

Solutions For Innovating The Quality Management Of Higher Education At Vinh Long University Of Technology Education

Phung The Tuan¹, Nguyen Minh Tuan², Nguyen Thi Lien Nhi³

¹Vinh Long University of Technology Education, Vinh Long province, Vietnam.

²Can Tho University of Technology, Can Tho City, Vietnam.

³Hanoi University of Home Affairs – Ho Chi Minh Campus, Ho Chi Minh City, Vietnam.

Abstract: Improving the quality of training at universities towards the output standard is one of the urgent requirements today. The Vinh Long University of Technology Education is looking forward to training high-quality technical human resources to meet the demand for labor force in the current socio-economic development of Vinh Long City in particular and the Mekong Delta in general. To achieve this target, Vinh Long University of Technology Education should have orientations and solutions to strengthen the management in order to ensure the educational quality of our university in the context of the country's comprehensive reform of education and improvement in the quality of higher education. This article reflects the theoretical basis, analyzes the situation of education quality management at the Vinh Long University of Technology Education, and proposes some feasible solutions to innovate the management of educational quality at the University.

Keywords: Training quality, output standard, Vinh Long University of Technology Education.

Introduction

The issue of improving the quality of higher education has always been a top concern of society, especially educational researchers in order to meet the increasing demand of the labor market and to serve the target of socio-economic development. Besides the important factor concerning the training program and content, the quality of higher education largely depends on the organization and management of training activities.

Decree No. 127/2018/ND-CP dated September 21, 2018, of the Government, stipulates the State management responsibilities in education, which, emphasizes the consistency, transparency, and improving the effectiveness and efficiency of the management of education. We are affirming the initiative, creativity, autonomy, and self-responsibility of education management agencies at all levels in deciding and performing assigned and decentralized tasks.

Education development strategy for the period 2011 - 2020 proposes 8 solutions, in which, educational management innovation is a breakthrough solution; Developing a team of teachers and educational administrators is the key solution. One of the contents of reforming educational management in general and renewing the thinking of the educational management team, in particular, is to ensure the democratization of education and to implement a mechanism for learners to participate in the evaluation of teachers. Teachers and lecturers participate in the evaluation of administrators. This can be said to be the breakthrough point to creating the quality of educational management, and the quality of the teaching staff in a real way (Piper, 1993; Vuhong, 2022). It can be affirmed that the Party and State always pay attention to the contingent of educational administrators, considering them to be the force that plays a pivotal role in the comprehensive reform of education (Loc, 2009; Van, 2022).

Renovation of educational management thinking in Vietnam plays an important role in determining the quality of school education in the current context. The world today has been going through tremendous changes. Globalization and international integration have profoundly affected all aspects of human life, including education and training, signaling a strong shift in the workforce worldwide (Hang & Van, 2020; Trung & Van, 2020). In order to keep up with that shift, the world education system in general, and the education system in Vietnam in particular, has undergone fundamental and comprehensive changes Duchiep et al., 2022; Van, 2022).

Renovating educational management thinking is to improve the capacity and working efficiency of education managers - the key to implementing a comprehensive renovation of the national education system in our country today. In essence, innovation in educational management thinking is an innovation from awareness, perspective, and management method to building goals, curricula, and learning according to new standards, education 4.0 standards, in order to bring educational management human resources to catch up with the changing speed of technology in the integration period (Hang & Van, 2020; Luongngoc, et al., 2022; Duchiep, et al., 2022). Thanks to innovative thinking, Vietnamese education managers have the ability to quickly adapt, be sensitive to the educational environment and new scientific and technological advances, have professional capabilities and have a breakthrough and creative initiatives in management (Piper, 1993; Loc, 2009; Van, 2022). From there, create high and outstanding results at work, making really useful contributions to educational institutions and the whole society.

Research results and discussion

I. Basic concepts

I.1. Quality

Quality is always the most important issue of universities, and improving quality is always

considered a key task of any higher education institution.

The quality or rather quality is a complex category and has many different definitions. There are many different views on quality. Currently, there are several definitions of quality that have been given by quality experts as follows:

The author Nguyen Huu Chau has introduced a definition of quality that is meaningful for determining the educational quality of education as well as quality assessment. That is "Quality is the conformity with the target."

"Quality is conformity to need" (according to Juran - an American professor).

"Quality is conformity to certain requirements or characteristics" According to Professor Crosby.

"Quality is the satisfaction of market demand with the lowest cost" According to Japanese professor - Ishikawa.

There are many different views on quality in each field, with other purposes. However, there is an internationally recognized definition of quality, which is the definition of the International Organization for Standardization. Article 3.1.1 of ISO 9000:2005 standard defines quality as: "The degree to which the requirements of a set of inherent characteristics are met".

Quality is a concept that characterizes the ability to satisfy customer needs. Therefore, any product or service that does not meet customers' needs is considered poor quality no matter how modern the production technology is. Judging high or low quality must be from the consumer's point of view. For the same purpose of use, the product that satisfies the higher consumer needs has a higher quality.

I.2. Educational quality

Around the world, over the past decade, there have been many conferences on education under the chair of UNESCO. In these conferences, quality education is mentioned and each conference makes a statement on a topic of quality education, but that is not the whole concept of quality education (Van, 2022)

The Jomtien Declaration – of 1990 raised the topic of quality education associated with expanding learning opportunities for all.

Dakar Declaration – 2000 outlines 10 elements of educational quality for an educational institution.

The 166th session of the UNESCO Paris Standing Committee in March 2003 made recommendations towards a quality education that is education for peace, human rights, and democracy, and education for sustainable development. steady.

In 2005 UNESCO introduced a framework to understand, monitor, and improve the quality of education. The framework consists of 5 elements: (i) Characteristics of learners; (ii) Social situation; (iii) Required inputs; (iv) Teaching and learning process; (v) Result.

According to the Dictionary of Education, educational quality is “the summation of the qualities and competencies created in the process of educating, training and fostering learners in reference to the value standards of the state or the society. Educational quality has a specific historical character and always depends on contemporary social conditions, including institutions, policies, and forces involved in education, etc.”

From the definition that Quality is conformity with the target, it can be understood that considered that Educational education is conformity with the educational target. Educational targets are the social requirements for people that universities need to satisfy.

1.3. Management

Management activities have been formed very early, since the human society appeared and humans cooperated with each other. Management is to maintain the organization, division of labor, relationships between people in a social organization and between social organizations in the process of material production or in the social process to achieve certain goals. Therefore, it can be affirmed that management is the organization and control of activities of a group (or social groups) to perform common tasks and purposes.

1.4 Educational quality management

The Vietnamese standard on quality “TCVN-5814-94” has defined: “Quality management is a collection of activities of the general management function, in which the quality policy, purpose, and responsibilities are specified and they are implemented through measures such as quality planning, quality control, quality assurance and quality improvement within the quality system framework”. Quality management has three main functions consisting of quality planning, quality control and quality assessment.

1.5. Educational quality management

Educational quality management is an educational management activity ensuring the results of educational activities to meet educational goals. Educational quality management is implemented through the process of evaluating the educational results - training students, evaluating the activities of the university and educational institutions. Educational quality management is conducted in a planned and organized manner based on various evaluation criteria.

1.6. Quality management in higher education:

Quality management in higher education is an activity aimed at ensuring the university’s training quality. The quality management system in higher education, on a frequent basis, has to organize activities including 1) Developing criteria, processes, and guiding materials and tools to evaluate the quality of higher education; 2) Monitoring quality assurance and internal self-assessment activities to produce a self-assessment report; 3) Organizing external assessments on the overall quality of each university or training major and publishing assessment reports; 4) Disseminating good examples on quality assurance of higher education, teaching and testing methods.

2. The innovative concept of quality management in higher education

2.1. Innovation: According to the Great Vietnamese Dictionary, innovation is “changing or making changes to be better or more advanced than before”. According to managers, innovation is the level-based, partial, or step-by-step substitution of a situation for another advanced one.

2.2. Innovating quality management in higher education: Innovating equality management in higher education is to change the current content, methods, and mechanisms of quality management into more modern and advanced content, methods, and mechanisms to meet the requirements of improving the quality of higher education in the current context.

3. Models of educational quality management

In universities around the world, quality management activities are being conducted in the following models: Model BS 5750/ ISO 9000; Total Quality Management Model, and the Organizational Elements Model.

3.1 Model BS 5750/ ISO 9000

The nature of Model BS 5750 / ISO 9000 is a system of documents specifying detailed standards and procedures at each stage of the production process to ensure that every product or service must conform to pre-specified designs and specifications with the goal of producing a “fit-for-purpose” output. The principal concepts of the ISO standards seem very simple: say what you do, do what you say, record what you have done, double-check the results and act in case of a difference. ISO requires certification. The ISO-based quality management model is an international standardization organization, with more than 150 member countries of this organization.

3.2. Total Quality Management (TQM)

TQM is the quality-oriented management model of an organization, based on the participation of all members and aimed at long-term successes through the maximum customer satisfaction and the benefits of all members of the company as well as the society.

TQM is suitable for higher education institutions which are customer-oriented and consumer-oriented ones having a strategic plan for quality and systematically organizing universities’ activities such as teaching, group activities, social activities, arts and sports with a mutual relationship. All members of the university are involved in the quality management in their assigned work, building a quality culture in which everyone is responsible for completing their assigned tasks.

3.3. Organizational Elements Model

This model proposes 5 assessment elements as follows:

- Input: Students, university officers, facilities, training programs, regulations, legislation, finance...
- Training process: Training methods and processes, training management.
- Training results: Students’ degree of course completion, achieved competence achieved and adaptability.
- Output: Graduate students, research results and other services meeting economic and social needs.
- Effects: Results of higher education and its effects on the society.

In the above-mentioned quality management models of higher education, if it is considered that “the quality of higher education is the conformity with the target”, the use of TQM is the most appropriate. This model allows the study to set strategic objectives of higher education in each period on the basis of the country's socio-economic development and major policies of the government towards higher education. Therefore, depending on the available resources, higher education quality managers could actively influence important stages and areas directly affecting the quality, thereby gradually improving the quality of higher education according to the proposed plan.

4. The situation of educational quality management at Vinh Long University of Technology Education

Vinh Long University of Technology Education is a public university established under the Decision No. 2152/QĐ-TTg dated November 11, 2013 by the Prime Minister. On the basis of upgrading Vinh Long College of Technology Education directly under the Ministry of Labour, Invalids and Social Affairs, the institution is a centrally-managed university located in Vinh Long province, with 60 years of establishment and development (1960) and with the recognition of the leading training institution in the southern region in terms of training quality. In the process of formation and development, Vinh Long University of Technology Education has been organized and managed according to the University's Charter and the Regulation on organization and operation.

4.1. Strengths

Since its establishment, Vinh Long University of Technology Education has always focused on carrying out the activities to improve the training quality of the University. From the first course, Vinh Long University of Technology Education has applied the credit-based training method, which is a flexible training method to meet learners' increasingly diverse learning needs. The training organization of the University has conformed to the general regulations on training programs and assessment of learning results based on learners' accumulative learning results by module. The University is constantly diversifying the teaching methods and applying information technology to the teaching process. Along with the traditional record system, the University has used academic administration software to manage and record students' learning results in a clear, complete and accurate manner to facilitate the management, storage, access and generation of reports. Learning results are publicly informed in accordance with regulations.

The management officers, lecturers and staff of the University meet the requirements in terms of quantity, professional qualifications and skills and are compatible with the university's development.

Scientific research activities of the University have gradually come into order. The University's teaching staffs have carried out research projects for teaching and management, preparing lectures, submitting articles to both domestic and foreign journals, conference proceedings, and seminars.

International cooperation activities of Vinh Long University of Technology Education have been implemented based on the regulations issued by relevant management departments at all levels. As a newly established university and with the support from the Ministry of Labour, Invalids and Social Affairs and the Ministry of Education and Training, as well as the close interests and directions given by the Party Committee and the Board of Management, external activities of the University have been gradually enhanced. The University has promoted many two-stage cooperation and training projects with regional and international countries, including Korea, France, Japan... Besides, the University also sent officers to regional and international scientific conferences to promote linkages in human resource training for the City as well as the exchange of information and materials with foreign partners.

The target of Vinh Long University of Technology Education is to provide qualified human resources to meet the needs of industrialization and modernization of Vinh Long city in particular and the Mekong Delta region in general.

4.2. Weaknesses

Despite numerous efforts to well manage the educational quality, there still exists many problems as follows:

The University was newly established with the lack of facilities, especially equipment for the training of technical disciplines.

Funding for scientific research activities is still limited, and the management staff is not experienced enough; therefore, scientific research activities have not really been of high efficiency. The registered research topics are still limited in terms of quantity, on a small

scale, or mainly at the university level, while the number of provincial-level and ministry-level projects is still small. There is no research topic among students because students are in the stage of learning general courses. The system of regulatory documents on the management of scientific and technological activities among officers, lecturers and students is still incomplete.

International cooperation activities of the University have not vigorously and sustainably developed, failing to keep up with the development of the university; the scope of operation has not yet been expanded. The documents and regulations concerning cooperation activities are incomplete, and the exchange of experts and scientific research links are still limited. Besides a number of objective causes, the main reason is still that the University does not have qualified staff with experience in international cooperation activities.

Learners' thoughts and aspirations has not been understood thorough and timely. Student support activities are still loosely managed, not meeting the needs of learners.

The teaching staff is at young age, having highly-qualified knowledge but lacking teaching experience. The student-faculty ratio in some majors is still high. The financial support for lecturers participating in seminars organized outside the University is still low. A number of officers have not yet confidently contributed ideas to the general activities of the University, and are reluctant to innovations.

The organization of evaluating the effectiveness of lecturers' teaching methods is not regularly implemented; kinds of exam questions and forms of assessment have not been developed based on the criteria for developing learners' ability to self-study, self-research and work in groups. The innovation of teaching methods towards developing self-study, self-research and group work has not been synchronously implemented because the faculties have not prepared plans to innovate teaching methods.

5. Solutions for innovating the educational quality management at Vinh Long University of Technology Education

5.1. Raising managing officers' and lecturers' awareness of the need to innovate the higher education quality management

Raising managing officers' and lecturers' awareness of the meaning and urgency of the educational quality management to create the desire and efforts to innovate the educational quality management is extremely necessary, and the University needs take the following measures:

- Organize the training for managing officers and lecturers with regard to basic issues of higher education quality management
- Consider the quality management as a political task as well as a professional task of the University
- Foster the quality management perspective for managing officers and lecturers

5.2. Improving the the management

- Improve the organizational structure, the management and operation capacity of the units within the University
- Review and finalize regulations on functions and tasks of units; implement the management decentralization within units to promote the initiative and self-responsibility of units and individuals.
- Ensure the good coordination and cooperation between units within the University for high-quality and effective operation.

5.3. Developing and improving the capacity of staff and lecturers

- Prepare the annual recruitment plan for additional officers and lecturers to meet the development requirements of the University according to the approved development strategy of the University
- Develop and implement training and fostering plans to improve the professional qualifications of officers and lecturers to meet

the demand for resources in terms of both quantity and quality.

- Actively conduct the training of lecturers. The University implements the policy of selecting distinct students for remaining at the University and sending them to training courses.

- Invite competent engineers with highly professional qualifications and experience, or foreign experts to participate in teaching.

- Periodically evaluate the quality of officers and lecturers through specific criteria on professional qualifications, expertise and work efficiency, making specific contributions to the development of the University.

- Build a cultural, friendly and open working environment towards the core values of the University.

5.4 Innovating the finance management

- Improve the quality of annual budget planning and estimation in a balanced and reasonable manner in order to make effective and economical use of the University's financial resources.

- Supplement, amend and modify the internal spending regulations in line with the annual reality; develop appropriate and special policies for highly qualified staff who have made positive contributions to the development of the University; develop a reasonable payment plan for additional salaries, management fees, and teaching hours in order to provide a satisfactory remuneration regime encouraging the contributions of units and individuals within the University.

- Continue to effectively implement the computerization of financial operations; publicly provide information on tuitions and fees and well implement policies on scholarships, tuition fee waivers, reductions, rewards... for students.

5.5. Innovating the management and organization of the training process

- Review, amend and supplement regulations on training management and student management in the direction of standardizing the working processes and applying information technology in management.

- Enhance the role of faculties and academic branches in teaching management, content management, training programs and training quality; manage students' learning and training.

- Summarize the evaluation of training activities according to the credit system; complete the management regulations and implement the credit-system training.

- Design and put the e-learning system into use throughout the University.

- Implement the inspection and supervision of the implementation of training regulations in order to strictly comply with regulations on training management and student management for the elimination of fraud and cheating in teaching, learning and testing.

5.6. Innovating the training programs

- Renovate the content of the training programs of the majors in line with the context of socio-economic development of the Mekong Delta region to meet the requirements of international economic integration.

- Promote the training to tailor the social needs, effectively implement training cooperation agreements with organizations and enterprises.

- Develop and engage the teaching of soft skills in the training programs.

- Collect students' opinions on training programs and conduct surveys on students' employment after graduation, conduct investigations and research, and make forecasts concerning job demand and industries to provide effective training according to social needs.

- Organize seminars with businesses in specific industries and concerning the necessary requirements of industries; developing the output standards with the idea contributions from many businesses and departments in the area in various forms such as university conferences, letters of suggestions, idea contributions via the University's electronic information network. Based on such contributions, faculties and academic branches can develop training programs, detailed course outlines and lectures to meet the training needs.

- Expanding the training activities of foreign languages and information technology among students of each specific major; and establish a steering committee for the introduction and implementation of the project “Teaching and Learning Foreign Languages at Vinh Long University of Technology Education in the period of 2020-2025”. Each faculty develops an English language development plan for students according to the foreign language output standards.

5.7. Evaluating and accrediting the training quality

- Comply with the regulation of “three issues of publicity” of the Ministry of Education and Training on publicity regulations for higher education institutions; continue to review and perfect the output standards of training majors throughout the University with the aim of improving the training quality.

- Develop a self-assessment plan, complete the self-assessment report before March every year; implement the external assessment according to the plan of the Ministry of Education and Training.

- Encourage students' participation in evaluating teaching activities of lecturers and service quality of functional departments.

5.8. Innovating the management and implementation of scientific research

- Review, amend, supplement and finalize the Regulations on the organization, management and implementation of scientific research activities of lecturers and students within the University.

- Promote the preparation of curricula, reference materials for courses in line with the objectives and training programs of the training majors, ensuring that all courses are provided with textbooks/reference materials.

- Develop research orientations in line with the training majors of the University; closely monitor the progress and results of the project implementation; promote domestic and international cooperation in science and technology; and enhance the research

cooperation with businesses or enterprises to increase the applicability of scientific research topics.

- Organizing scientific information conferences and seminars at unit, University and international level.

5.9. Increasing investment and management of facility construction and equipment for training activities

- Implement regulations on asset procurement, management and utilization; invest in the purchase of and make effective use of the modern audio-visual devices: sound systems and multi-function projectors in classrooms; and maintain the modern and professional facilities, and the green, clean and beautiful working environment.

- Continue to invest in the procurement of documents, textbooks, and searching tools to facilitate the learning and research of the University's staff and students; and computerize the library, improve the operational management capacity, and make effective use of the University's library.

- Enhance the network administration and computer technical support: upgrading the internet connection, website servers; increase the number of information technology staff and computers for functional units.

- Promulgate specific rules and regulations for the good implementation of Circular 07/2010/TT-BGDĐT concerning the organization of operations and the use of emails and information pages of higher education institutions.

- Support students in using the network and apply information technology applications in learning and scientific research.

5.10. Improve the effectiveness of international cooperation activities

- Implement the orientation of developing international cooperation activities with the focus on training linkages with foreign countries at bachelor, master and doctoral levels.

- Effectively deploy international projects, promote the search for funding sources from

foreign organizations and enterprises to facilitate the training activities of the University.

- Take advantage of the implementation of projects to select and assign staff to long-term and short-term training abroad.

- Expand the cooperation in training and scientific research with developed countries such as Korea, Japan, France...

5.11. Provide support in students' activities

- Fully provide students with documents and information related to their learning and training process at the University through the website.

- Promote the political and ideological education, university's rules and regulations, modern campus lifestyle among students.

- Support and facilitate activities of the Youth Union, Student Union, and clubs in order to create a favorable training environment for students in the credit-based learning environment.

- Establishing Student Support Center and assign the Center to organize meetings and discussions with businesses, including foreign ones, to forecast human resource needs and modify the training programs to best suit the social needs; and assisting students in finding affordable, and secure accommodations.

Conclusion

To meet the demand for high-quality human resources, especially the workforce in the fields of science, engineering, and technology to serve the socio-economic development of Vinh Long city in particular and the Mekong Delta region in general in the process of international integration, Vinh Long University of Technology Education needs to carry out solutions to innovate the quality management of higher education in order to contribute to providing adequate high-quality human resources for the domestic and foreign labor market.

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