



**RESEARCH AND TEACHING OF MARXISM-LENINISM AT THE UNIVERSITIES:
THE REQUIREMENTS, DIFFICULTIES AND RECOMMENDED SOLUTIONS**

***PESQUISA E ENSINO DO MARXISMO-LENINISMO NAS UNIVERSIDADES: OS
REQUISITOS, AS DIFICULDADES E AS SOLUÇÕES RECOMENDADAS***

***LA INVESTIGACIÓN Y LA ENSEÑANZA DEL MARXISMO-LENINISMO EN LAS
UNIVERSIDADES: LOS REQUISITOS, LAS DIFICULTADES Y LAS SOLUCIONES
RECOMENDADAS***

Vinh LUONGNGOC¹
Van VUHONG²

ABSTRACT: This study focuses on analyzing the state of Marxism-Leninism teaching and research in Vietnamese universities. This research shows that the teaching and research of Marxism - Leninism in Vietnamese universities have been carried out for a long time since the Communist Party of Vietnam became a ruling Party. This activity has brought many generations of Vietnamese people valuable values of the proletarian international spirit, the ideals of the revolution - the core values of Marxism-Leninism, those values have made so generations of Vietnamese people have patriotism and an ideal to live well. However, in the new situation, under the changes in the situation in the country and the world, under the impact of globalization trends, the teaching and research of Marxism-Leninism need to be changed accordingly, to be more suitable for the new situation. Based on analyzing the impacts of the situation of the world, and the domestic, before the impact of the flow of thought, this research points out the requirements and difficulties of teaching and research activities Marxism-Leninism; at the same time, it pointed out the need to continue studying and teaching Marxism-Leninism in Vietnamese universities.

KEYWORDS: Research and teaching. Marxism-Leninism. International proletariat. Vietnam.

RESUMO: *Este estudo se concentra em analisar o estado do ensino e da pesquisa do marxismo-leninismo nas universidades vietnamitas. Esta pesquisa mostra que o ensino e a pesquisa do marxismo-leninismo nas universidades vietnamitas são realizados há muito tempo desde que o Partido Comunista do Vietnã se tornou o partido governista. Essa atividade trouxe a muitas gerações de vietnamitas valores preciosos do espírito proletário internacional, dos ideais da revolução - os valores centrais do marxismo-leninismo, os quais fizeram com que gerações de vietnamitas tivessem patriotismo e um ideal para viver bem. No entanto, na nova situação, sob as mudanças na conjuntura do país e do mundo, sob o impacto das tendências da globalização, o ensino e a pesquisa do marxismo-leninismo precisam ser alterados de acordo com o que está posto. Com base na análise dos impactos da situação do*

¹ Academy of Journalism and Communication, Hanoi – Vietnam. Department of Propaganda. PhD. ORCID: <https://orcid.org/0000-0001-6783-5326>. E-mail: luongvinhhvhc@gmail.com

² University of Transport and Communications, Hanoi – Vietnam. Faculty of Political Theory. PhD. ORCID: <https://orcid.org/0000-0003-3867-1865>. E-mail: vhvan_ph@utc.edu.vn

mundo, e da realidade doméstica, diante do impacto do fluxo do pensamento, esta pesquisa aponta as exigências e dificuldades das atividades de ensino e pesquisa do Marxismo-Leninismo; ao mesmo tempo, aponta para a necessidade de continuar estudando e ensinando o marxismo-leninismo na próxima geração nas universidades vietnamitas.

PALAVRAS-CHAVE: Pesquisa e ensino. Marxismo-Leninismo. Proletariado internacional. Vietnã.

RESUMEN: Este estudio se centra en analizar el estado de la enseñanza e investigación del marxismo-leninismo en las universidades vietnamitas. Esta investigación muestra que la enseñanza e investigación del marxismo - leninismo en las universidades vietnamitas se ha llevado a cabo durante mucho tiempo desde que el Partido Comunista de Vietnam se convirtió en un partido gobernante. Esta actividad ha traído a muchas generaciones de vietnamitas valores valiosos del espíritu internacional proletario, los ideales de la revolución, los valores centrales del marxismo-leninismo, esos valores han hecho que generaciones de vietnamitas tengan patriotismo y un ideal para vivir bien. Sin embargo, en la nueva situación, bajo los cambios en la situación del país y del mundo, bajo el impacto de las tendencias de globalización, la enseñanza y la investigación del marxismo-leninismo deben cambiar en consecuencia para que sean más adecuadas a la nueva situación. A partir del análisis de los impactos de la situación del mundo, y de lo doméstico, ante el impacto del flujo del pensamiento, esta investigación señala las exigencias y dificultades de la actividad docente e investigadora del marxismo-leninismo; al mismo tiempo, señaló la necesidad de continuar estudiando y enseñando el marxismo-leninismo en la próxima vez en las universidades vietnamitas.

PALABRAS-CLAVE: Investigación y docencia. Marxismo-leninismo. Proletariado internacional. Vietnam.

Introduction

One of the most important tasks is to raise people, especially generations of students who are fully developed, “both personally and professionally”, who have revolutionary ideals, and are steadfast in the goal of national independence and national socialism, who have pure morality, the ability to absorb the quintessence of human culture, the creative thinking, the mastery of modern scientific and technological knowledge, good practical skills, and strength health to build and defend the Fatherland to constantly educate people about revolutionary ideals.

Revolutionary ideas cannot by themselves become the subconscious of people but are the results of systematic, positive, and persistent educational work; is the result of a difficult and complicated struggle on the ideological front. Through the rich and diverse forms of education, combining tradition and modernity at schools, students can acquire and be equipped with basic social and humanistic knowledge, helping them to improve their skills

and knowledge, as well as their revolutionary sentiments, will and morality, consciously participating in socio-political movements, making efforts to practice morality, living with faith and ambition, proactively preventing and avoiding the effects of negative impacts from the downside of the market mechanism, from the conspiracy of “peaceful evolution” of hostile forces.

President Ho Chi Minh said: “Without the theory of scientific socialism, it is impossible to have a firm class position” (MINH, 2011, p. 113). Therefore, the revolutionary ideal education for students is to make the most advanced scientific theory of the time penetrate into the elite social forces, forming in the future intellectuals correct political awareness. According to Marxism - Leninism, “perception is a process”, in which:

1 The formation and development of worldview are considered an important criteria of the process of personality formation and development. People; there is a unity of knowledge, belief, reason, and emotion. However, knowledge only joins the worldview when it becomes a belief and on the basis of belief, knowledge becomes the basis for action.

2 The revolutionary view of life is a system of conceptions about life, the meaning and purpose of human life who know how to strive, dedicate and sacrifice for the true common; was formed on the basis of the Marxist-Leninist scientific worldview.

3 The real value of Marxism is a method because Ph. Engels said: “The whole point of K. Marx is not a theory, but a method” (MARX; ENGELS, 1999); V.I. Lenin emphasized, Marxism has “precious methods without which it is impossible to understand social relations” (LENIN, 1980), and President Ho Chi Minh also found that the strongest point of Marxism is materialist dialectic: “Marxism has its advantage as a dialectical working method”.

With that in mind, revolutionary ideal education creates a premise for students to build a worldview, a scientific outlook on life, and a revolutionary method; building scientific trust and correct political orientation; firm class stance and dialectical method in perception and practice improvement.

The Party's Platform for National Construction in the Transitional Period to Socialism (additional and development in 2011) (referred to as the Program 2011) of the Party stated: The Communist Party of Vietnam takes Marxism-Leninism, the Ho Chi Minh's ideology as the ideological foundation and guideline for his actions. Therefore, in the current higher

education system, Marxism-Leninism is included in the curriculum and becomes the basic science subject of higher education (COMMUNIST PARTY OF VIETNAM, 1991-2021).

Methodology

This study focuses on analyzing the classic works of Marxism-Leninism and Ho Chi Minh's thought on the role of theory and education of revolutionary ideals.

Documents of the Communist Party of Vietnam, the State of the Socialist Republic of Vietnam, the Ministry of Education and Training on teaching Marxist-Leninist science subjects in universities of Vietnam.

Actual survey of teaching activities of Marxist-Leninist science subjects at a number of universities in Hanoi and Ho Chi Minh City; analyze, evaluate and make judgments.

Interview experts in the field of political and ideological education; Youth Union organizations, Student Unions in universities.

Research results using SPSS and Excel software to analyze, synthesize and give the most accurate data.

Results and discussion

The reality of teaching Marxism-Leninism in Vietnamese universities

These science subjects, together with other specialized sciences, and other socio-political activities contribute to fostering human outlook, revolutionary ethics, and training political bravery, qualities, and capacities for students. However, the teaching and learning of the above subjects have encountered many difficulties. In recent years, the teaching of Marxist-Leninist sciences and Ho Chi Minh's thought have had positive changes.

First of all, the Ministry of Education and Training has promulgated a system of programs for universities and colleges that are unified, suitable for subjects and training levels (MINISTRY OF EDUCATION AND TRAINING, 2019). On the other hand, training institutions have also innovated teaching and learning methods, especially increasing dialogue to overcome the situation of teachers reading and students copying. Notably, the Ministry of Education and Training (2019) has directed the renovation of teaching methods in the direction of transforming the teaching process at the university level into a self-study process for students, with optimal organization and support of lecturers, strong application of support facilities, and information technology.



The teaching staff is also constantly being strengthened and improved. Currently, there are more than 2,300 officials and lecturers in Marxist-Leninist sciences and Ho Chi Minh's thought, all of whom are trained in standardization. About 40% of the lecturers have graduate degrees, many schools reach 50-60%, some schools achieve more than 100% (MINISTRY OF EDUCATION AND TRAINING, 2020).

However, the current problem, which requires an early solution in the teaching and learning of Marxist-Leninist science subjects, is that the national curriculum issued is not based on a program or subject outline of the subject specific training object; does not take into account the relationship between the programs of the subjects in the training framework program of any training level, so it is difficult to use (DUONG, 2018).

According to many lecturers who are directly teaching the assessment subject: The content, as well as the structure of the contents of the ministries and curricula belonging to the Marxist-Leninist sciences, are increasingly revealing their limitations in response to very demanding requirements. The importance and urgency of reforming education and training in accordance with the goal of industrialization, especially the tendency to separate the scientific content of three subjects: philosophy, political economy, and scientific socialism. Content is both redundant and lacking, etc. (HOANG, 2017).

The content of the program overlaps in many subjects, especially between the subjects of Marxist-Leninist philosophy, scientific socialism, political economy, and between the history of the Communist Party of Vietnam and Ho Chi Minh's thoughts. In addition, the content of many subjects is not suitable for the actual development of the country; many problems, the content of scientific content has not been clarified. The structure of the teaching staff in many universities and colleges is not reasonable, especially the lack of a large number of lecturers in Marxist-Leninist subjects and Ho Chi Minh's thoughts. The professional qualifications of many lecturers are not deep and stable, and the pedagogy is incomplete (HOANG, 2017).

Compared with the 90s of the last century, when the “teacher reads, students write” method was a popular teaching method, up to now there have been certain innovations, gradually shifting from the traditional teaching method system of “reading - copying” to the method of “lecturing - reading - copying”. Previously, the teaching of Marxist-Leninist sciences was mainly “vegetarian”, but now in teaching, in schools with favorable conditions, some lecturers have used charts, diagrams, models, PowerPoint, clips, etc.

Regarding the learning results of students, the Marxist-Leninist science subjects, Ho Chi Minh Thought, according to the report of the Ministry of Education and Training as well



as according to the survey, the student's ability to learn these subjects is in the middle. Most students do not have to retake any of the five Marxist-Leninist science subjects and Ho Chi Minh Thought.

However, the teaching and learning of these subjects still have many shortcomings, notably:

The teaching content is heavy and scattered, especially for students who are not majoring in Marxism-Leninism, Ho Chi Minh Thought, college students, students majoring in natural sciences, engineering, art, etc. Students do not have enough time to read all the textbooks, deepen their thoughts, etc. because they still have to focus on studying specialized subjects and other subjects.

The lesson content is heavy on formulas, less associated with the practice, less associated with the student's major; have not attached much importance to education and the Party's policies and guidelines. Although the theoretical content in the textbooks and lectures has been revised, initially explaining the problems posed by the renovation process, at present, there are still problems that are difficult to teach and compulsive.

The situation of learning to cope, learning for grades, studying for exams is still common among students, leading to rote learning; Many students forget after studying, the knowledge remains in their heads very little.

The content of the lesson is heavy, difficult, and abstract; Lecturers are boring, sometimes rambling, unclear, so many students are afraid to learn.

In order to understand the current situation of teaching and learning Marxist-Leninist theoretical subjects in universities today, we have conducted a survey on students at a number of universities in Hanoi and Ho Chi Minh City. The obtained results show:

83.3% of the total number of students surveyed thought that Marxist-Leninist theory subjects were attractive subjects, very necessary for their profession, and helped them better understand social reality. 20% are not really interested in Marxist - Leninist theoretical subjects. These students think that, for these subjects, it is okay to study, it is okay not to study, and that they are not really related to their expertise.

15.4% of the total number of students surveyed liked the way of teaching according to the textbook, saying correctly and saying everything presented in the book; Short lectures that are easy to take notes.

81.2% think that the teacher's teaching style brings more interest and meaning to their learning thanks to the expansion, connection to specific problems, and situations to think about; Vivid lectures with rich knowledge.



70.6% of the survey respondents answered that: to bring interest in learning, philosophy should be associated with specialized science, closely related to expertise, and political economy must be associated with development of the country's economy; Avoid presenting principles and laws in a general and abstract manner.

The above figures give us concerns and thoughts about teaching and learning Marxist-Leninist sciences today. In fact, the interest in learning is like an open door for the entry of knowledge. On the contrary, not receiving knowledge reduces the interest in learning. Interest in learning and research stems from human cognitive needs. This need is only formed on the basis of the dynamism of thinking. Therefore, the more students understand the lecture, the more active and active they will be, the more interested they will be in learning. Thus, the interest in learning has reasons both from the teacher's side and the learner's.

Requirements set out

Along with the development of the education-training industry, the Marxist - Leninist theoretical subjects have brought the spirit of the breath of innovation. The teaching and learning of these sciences have made remarkable progress at universities (MINISTRY OF EDUCATION AND TRAINING, 2019). Marxist-Leninist theoretical subjects have increasingly affirmed the position of independent science, taught with a more comprehensive, extensive, and scientific program than before. The system of textbooks and curricula has been improved step by step and is being standardized. More relevant tailored content. Especially, in the structure of the course content according to the educational reform program, a considerable amount of time has been set aside for the seminar, helping readers to acquire knowledge in a more active and proactive manner.

Over the years, our Party and State have paid much attention to the Marxist-Leninist faculty. The capacity, qualifications, and teaching methods of teachers and professors are constantly improved through short-term and long-term training courses. The number of lecturers with doctorate and master's degrees accounts for an increasing proportion of the total number of university lecturers. Therefore, the teaching of Marxist-Leninist theoretical subjects has recently undergone significant changes in quality.

However, looking at the current teaching methods and organization of teaching, we see a number of problems that need to be further thought and solved.

Like many other subjects, Marxist-Leninist theoretical subjects are applied to the traditional teaching method of giving presentations, teachers lecturing in class, students



listening, and taking notes. The teacher only plays the role of a book, directly conveying knowledge and students must be in a position to passively absorb the content of the lecture.

Students only know how to absorb but less need to think, explore and thus limit their ability to acquire knowledge creatively. It is worth mentioning here: in order to carry out the process of speaking - listening, we must pay attention to the conditions that ensure it. The organization of classes is often not done well, lacks scientific calculation, the class is too large, it is difficult to maintain the relationship between teachers and students, as well as the order and discipline of learning. In fact, large classes with inadequate facilities and facilities have adversely affected the learning quality of students.

There is a contradiction between the amount of knowledge that lecturers need to present and students need to understand and the amount of time allotted for the subject, leading to low student learning outcomes compared to the requirements for the quality of subject training (HOANG, 2017). Normally, in order to convey subject content, program makers often set two requirements, requiring teachers to innovate methods so that in the shortest time they can convey to learners the most problems. The subject is set out and requires learners to use the most self-study time to acquire the knowledge of the subject (DIEU, 2019).

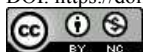
The teaching staff of Marxist-Leninist science subjects have basic and regular training, 100% have university and post-graduate degrees, but most of them are young, in terms of knowledge and life experience of some teachers are few. Many young lecturers have good teaching methods, have pedagogical abilities, and are able to use information technology in teaching, but the lectures are still lacking in convincing and “theoretical” nature due to a lack of living capital, lack of practical material and applicability between theory and practice.

Recommend solutions

Enhance teaching methods improvement:

Improving the teaching method of Marxist-Leninist theoretical subjects needs to master certain requirements such as promoting the positivity and creativity of students, training them to be able to apply knowledge, turning knowledge into methods, linking learning with scientific research.

Teachers' lectures must meet the cognitive needs of new students to create an interest in learning, thereby stimulating, fostering, and developing the extremely rich and endless potentials of learners. This depends on many factors, but the teacher has a huge role and





influence. Innovating teaching methods is an indispensable requirement for any teacher. Teaching according to the new method means teaching what the learner needs, not teaching what the teacher has.

Linking Marxist-Leninist theory with specialized science:

For a long time, we have said a lot that teaching Marxist-Leninist theory is to equip students with the necessary theories and methods to learn other scientific subjects. But in fact, few people are interested in how to associate Marxist-Leninist theory with specific science to get the best results. We often teach Marxist - Leninist theory as a separate science, little related to specialized science. The manifestation is that: there is hardly any place where we are specifically interested in teaching Philosophy or Political Economy to the Faculty of Literature that must be different from teaching the Department of Mathematics, Faculty of Economics, etc. Some schools even pair students from different faculties to study the same Marxist-Leninist theoretical subjects.

If lecturers of Marxist-Leninist theory subjects want to fulfill the purpose of helping students to penetrate deeply into basic science, there is no reason why we should not teach it in close relationship with that science. It can be said that Marxist-Leninist theoretical subjects must reach the goal of illuminating general principles to specific fields in order to be truly meaningful.

Linking Marxist-Leninist theory with Ho Chi Minh's thought and social reality:

Ho Chi Minh Thought is not only the inheritance and creative application of Marxism - Leninism but also the development and enrichment of Marxism - Leninism. Ho Chi Minh Thought is Marxism-Leninism in Vietnam. Only by grasping Ho Chi Minh's thoughts can we fully understand the Vietnamese revolutionary line. For the Party and revolution of our country, creatively applying and developing Marxism-Leninism and Ho Chi Minh's thought is a matter of principle number one. Therefore, studying and researching Marxism - Leninism cannot be separated from understanding Ho Chi Minh's thoughts.

Currently, when the subject of Ho Chi Minh's thought becomes an official subject in universities, we need to pay more attention to studying and mastering, and applying his thought in teaching Marxist theoretical subjects.

Ensuring the unity between theory and practice (MARX; ENGELS, 1999) is a principle of special importance set forth in Marxist-Leninist theory subjects themselves. That is a necessary requirement for accessing the knowledge content of this subject. Theoretical principles associated with the practice are reflected very clearly in the educational principles and mottos of the Communist Party of Vietnam (2016, 2021).





The practice that we mention here has very rich content, but it can be understood that it is the reality of social life taking place in the context of globalization and the development of the knowledge economy, in a state of socialization, where we could enter and compete strongly and complexly. That is the reality of the country that is happening with the creative labor of the masses to build and protect the socialist Vietnamese Fatherland, in the atmosphere of accelerating the cause of industrialization and modernization. The country aims at a rich people, a strong country, a just, democratic, and civilized society.

Strengthening the training of lecturers and facilities for teaching and learning:

University lecturers in general and Marxist-Leninist lecturers, in particular, play an important role in the cause of education and training. The role of the Marxist-Leninist faculty is reflected in the following aspects: innovation in teaching methods; guiding students to use scientific thinking methods; organizing and guiding seminars and scientific seminars to train students' thinking methods; creating a learning environment that forces students to think independently; train their creative thinking capacity through the stage of exam questions, tests, etc.

In order to improve the quality of education and training, one of the decisive factors is that the Marxist-Leninist teaching staff must have sufficient qualifications, professional qualifications, and good methods. Therefore, that team needs to be trained and fostered regularly according to the requirements and teaching tasks. Especially in the current period, with the rapid development of science-technology and the knowledge economy, that requirement becomes even more urgent. Every year, the Ministry of Education and Training organizes training courses for Marxist-Leninist teachers, Ho Chi Minh Thought, and organizes intensive training courses on teaching content and methods. This work has practical significance for the process of building and developing teaching staff for universities.

Along with the work of building a teaching staff, universities need to pay due attention to enhancing necessary teaching and learning conditions and facilities such as classrooms, libraries, and actively applying modern equipment to the classroom teaching such as using PowerPoint programs, projectors, video, etc. The application of modern technical means to teaching is an inevitable trend nowadays, so Marxist - Leninist lecturers must know how to use them masterfully in order to smoothly combine tradition and modernity in teaching.



Conclusion

Improving the effectiveness of linking theory with practice in teaching Marxist-Leninist science subjects helps us inherit and promote the positive aspects and overcome the limitations of the theoretical teaching method. At the same time, promote the activeness, initiative, and creativity of learners, improve the quality and effectiveness of the education and training work of the University. This is a highly effective method, creating motivation, stimulating thinking, the independent and creative ability of students as well as making lecturers active and avoiding dogma in teaching theory.

In the context of great socio-political upheavals that are having a significant impact on students; especially, the negative effects from the negative side of the market economy, the decline in morality, the lifestyle following material interests, the fading of revolutionary ideals, the lack of political courage... is taking place in a part of students, the issue of revolutionary ideal education for students becomes more and more necessary and important.

As theoretical weapons to improve nature, society, and human beings, in terms of the depth of human nature, Marxism-Leninism, Ho Chi Minh's thought is the science of ideal cultivation, revolutionary ethics, giving students the means of “learning to be human”, contributing to the formation of students' political, ideological, ethical, and socialist lifestyles. Along with the basic and necessary contents prescribed by the program, curriculum, and framework, through lectures related to hot issues of society such as fighting “peaceful evolution” in the ideology - politics, ethics, way of life; raising the spirit of great national solidarity, patriotic tradition, national self-reliance, etc., Marxist-Leninist science subjects contribute to building and fostering generations of students who are determined to achieve the goal of national independence and socialism on the basis of Marxism - Leninism and Ho Chi Minh's thought. From there, make socialism properly perceived on the basis of mastering, thoroughly grasping, penetrating, creatively applying, and developing Marxism-Leninism and Ho Chi Minh's thought, taking that as the foundation ideology and guidelines for revolutionary action.

REFERENCES

COMMUNIST PARTY OF VIETNAM. **Document of the Party Congress VII**. Hanoi: National Politics the Truth, 1991.

COMMUNIST PARTY OF VIETNAM. **Document of the Party Congress IX**. Hanoi: National Politics the Truth, 2001.

COMMUNIST PARTY OF VIETNAM. **Document of the Party Congress XII**. Hanoi: National Politics the Truth, 2016.

COMMUNIST PARTY OF VIETNAM. **Document of the Party Congress XIII**. Hanoi: National Politics the Truth, 2021.

DIEU, T. T. Innovating the teaching of Marxist-Leninist philosophy at universities in the spirit of the Resolution of the 4th Plenum of the 12th Central Committee. **Propaganda Journal**, 2019.

DUONG, N. B. **Historical value and epochal significance of Marxism**. Hanoi: National politics, 2018.

HOANG, V. N. **Political science, history must definitely innovate teaching and learning thinking**, 2017. Available in: <https://Giaduc.net.vn/Giao-duc-24h/khoa-hoc-chinh-tri-lich-su-nhat-dinh-phai-doi-moi-tu-duy-day-va-hoc->. Access in: 17 Oct. 2021.

LENIN, V. L. **The complete episode, Volume 4**. Moscow: Progressive, 1980.

MARX, K.; ENGELS, F. **The complete episode, Volume 28**. Hanoi: National Politics, 1999.

MARX, K.; ENGELS, F. **The complete episode, Volume 39**. Hanoi: National Politics, 1999.

MINH, H. C. **The complete episode, Volume 15**. Hanoi: National Politics, 2011.

MINISTRY OF EDUCATION AND TRAINING. **Decision No. 4890/QĐ-BGD&ĐT “Approval of programs and textbooks for the common use of political theory subjects for non-theory university degree training programs politics”**. Việtnã: Ministry of Education and Training, 2019.



How to reference this article

LUONGNGOC, V.; VUHONG, V. Research and teaching of Marxism-Leninism at the universities: The requirements, difficulties and recommended solutions. **Nuances Est. Sobre Educ.**, Presidente Prudente, v. 33, e022011, Jan./Dec. 2022. e-ISSN: 2236-0441. DOI: <https://doi.org/10.32930/nuances.v33i00.9489>

Submitted in: 21/09/2021

Revision required in: 12/12/2021

Approved in: 03/02/2022

Published in: 31/03/2022

