

APPLICATION OF MULTIMEDIA PRODUCTS IN FAMILY VALUES EDUCATION FOR ETHNIC MINORITY YOUTH IN GIA LAI PROVINCE AT PRESENT

Nguyen Dieu Linh^{*1}, Truong Thi Kim Ngan² and Tran Thi Phi Hang¹

¹*Faculty of Youth Affairs, Vietnam Youth Academy, Hanoi city, Vietnam*

²*Student K11, Faculty of Youth Affairs, Vietnam Youth Academy, Hanoi city, Vietnam*

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

Received March 16, 2025. Revised June 25, 2025. Accepted August 4, 2025.

Abstract. The education of family values for ethnic minority youth is a community education content with the main subject being the Ho Chi Minh Communist Youth Union, implementing the “Vietnam Family Development Strategy by 2030” set by the Prime Minister. Gia Lai, a mountainous province in the Central Highlands of Vietnam, has 53% of its youth belonging to ethnic minorities, who carry unique family cultural traits. Issues such as child marriage, domestic violence, demands during marriage, and many other negative phenomena still persist. According to the Government's Report by the end of 2024, Gia Lai province had 392 child marriage couples (of which nearly 97% were ethnic minorities), 02 incestuous marriage couples, and 08 cases of domestic violence. Therefore, using the method of analyzing and summarizing experience and the questionnaire survey method, the authors analyzed the current situation, as a basis for proposing measures to select, design, organize and implement the application of multimedia products in family values education in the research area. Through these measures, the Ho Chi Minh Communist Youth Union at all levels can better implement family values education for ethnic minority youth. As a result, it helps ethnic minority youth enhance their awareness of the beautiful values of Vietnamese families and form habits and moral standards in family interactions. At the same time, it helps ethnic minority youth become responsible for building and developing Vietnamese family values in the new context.

Keywords: family values education, education for ethnic minority youth, multimedia products in education, community education.

1. Introduction

In the process of building and developing the country, family construction has always been a matter of concern for the Party, as stated in the Document of the 13th National Congress of the Communist Party of Vietnam (2021): “Building a prosperous, progressive, happy, and civilized Vietnamese family; establishing a national value system, a cultural value system, and human standards associated with preserving and developing the values of Vietnamese families in the new era” [1]. In this context, family values are considered a core content that contributes to maintaining stability and development for each individual and society.

Gia Lai is a mountainous province in the northern Central Highlands with 44 ethnic groups living together. Youth aged 16 to 30 account for “24.53% of the total provincial population,” with ethnic minority youth making up over 53% (198,186 people) of the total youth population in the province [2]. However, a large number of ethnic minority youth do not fully recognize the value of family, and their awareness of building happiness and preventing domestic violence remains low. Issues such as child marriage, forced marriage, and demands for wealth in marriage still exist, leading to many consequences. Therefore, educating family values for ethnic minority youth in Gia Lai province is currently a necessary requirement to implement the Party's leadership and is an important solution for the successful realization of the “Vietnam Family Development Strategy.” Thus, the Gia Lai Provincial People's Committee issued Decision No. 276/QĐ-UBND regarding the “Approval of the Plan for Implementing the Vietnam Family Development Strategy until 2020, with a vision to 2030 in Gia Lai province,” which includes the solution to “enhance education, providing family members with policies, laws related to families; life skills...” [3].

In line with the general directive, the Ho Chi Minh Communist Youth Union of Gia Lai province has actively organized activities to educate family values for youth, especially ethnic minority youth in the province. However, family value education is not widespread, the content is not unified, and the educational forms have not attracted the participation of ethnic minority youth. Therefore, in light of the demand for digital transformation in the context of the Fourth Industrial Revolution, education through multimedia products is seen as an advantage, suitable for the development demands and preferences of youth in general and ethnic minority youth in particular. This approach makes the education process more engaging, diverse, and attracts a large number of participants to access multimedia products, in line with the current educational innovation requirements of the Union.

To conduct a study on the current situation and propose measures to apply multimedia products in educating family values for ethnic minority youth in Gia Lai province, we employed the following research methods: analyzing and summarizing practical experiences from reports of the Ho Chi Minh Communist Youth Union; conducting surveys with questionnaires directed at 170 ethnic minority youths in Gia Lai province and 88 officials of the Ho Chi Minh Communist Youth Union at various levels in the Central Highlands region.

The research results will serve as a basis for the Ho Chi Minh Communist Youth Union at all levels to enhance the effectiveness of family values education for ethnic minority youth in Gia Lai province and expand it throughout the Central Highlands region. This will help ethnic minority youth raise awareness of the beautiful values of Vietnamese families, thereby fostering their awareness of building and preserving family happiness across generations, reducing domestic violence and other negative manifestations. At the same time, it contributes to creating motivation to promote the stability and development of each individual and society.

2. Content

2.1. Theoretical framework

2.1.1. Family values

Discussing family values, studies have shown that “family values are beliefs, attitudes, viewpoints, norms, desirable or undesirable conditions, a system of ordered priorities that guide a person's thoughts and actions regarding marriage and family life under the influence of gender equality, culture, ideology, modernization, etc., of individuals in contemporary Vietnamese society” [4]. Furthermore, Vu TG and Trinh TT (2023) defined it as “the factors, rules and positive norms regarding ethics, education, psychology, emotions, and community consciousness that arise, form, exist, develop within the family, and are recognized, pursued, applied, preserved, and passed down by both the community and the family for future generations” [5].

Thus, family values, according to these authors, play a crucial role for each individual and the community, not only being significant for the development of individuals and the fulfillment of social functions, serving as a connection between generations, preserving and promoting cultural standards, values, and the essence of the national culture, but also maintaining social stability and development.

Family values can be classified in various ways: “family economic values; family moral values; family values regarding human development; and family community values” [6]; “family values in the field of material culture, family values in spiritual life, and family values in cultural behavior” [7]; “the values of marriage and family; the economic value of family; the value of children; moral, psychological, and emotional values; and the values of relationships between spouses, the elderly, and descendants, set against the backdrop of changes in policies, culture, and international integration” [4]. Despite the differences, all the classifications mentioned approach the significance of the family across various aspects of personal and community life. The authors identify classifications based on moral values, economic values, child values, and cultural-social values.

2.1.2. Family values education for ethnic minority youth

The education of family values for ethnic minority youth is a planned and purposeful process of influencing ethnic minority youth by the subjects involved, aiming to instill in them the awareness of preserving and promoting the norms and standards of ethics and lifestyle, building good relationships within the family, and contributing to the creation of a happy society.

The education of family values for ethnic minority youth is composed of several basic components:

- **Educational Subjects:** The main subject of this process is identified as the Ho Chi Minh Communist Youth Union, which serves as the political and social organization of Vietnamese youth, functioning as a socialist school for Vietnamese youth. Alongside this, there is collaboration from various forces: the Vietnam Youth Union, functional departments (Department of Culture, Sports and Tourism, Ethnic Affairs Committee, local Party committees, and governments), schools, and families.

- **Educational Objects:** The target group is ethnic minority youth, individuals aged 16 to 30 from various ethnic minorities in Vietnam, who share the common goal of national independence and socialism. Due to their specific living environments primarily concentrated in mountainous, border, and remote areas far from economic and political centers; low educational levels; susceptibility to manipulation and exploitation; and unstable livelihoods, mainly in agriculture and forestry, this group is a focus of attention from the Party and the State, which provide conditions for education, cultural orientation, and preferential policies in various aspects of social life in Vietnam today.

- **Educational Objectives:** The objectives of educating family values for ethnic minority youth are determined based on the general requirements of the Secretariat of the Central Committee of the Ho Chi Minh Communist Youth Union [8]. The specific objectives are identified as follows: First, to enhance the understanding of ethnic minority youth regarding the Party's policies, guidelines, and the State's laws on marriage and family; Second, to guide ethnic minority youth on values related to ethics and behavioral standards within the family; Third, to help ethnic minority youth understand their responsibilities in caring for, educating, and supporting their children; Fourth, to promote the economic value of the family, instilling correct concepts about material wealth in ethnic minority youth, aiming to build prosperous and sustainable families; Fifth, to enhance the cultural and social values of young families, creating a foundation for building a happy society and a driving force for the sustainable development of the country.

- **Educational Content:** Based on the educational objectives, the content of education is determined as follows:

First, to propagate and disseminate the Party's policies and guidelines, and the State's laws on marriage and family, covering issues such as the Party's guidelines on marriage and family; laws on marriage and family; and the State's programs and policies on marriage and family.

Second, to orient the ethical values of the family, covering issues such as general behavioral standards; the roles of spouses; the roles of parents with children and grandparents with grandchildren; and the roles of children with parents and grandchildren with grandparents; and the roles of siblings.

Third, to educate about the economic value of the family, including considerations of material wealth and the division of labor within the family.

Fourth, to educate about the values related to children and responsibilities towards them, including considerations about children and responsibilities for their care, education, and support.

Fifth, to educate about the cultural and social values of the family, covering issues such as human reproduction, maintaining lineage; social welfare and caring for the elderly; and the first educational environment for every individual.

- **Educational Methods and Forms:** Various methods such as propaganda and mobilization, exemplary modeling, visual and experiential methods, and competition methods will be applied. Additionally, educational forms will include organizing specialized study activities, education through exchanges and sharing, education through various types of clubs, and education through cultural and artistic activities.

Evaluation of Educational Results: The evaluation of educational results will be based on various criteria: (1) Understanding the Party's policies and guidelines, as well as the State's laws on marriage and family; (2) Correct understanding of family ethical standards, living with culture, and appropriate behavior in family relationships; (3) Correct understanding of the economic value of the family; (4) Correct understanding of children and being aware of the responsibilities for their care, education, and support; (5) Awareness of building a happy family and promoting sustainable cultural and social development.

2.1.3. Multimedia products

In a broad sense of multimedia, the author Do TT (2008) asserts: "Multimedia is a combination of text, images, animation, sound, and video" [9]. More specifically, the author Nguyen VD (2011) states: "Multimedia is the ability to combine text documents, images, music, video, animations, and print materials that can be used at various levels to change attention and effectively convey your message" [10].

Discussing multimedia products, Vo TTT (2014) argues: "A multimedia product is a reasonable combination of text, audio, still images, animations, videos, audio, links, or other forms of interactive content to enhance the effectiveness of information delivery" [11]. Nguyen TB (2022) also believes that multimedia products are a combination of various media types such as: "text, still images, animations, graphics, synthesized audio, video, and interactive programs to attract attention, increase appeal, ensure reliability, authenticity, objectivity, and enhance persuasiveness in effectively conveying messages to the audience" [12].

From the viewpoints mentioned above, we define: *A multimedia product is the result of a creative process, utilizing tools and software to combine visual, audio, video, and graphic elements to provide information or entertainment for users. Accordingly, multimedia products include e-books, video games, videos, online lectures, films, websites, etc.*

2.1.4. Applying multimedia products in family value education for ethnic minority youth

The application of multimedia products in educating family values for ethnic minority youth is a process of designing and utilizing visual, audio, video, and graphic products that impact the

awareness of ethnic minority youth. Through this, it aims to instill in them the consciousness of preserving and promoting the rules and standards of ethics and lifestyle, building positive relationships within the family, and contributing to the construction of a happy society.

In the education of family values for ethnic minority youth, forms of multimedia product application include educational videos, short films, podcasts, infographics, E-learning multimedia materials, and educational mobile applications.

Based on the process of designing and applying multimedia products, the authors identified the process of applying multimedia products in educating family values for ethnic minority youth as follows: Step 1. Analyzing the characteristics of the target audience receiving multimedia products in family education for ethnic minority youth; Step 2. Determining the objectives and choose the theme for the application of multimedia products in educating family values for ethnic minority youth; Step 3. Identifying the form of multimedia product application in educating family values for ethnic minority youth; Step 4. Designing the multimedia products applied in educating family values for ethnic minority youth; Step 5. Developing a plan to organize educational activities using the designed multimedia products; Step 6. Evaluating, drawing lessons, and replicating the effective application of multimedia products.

2.2. Results

2.2.1. Current results of family values education for ethnic minority youth in Gia Lai province

To assess the results of family value education for ethnic minority youth in Gia Lai Province at present, we consulted 88 youth union officials using a 3-point scale evaluating the average score according to the scale range: Level I (not achieved): $1.00 < \bar{X} \leq 1.67$; Level II (partially achieved): $1.68 < \bar{X} \leq 2.34$; Level III (achieved): $2.35 < \bar{X} \leq 3.0$. Specifically:

Table 1. Assessment of the educational subjects regarding the results of family value education for ethnic minority youth in Gia Lai Province at present

Criteria group	Criteria	Average score (\bar{X})
Criterion group 1: Understanding the Party's policies and guidelines, as well as the State's laws on marriage and family	1. Understanding the Party's policies and guidelines on marriage and family	1.45
	2. Understanding Marriage and Family Law	1.57
	3. Grasping information about the State's programs and policies on marriage and family	1.58
Criterion group 2: Correct understanding of family ethical standards, living with culture, and appropriate behavior in family relationships	4. Correct concept of family ethics	1.66
	5. Correct concept of behavioral patterns in the family	1.52
Criterion group 3: Correct understanding of the economic value of the family	6. Correct concept of work and income	1.61
	7. Need for suitable housing and living	1.7
	8. Equality in division of labor in the family	1.6
Criterion group 4: Correct understanding of children and being aware of the responsibilities for their care, education, and support	9. Understanding the roles of children in the family	1.69
	10. Correct understanding of the responsibility to care for, educate and support children	1.61
	11. Living a cultured life	1.56

Criterion group 5: Awareness of building a happy family and promoting sustainable cultural and social development	12. Being aware of preventing domestic violence	1.65
	13. Being aware of preserving and promoting traditional cultural values of family and community	1.52

Source: Survey results of Youth Union officials at all levels

Thus, according to Table 1, the education results of family values for ethnic minority youth in Gia Lai province are not high. The average score of 11/13 criteria was assessed by the educational subject as mainly unsatisfactory (average score below 1.67), and 02/13 criteria were partially satisfactory (average score 1.69 and 1.7). The main reason for this situation is that the methods and forms of education have not been regular and continuous. Although the Youth Union at various levels has made efforts to coordinate with educational forces to organize family values education activities, there has not been much innovation; the approach mainly consists of traditional direct propaganda, which can easily lead to boredom. Meanwhile, in the context of the current 4.0 industrial revolution, young people in general, and ethnic minority youth in particular, are attracted to multimedia products.

2.2.2. The frequency and effectiveness of various multimedia product applications in educating family values for ethnic minority youth in Gia Lai province at present

To assess the frequency and effectiveness of various forms of multimedia product applications in educating family values for ethnic minority youth in Gia Lai province, we surveyed 170 ethnic minority youths using a 5-point scale. The average scores were evaluated according to the following measurement ranges: Level I (never/not effective): $1.00 < \bar{X} \leq 1.80$; Level II (occasionally/less effective): $1.81 < \bar{X} \leq 2.60$; Level III (fairly frequently/fairly effective): $2.61 < \bar{X} \leq 3.40$; Level IV (frequently/effective): $3.41 < \bar{X} \leq 4.20$; Level V (very frequently/very effective): $4.21 < \bar{X} \leq 5.00$:

Table 2. Assessment of the frequency and effectiveness of multimedia product application forms in family value education for ethnic minority youth in Gia Lai province at present

No.	Forms	Frequency			Effectiveness		
		Average score (\bar{X})	Standard deviation	Rank	Average score (\bar{X})	Standard deviation	Rank
1	Educational videos	3.15	0.96	5	3.44	0.87	4
2	Short films	3.36	0.98	2	3.62	0.98	2
3	Podcasts	3.14	1.0	6	3.34	1.0	6
4	Multimedia E-Learning materials	3.24	1.0	4	3.44	1.0	4
5	Infographics	3.38	1.0	1	3.5	0.84	3
6	Educational mobile applications	3.25	0.98	3	3.7	0.92	1

The results of Table 2 indicate that the frequency and effectiveness of various multimedia application forms in educating family values for ethnic minority youth in Gia Lai province are currently at a moderate level. Among these, “infographic” most frequently used by educators (average score = 3.38), but it is still only at a fairly regular level. Overall, most forms are assessed to provide educational effectiveness, but not at a high level. Notably, “educational mobile

application” received the highest effectiveness rating among the forms (average score = 3.7), but the frequency of use is only ranked third (average score = 3.25). In contrast, “podcasts” are rated as having the lowest frequency and effectiveness by the surveyed ethnic minority youth. This is because podcast rely on audio content delivery, which has limitations in visuals, making it less appealing to young people compared to other forms. However, given the characteristics of ethnic minority youth, podcasts are particularly suitable for those in remote and difficult areas where access to smartphones or the internet is limited.

2.2.3. Evaluation of the process of applying multimedia products in family values education for ethnic minority youth in Gia Lai province at present

An investigation involving 88 youth union officials at various levels was conducted regarding the suitability of the process for applying multimedia products in educating family values for ethnic minority youth in Gia Lai province. The results indicated that most opinions assessed the process as highly suitable, consisting of six steps. Among these, the survey results on the level of difficulty in implementing the process of applying multimedia products in educating family values for ethnic minority youth in Gia Lai province currently show that designing multimedia products for educational application had the highest selection rate (31.8%), indicating that educators face significant challenges at this step (see Chart a). This activity not only requires educators to have a solid understanding of educational content but also demands creativity and knowledge of the techniques necessary to design and operate multimedia products.

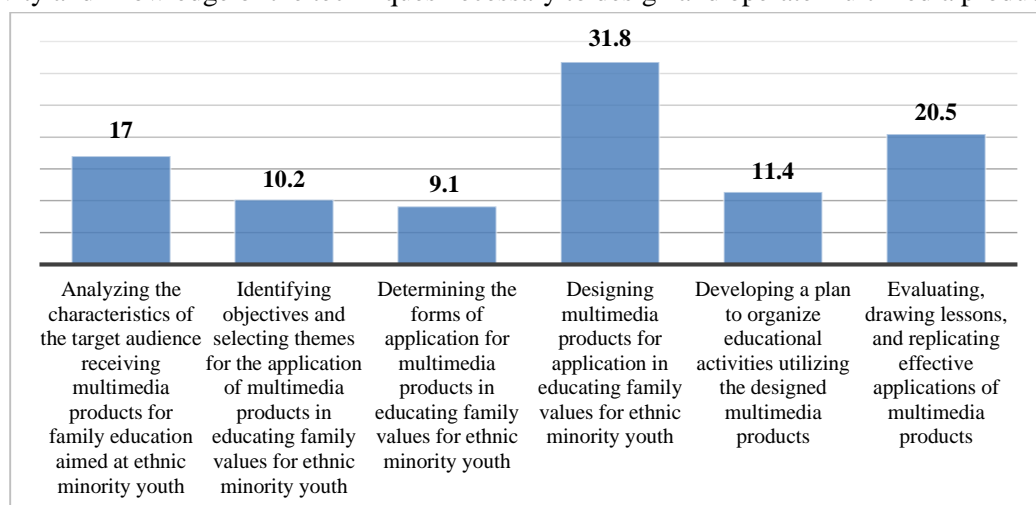


Chart 1. Level of difficulty in implementing the process of applying multimedia products in family values education for ethnic minority youth in Gia Lai province at present (%)

Source: Survey results of Youth Union officials at all levels

2.3. Discussion

In general, the results of family values education for ethnic minority youth in Gia Lai province are currently low, most of them “do not meet” the assessment criteria. This result corresponds to the existing problems of early marriage, consanguineous marriage and domestic violence in the area as shown in the Government and local reports. The main causes leading to this situation are mainly from two sides:

Firstly, the cause comes from the subject and the educational forces: The capacity of the educational subject is still limited, most of them are not properly trained and do not have much experience in family values education. There are still some cadres who do not have a correct and complete understanding of family values; The Ho Chi Minh Communist Youth Union inside and outside the school has not created the motivation to promote the positivity and initiative of young

people in the process of family values education in the locality; The coordination of the forces participating in education is still not tight, unified, and lacks connection, and has not promoted the role of the school educational environment. In particular, in the development trend of science and technology, the application of multimedia products in education in general and family values education in particular still faces many difficulties and limitations. The ability to select, design and deploy the application of products by educational subjects is still low, not meeting the needs and tastes of today's young people.

Second, the cause comes from ethnic minority youth: The awareness of young people in the period of industrialization and modernization of the country has changed a lot. They

underestimate and no longer value traditional family values but accept new values; There are changes in lifestyle and culture, personalization trends, the influence of social networks, and reduced connection with family and community; Due to the need to receive educational information in the digital age, traditional educational methods are no longer highly effective.

The above comments raise urgent requirements for proposing solutions to apply multimedia products in family values education for ethnic minority youth, contributing to improving educational outcomes in Gia Lai province in the coming time.

2.4. Measures Recommendations

Measure 1. Specifying the goals and developing themes for the application of multimedia products in educating family values for ethnic minority youth in Gia Lai province at present.

The determination of goals for the application of multimedia products in educating family values for ethnic minority youth must meet the following requirements: it should align with the educational goals of family values according to the Party's viewpoint; comply with the policies and laws of the State; fulfill the objectives of youth education work by the Youth Union; and address the educational needs of ethnic minority youth. Based on the specifically defined goals, the educational subjects need to develop themes that serve as the essence of multimedia products, ensuring that certain educational content is included:

- Content 1. Propagating and disseminating the Party's policies and guidelines, and the State's laws on marriage and family: Topic 1. The Role of Ethnic Minority Youth in Family Building in the New Situation; Topic 2. Ethnic Minority Youth and the Law on Marriage and Family; Topic 3. Ethnic Minority Youth and the Responsibility to Implement Programs and Policies on Marriage and Family.

- Content 2. Orienting the ethical values of the family: Topic 4. Criteria for Conduct in the Family; Topic 5. The Responsibility of Ethnic Minority Youth in Family Conduct.

- Content 3. Educating about the economic value of the family: Topic 6. Opportunities for Entrepreneurship and Career Development for Ethnic Minority Youth; Topic 7. Labor Allocation in the Families of Ethnic Minorities.

- Content 4. Educating about the values related to children and responsibilities towards them: Topic 8. The Role of Children in the Family; Topic 9. The Responsibility of the Family Towards Children in the New Era.

- Content 5. Educating about the cultural and social values of the family: Topic 10. The Responsibility of Ethnic Minority Youth in Building Families and Cultural Communities; Topic 11. The Responsibility of Ethnic Minority Youth in Preserving and Developing Family and Community Traditions.

Measure 2: Identifying forms of applying multimedia products according to the themes.

Based on the chosen theme, the educational entity will identify suitable forms of application, which can be expressed in several typical formats as follows: Infographics; Educational Videos; Short Films; Podcasts; E-Learning Multimedia Materials; Educational Mobile Applications.

Measure 3: Guiding educational stakeholders to design some multimedia products for educating family values for ethnic minority youth in Gia Lai province at present.

The educational entity will carry out the design of multimedia products through the following steps: **Step 1. Developing a Detailed Script**; **Step 2. Choosing Tools and Software for Product Design**: For design tools (Using specialized design softwares such as Canva, Adobe Illustrator, Adobe Premiere, Capcut, etc); For programming tools (When designing mobile applications or E-Learning, platforms such as Flutter, Unity, or Moodle should be used); **Step 3. Designing the Product**: For infographics (Designing diagrams, charts, and illustrative images related to the educational theme of family values, using clear, visually appealing fonts and colors); For educational videos and short films (Carrying out filming, editing, post-production, and voice-over according to the script); For podcasts (Recording and editing audio, adding background music, and designing suitable illustrative images for the podcast episodes); For E-Learning materials (Creating detailed lessons, guiding how to study, conducting online assessments, etc); For educational mobile applications (Designing the application interface integrating features for family-related lessons, educational games, emotional counseling, etc); **Step 4. Testing and Finalizing the Product.**

Measure 4: Guiding educational stakeholders to develop a plan for organizing educational activities on family values using the designed multimedia products.

To effectively apply multimedia products in educating family values for ethnic minority youth, the educational entity needs to develop a specific, detailed, flexible plan that fits the actual conditions: (1) Drafting a plan for organizing educational activities (including budget estimates); (2) Seeking opinions from the local committee and higher-level Youth Union; (3) Discussing and formulating a detailed plan; (4) Issuing and implementing the plan; (5) Organizing the execution of the plan.

Measure 5: Strengthening Cooperation Between the Ho Chi Minh Communist Youth Union and Other Forces to Effectively Apply Multimedia Products in Educating Family Values for Ethnic Minority Youth in Gia Lai Province.

This measure helps the Youth Union of the Ho Chi Minh Communist Youth Union in Gia Lai province to maximize resources from the Vietnam Youth Federation, relevant departments, families, and schools. In this regard, the key entities need to effectively carry out advisory work and seek opinions from the Party committee and local authorities to create a legal basis for coordination efforts. Additionally, there should be a long-term coordination mechanism to promote active, proactive, flexible, and creative participation from the Vietnam Youth Federation, from the design phase to the application of educational products for youth. At the same time, schools and relevant departments also make significant contributions to advising on the content of educational application products with a team of trainers well-versed in their specialties. Furthermore, the Youth Union needs to strengthen support from families and ethnic minority communities to share multimedia products with their relatives, especially the youth, thus contributing to building a comprehensive educational environment.

3. Conclusions

From theoretical and practical research, this article proposes measures for applying multimedia products in educating family values for ethnic minority youth in Gia Lai Province today. The measures are closely related, providing methods for implementing the multimedia product application process. This addresses the limitations of entities in the educational process amid the current context of the 4.0 industrial revolution. Our research and proposals serve as a foundation for the Youth Union at all levels to coordinate the implementation and enhance the effectiveness of family values education for ethnic minority youth in Gia Lai Province. Although

the study was conducted with a small sample size, it is representative, is part of further research in the provinces of the Central Highlands region regarding this issue, thereby, contributing to helping ethnic minority youth raise awareness of the good values of Vietnamese families, thereby aiming at the goal of successfully implementing the “Vietnam Family Development Strategy” in the current period.

***Acknowledgement:** This draft paper was presented at the International Workshop on Learning Sciences 10, Hanoi National University of Education, 14-15 Dec, 2024.

REFERENCES

- [1] Communist Party of Vietnam (2021). Directive No. 06-CT/TW dated June 24, 2021 “On Strengthening the Party's Leadership in Family Building Work in the New Situation”.
- [2] Prime Minister, (2021). Decision No. 2238/QĐ-TTg dated December 30, 2021 on “Approving the Strategy for Family Development in Vietnam until 2030”.
- [3] People's Committee of Gia Lai Province, (2014). Decision No. 276/QĐ-UBND on “Approving the Implementation Plan for the Vietnam Family Development Strategy until 2020, with a Vision to 2030”.
- [4] Tran TMT, (2021). The Fundamental Values of Contemporary Vietnamese Families and Some Current Issues. *Journal of Family and Gender Studies*, 31(2), pp. 13 – 32.
- [5] Vu TG, Trinh TT, (2023). The Family Value System in Vietnam. *Vietnam Journal of Science and Technology*, Science and Technology Forum.
- [6] Nguyen LK, (2012). Promoting the Good Traditional Values of Vietnamese Families, *Proceedings of the International Workshop on the Reality and Future of Families in a Globalized World*. Culture and Information Publishing House, Hanoi.
- [7] Nguyen TP, (2018). The Family Value System in the Suburban Areas of Hanoi Today. *Doctoral dissertation in Cultural studies*,. Vietnam National Institute of Culture and Arts.
- [8] Central Committee of the Ho Chi Minh Communist Youth Union, (2021). Plan No. 466-KH/TWĐTN-BTG dated December 13, 2021 on “Implementing Directive No. 06-CT/TW of the Central Secretariat on Strengthening the Party's Leadership in Family Building Work in the New Situation”.
- [9] Vattana L, Do TT, (2008). Organizing Multimedia Data to Serve Training. *Journal of Natural Science and Technology*, No. 25 (2009), pp. 196 – 204.
- [10] Nguyen VD, (2011). *Modern Media Journalism (from Academia to Everyday Life)*, Vietnam National University Press.
- [11] Vo TTT, (2014). Enhancing the Application of Multimedia Communication on Saigon Liberation Online Newspaper, *Master's Thesis in Journalism*, Academy of Journalism and Communication.
- [12] Nguyen TB, (2022). *Organizing Multimedia Journalism Production at Can Tho Newspaper*. Master's Thesis in Journalism, Academy of Journalism and Communication.