university students in general and those at the Vietnam Youth Academy in particular. However, the application of this method in courses that are job-specific for students in Youth Work poses a gap for further research.

In implementing the directions of the Party and the State and the strategy for developing the university teaching methods, lecturers at the Vietnam Youth Academy are making efforts to learn and apply effective teaching methods. Especially, in the undergraduate training program in youth work, “Education work of the Ho Chi Minh Communist Youth Union” is a key subject in the vocational knowledge block; after 5 years of teaching, there are still limitations in developing students' problem-solving abilities.

Therefore, applying the case study method in teaching the course “Educational Work of the Ho Chi Minh Communist Youth Union” at the Vietnam Youth Academy is essential and aligned with the current student outcome competency development direction. This approach helps students develop critical thinking skills, decision-making skills, problem-solving skills, and social skills.

Through the analysis, evaluation, and synthesis of relevant materials and the research product method in educational activities, this article proposes measures to apply the case study method in teaching the course “Educational Work of the Ho Chi Minh Communist Youth Union” at the Vietnam Youth Academy. This directly contributes to innovating teaching methods in the Youth Work program, fostering students' active participation in learning, and developing their capabilities according to output standards.

2. Content

2.1. Basis for proposing measures to apply the situational research method in teaching the subject “Education work of the Ho Chi Minh Communist Youth Union” at the Vietnam Youth Academy

To propose measures to apply the situational research method in teaching the subject “Educational work of the Ho Chi Minh Communist Youth Union” at the Vietnam Youth Academy, we base on scientific principles and practical foundations as follows:

2.1.1. Scientific basis

Research on “situations” in teaching: According to Macmutop MI, situations in teaching are problems that are defined as “laws of creative cognitive activity, effective. It determines the initiation of positive thinking and action will take place in the process of raising and solving problems” [12]; The author Le PL defines “situations as information containing cognitive conflicts (wanting to know but not knowing) that cannot be resolved through recollection alone” [13]; Author Phan THV believes that “teaching situations are practical situations, selected and used by teachers to achieve teaching objectives” [14]. Therefore, teaching situations are situations with cognitive conflicts that need to be resolved, arising from practice, pedagogical in nature, selected and used by teachers to achieve teaching objectives.

The structure of teaching situations consists of three parts:

- Section 1. Brief description of the context of the events in the situation;

- Section 2. Description of the development of the situation events (data);
- Section 3. Issues, requirements, and requests that need to be addressed.

The case study methods in university teaching have been identified by researchers: According to author Nguyen HL, "the case study method is a teaching technique in which the main elements of case analysis are presented to learners for illustrative purposes or problem-solving experiences" [15]; Educator Phan TN affirmed: "The essence of the case teaching method is that through solving cases, learners acquire the best adaptation skills to a socially dynamic environment" [16]; Author Trinh VB defined "teaching methods organized based on real-life cases, in which learners construct knowledge through solving social issues in learning" [17].

The aforementioned research perspectives show the characteristics of situation analysis teaching method: Teaching content stemming from complex issues; Issues related to real-life, and professions; Enabling students to discover new knowledge independently, applying knowledge; Helping learners to present what they have learned and think about it; Helping learners to exchange opinions, and ideas with each other and with teachers.

In general, from the perspective of teaching methods, the author believes that: *The method of case analysis in university teaching is the way lecturers organize teaching from case-based issues, closely related to the practical professional environment to help students consolidate knowledge, and apply learned knowledge along with practical experience to solve conflicts in situations.* Applying the case study method in teaching "helps students gain a deep understanding of the real world of life and acquire analytical, synthesis, decision-making skills based on real situations that require students' reactions, interactions, and comments" [18].

Classifying teaching cases, author Vicki LG divided them into 2 types: "Events, phenomena that have occurred (historical/retro); and cases that require decision-making, finding solutions to problems (decision-based)" [19]. Applying the case study method in university teaching for students, educators in the country have classified as follows:

- Based on the nature of the problem to be solved, there are 04 types of cases: Paradoxical cases, deadlock cases, choosing or rejecting cases, and why cases (or causal cases).
- Based on the task to be solved: Reinforcement situations, development cases; cases to find solutions for actions; critical cases.
- Based on the complexity of the cases: Simple situations, complex situations.
- Based on the practical nature of the event including real situations, and hypothetical cases.
- Based on the content of the cases: Cases related to daily life; situations related to occupational safety and community health; cases related to applied science and production; cases related to natural phenomena; situations related to socio-economics and environmental protection.

The process of applying the case study method in university teaching observes the following principles: objectivity and scientific nature, problem-solving, practicality, pedagogical nature, and interest and creativity of learners.

Based on the research by author Nguyen TH [20], the author identified the process of applying the case study method in teaching as follows:

- *Teaching process for teachers:*

- Step 1. Select suitable situational problems for lesson content;
- Step 2. Introduce problems with cases;
- Step 3. Guide students on how to analyze cases;
- Step 4. Guide students on how to solve cases;
- Step 5. Guide students on how to exchange ideas and discuss;
- Step 6. Summarize, evaluate, assess.

- *Learning process for learners:*

- Step 1. Receive cases that need to be solved;
- Step 2. Analyze cases;
- Step 3. Research relevant materials;
- Step 4. Solve cases;
- Step 5. Exchange, discuss, and report the results of the case study.

To apply the situation analysis method in university teaching, the following conditions need to be ensured:

- Conditions for teachers: Understanding the characteristics of learners and the requirements of the field of study to develop and apply the case study method; Having the professional competence to develop suitable cases for the objectives and content of the subject; Having the teaching method capability to apply the case study method combined with other teaching methods; Having the ability to organize classes, guide discussions, and practices.

- Conditions for learners: Being Active, enthusiastic, proactive in learning; Having the ability to think independently and creatively; Having the ability to collaborate and share.

- Teaching conditions: Classroom, self-study room for students; Internet system, library, materials for students to research and understand; Study tools, situational simulations, and other conditions.

2.1.2. Practical basis

The subject “Work of Education of Ho Chi Minh Communist Youth Union” was first introduced in Vietnam Youth Academy for students of Course 5 of Youth Work majors starting in 2017, replacing the subject “Youth Education” in the old training program. This is an independent subject in the knowledge block of the major in the bachelor's training program in Youth Work majors at Vietnam Youth Academy, researching basic issues: General issues about the subject and the Work of Education of Ho Chi Minh Communist Youth Union; Basic elements in the Work of Education of Ho Chi Minh Communist Youth Union (educational subjects, educational objects, educational objectives, educational principles, educational content, educational methods, educational forms, effective evaluation of education); Thereby, providing basic knowledge, developing skills, fostering autonomy and responsibility suitable for students, applying to fields of study, meeting practical requirements.

From 2019 to 2023, with the implementation of teaching according to the syllabus and new lesson plans for 02 credits [21], implementing innovative teaching methods, the Department of Theory and Practice of Youth Work has made constant efforts to apply various methods to enhance student engagement. However, the learning process for students in this subject is still passive, problem-solving abilities do not meet practical requirements, and the effectiveness of learning activities is not high. Therefore, the Academy revised the training program and increased it to 03 credits [22], starting to be implemented for students of Course 11 (academic year 2024 - 2025). The duration of teaching has increased from 30 periods to 45 periods (including 25 hours of theory, 20 hours of discussion, and 90 hours of self-study). The course content is structured into 04 chapters: Chapter 1 - General issues about the course; Chapter 2 - Educational content of the Ho Chi Minh Communist Youth Union; Chapter 3 - Methods and forms of education of the Ho Chi Minh Communist Youth Union; Chapter 4 - Requirements for the educational work of the Ho Chi Minh Communist Youth Union. The increase in duration is a favorable factor for instructors to apply case study methods.

In addition, the research of educational products of Youth Work students in the academic year 2022 - 2023, testing subjects for students based on a 10-point scale shows that the academic results of students from Course 8 are quite similar to those from Course 9. Specifically, no students achieve a score of 8.0 or above; only about 8% of the students achieve scores from 7.0 to 7.9; 81.5% of the students score from 4.0 to 6.9; 10.5% of the students have to retake the exam

(average below 4). Thus, the majority of students only achieve average and fairly average results. On the other hand, the connection, and application type questions in student exams are mostly not performed or performed but not highly evaluated. In general, students only meet output standards in terms of memory, and understanding while the level of application, analysis, evaluation, and creativity are mostly evaluated as “not meeting the requirements” by teachers.

The practical aspects above show that the application of the situation analysis method in teaching this subject is essential. This will help Youth Work students at Vietnam Youth Academy develop independent learning and research skills, problem-solving and creative abilities, evaluation and self-assessment capabilities, and practical practice abilities to meet the requirements of the field and create an environment for students to develop and enhance social skills (teamwork, communication, cooperation, relationship building, presentations...). Based on the scientific basis and practical foundations mentioned above, the author proposes measures to apply the situation analysis method in teaching the subject “Work of Education of Ho Chi Minh Communist Youth Union” at Vietnam Youth Academy.

2.2. Teaching measures for the subject “Educational work of the Ho Chi Minh Communist Youth Union” applying the case study method at the Vietnam Youth Academy

2.2.1. Preparing the teaching process for the subject “Educational work of the Ho Chi Minh Communist Youth Union” using the case study method

2.2.1.1. Developing a case study teaching plan for the subject “The Educational Work of the Ho Chi Minh Communist Youth Union”

Implementing this measure ensures that the teaching process is scientific and logical, with serious preparation regarding objectives, content, formats, conditions, and resources needed to organize the class. This leads to a high effectiveness of the teaching session. The case study teaching plan should detail the content similar to a regular lesson plan but must select appropriate situations that closely align with the objectives and content of the curriculum, arrange the duration according to regulations, and manage the discussion time so that it does not affect other teaching content in the subject. At the same time, the instructor should skillfully integrate other methods to ensure that the case study teaching process achieves the desired effectiveness. The case study teaching plan is illustrated:

Chapter name: Educational content of the Ho Chi Minh Communist Youth Union

Lesson Title: Educational Content “Studying and following the ideology, morality, and style of Ho Chi Minh”.

Lesson objectives	The content applies case study teaching methods	Time	Case type	Requirements for instructors	Requirements for learners
- Knowledge: Identify and analyze the purpose and significance of the content of learning and following the thoughts, ethics, and style of Ho Chi Minh; Present and analyze the basic issues regarding the thoughts, ethics,	Purpose and meaning of content “Learning and following the thoughts, ethics, and style of Ho Chi Minh”		Criticism case	- Build the Case; - Describe and guide students to approach the Case;	- Receive the Case; - Exchange and discuss; - Report results;

<p>exemplary conduct, and style of Ho Chi Minh.</p> <p>- Skills: Recognize the distorted expressions in the viewpoints and awareness of young people in learning and following the thoughts, ethics, and style of Ho Chi Minh; Apply this recognition to evaluate the practical education work of the Youth Union.</p> <p>Self-reliance and responsibility: Proactively detect issues in the educational content of the Youth Union; Take responsibility for proposing suggestions and innovations in the educational work of the Youth Union.</p>			<ul style="list-style-type: none"> - Suggest solutions to the Case; - Provide guidelines for exchanging and discussing; - Comment and conclude. 	<ul style="list-style-type: none"> - Listen to comments and continue discussions as requested.
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2.2.1.2. Teaching the subject “Educational work of the Ho Chi Minh Communist Youth Union”

This measure aims to prepare cases with specific issues based on the specific criteria, closely following the learning outcomes of the subject and the training program of the Youth Work industry, serving as a basis for unifying content in the process of building teaching cases for lecturers. Cases designed for use in the course include:

- Paradoxical cases: events, phenomena containing situations contrary to common beliefs; statements containing situations contrary to the beliefs of the learner.
- Selection cases: cases selecting according to predetermined views; cases selecting based on the learner's reasoning.
- Rejection cases: cases requiring learners to point out the illogical nature of the argument that needs to be refuted from a scientific perspective; situations requiring learners to point out the contradictions of the argument in the context of reality.
- Criticism cases: cases raising issues that need to be criticized for learners to decide on their actions; cases raising issues that need to be criticized for learners to come up with solutions to problems.

The structure of the designed cases ensures the following requirements:

1. Introduction of the case: Overview of the context of events, and issues within the situation; Overview of information related to the educational content of the Ho Chi Minh Communist Youth Union.
2. Content of the case: Issues brought into the situation ensure the objectives, and principles in the educational activities of the Union; The content of the situation contains the contradictions that need to be resolved, stimulating different thoughts; The content of the situation fully represents the developments of events; The content of the situation is practical, without many fictional elements; The content of the situation ensures accuracy, scientificity, closely following the content of the subject; The content of the situation is attractive, arousing the interest of the learners.

3. Requirements, requests for resolution of the case: Requirements, requests to resolve issues based on science, consistent with the approach of the Youth Work industry; Requests, proposals to resolve issues based on legal basis (views, policies, laws of the Party; policies,

laws of the State, Charter, and Guidelines for implementing the Charter of the Ho Chi Minh Communist Youth Union); Requests, proposals to resolve issues based on practical considerations; Requests, proposals to resolve issues according to the needs, and capacity of learners.

The designed case is illustrated by the following example:

Case: During a youth union meeting, member Nguyen Van A stated: “Studying and following the ideology, ethics, and style of Ho Chi Minh is only suitable for those who want to strive to become party members. I do not have the need so I do not need to participate in educational activities related to this content”. As the Secretary of the Youth Union, how would you respond to member Nguyen Van A?

The basis for constructing the case:

- Application of the lesson content to the case: Educational content “Studying and following the ideology, ethics, and style of Ho Chi Minh”.

- Linking to the learning objectives of the subject:

In terms of knowledge: Recognizing the nature, purpose, significance, and main implementation methods of the educational content.

In terms of skills: Identifying and resolving specific situations in the current educational activities of the Union; Identifying issues raised in the current innovative educational activities of the Union;

Regarding autonomy and responsibility: Having the awareness to understand and actively solve the issues raised in the current educational activities of the Ho Chi Minh Communist Youth Union.

- Type of case: Criticism situation (situation raising issues to be criticized for learners to come up with solutions to problems).

Suggestions for resolving the situation:

- Affirm that the viewpoint of member Nguyen Van A is not in line with the responsibility, and obligation to strive and train according to the direction of the Union organization.

- Explain the purpose and significance of the “Studying and following the ideology, ethics, and style of Ho Chi Minh” content.

- Discuss specific content and methods, and encourage and motivate member Nguyen Van A to participate in educational activities.

- Acknowledge the proposals, and suggestions of member Nguyen Van A regarding the innovation of methods and forms of education on the content of “Studying and following the ideology, ethics, and style of Ho Chi Minh” in the union chapter.

2.2.1.3. Preparing Teaching

Conditions: The instructor needs to have knowledge and experience in Understanding the characteristics of learners and the requirements of the Youth Work sector to construct and apply situational teaching methods; Have professional competence to create scenarios appropriate to the objectives and content of the course; Have methodological skills to apply situational teaching in combination with other teaching methods (lectures, group work, practice, simulation, etc.); Having the ability to organize the classroom, guide discussions, and practical activities.

In addition to conditions regarding the instructor, the conditions for teaching that contribute to creating a favorable learning environment for students include classrooms, self-study rooms, internet systems, libraries, materials for students to research and explore, tools, teaching aids,

scenario simulations, etc. Ensuring these conditions is essential, helping instructors apply a variety of forms in the classroom and enhance the application of information technology and multimedia products to simulate scenarios vividly and dynamically. On the other hand, instructors need to quickly update and refine the system of documents, learning materials, and electronic lectures for the course “Youth Education Work of the Ho Chi Minh Communist Youth Union” according to the new outline with a duration of 03 credits, to timely apply for students of the 11th cohort in the academic year 2024 - 2025.

2.2.2. Measures to Organize Teaching for the Course "Youth Education Work of the Ho Chi Minh Communist Youth Union" Using the Situational Study Method

2.2.2.1. Stimulating and Guiding Students to Promote Active Participation in Classroom Teaching Activities

To encourage active participation from students in case study class activities, instructors need to grab students' attention through high-realism events, and situations that create conflicts to stimulate students' problem-solving needs. Instructors should only act as organizers, controllers, and prompters, and provide conclusions. Furthermore, instructors should use a variety of expression forms, such as video clips, documentaries, and dramatizations to create interest in lessons and enhance students' dynamism and interaction in class.

2.2.2.2. Enhancing students' self-learning capabilities through a digital environment

This measure aims to provide opportunities for students to effectively participate in learning outside of class, utilizing modern tools and the internet in the digital transformation era. Instructors should create an environment for students to research and explore problem-based situations through e-lectures, LMS systems, and learning management software. Students' self-learning process should include guidance, evaluation, reflection, commentary, feedback, and continuous interaction from instructors to maintain students' learning needs and interest in situational exercises.

2.2.3. Assessment Measures for the Learning Outcomes of the Course "Youth Education Work of the Ho Chi Minh Communist Youth Union" Using the Situational Study Method

Instructors need to establish assessment criteria based on the output standards of the course. The application of these criteria helps ensure that the evaluation process is objective, accurate, and fair to learners. Consequently, this allows timely adjustments to the situations and guidance methods, aligning with the learners' cognitive abilities. To effectively implement this measure, in addition to the criteria, instructors should use a variety of assessment methods. Specifically:

- Assessment Criteria:

- Criterion 1: Evaluating the situation;

- Criterion 2: Applying knowledge to the situation;

- Criterion 3: Expressing personal viewpoints;

- Criterion 4: Developing issues in practice.

- Assessment Methods: Observation method; Question-and-answer method; Assessment through teaching products.

- Assessment Tools: Checklists, rubrics.

3. Conclusions

The measures to apply the case study research method in teaching the subject “Youth Education Work of the Ho Chi Minh Communist Youth Union” at the Vietnam Youth Academy currently need to be implemented synchronously to ensure an effective teaching process. These measures are interconnected in a unified way according to a systems approach, implemented in line with the training program's objectives for the youth work sector in general and the specific

objectives of the course in particular, aimed at developing students' competencies according to the output standards of the field of study. In this process, each measure needs to enhance the role of the instructor from the preparation phase through organizing the teaching and evaluation. This process also requires the active participation of students, with proactivity, dynamism in the classroom, and a high spirit of self-study. This will improve students' problem-solving skills, alleviate the issue of an overly theoretical teaching approach, and help the teaching activities of the subject “Youth Education Work of the Ho Chi Minh Communist Youth Union” at the Vietnam Youth Academy achieve higher results in the future.

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