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OPPORTUNITIES AND CHALLENGES**

**NGUYEN MANH HAI**

Email: manhnguyen7vn@gmail.com

Director of Science Information Institute, Ho Chi Minh National Academy of  
Politics

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**JESUS AND MARY COLLEGE**

**UNIVERSITY OF DELHI**

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# INTEGRATING GLOBAL CITIZENSHIP EDUCATION IN THE NEW GENERAL EDUCATION PROGRAM IN VIETNAM:

## OPPORTUNITIES AND CHALLENGES

NGUYEN MANH HAI<sup>#</sup>

### Abstract

Global citizenship education is a new and increasingly popular educational trend to meet the need of globalization and the industrial revolution 4.0, as well as a requirement for solving global problems. UNESCO and many international educational organizations, as well as many countries have undertaken research and made efforts to implement many activities and programs on global citizenship education. In Vietnam, the Ministry of Education and Training has issued a new general education program. This program has domains that are similar to the global citizenship education program being implemented. This paper will investigate the opportunities and challenges and finally give some suggestions on how to integrate global citizenship education into the new general education program based on the results of the survey conducted in HaNoi's secondary schools.

**Keywords:** Vietnam, Education, Global Citizenship, General Education, Hanoi, Junior High Schools.

### I. Introduction

The paper has been developed in the context of implementation of a global endeavor towards citizenship education. The paper is divided into different sections to investigate the opportunities and challenges of integrating global citizenship education into the new education program based on the results of the survey conducted in 2020 with 1466 managers, teachers, and students in eight secondary schools in Hanoi.

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<sup>#</sup>Director of Science Information Institute, Ho Chi Minh National Academy of Politics. Email: manhnghuyen7vn@gmail.com.

## II. Some General Issues on Global Citizenship and Education for Global Citizenship

The primitive concept of global citizenship has been referred to for a long time. One of the first statements about the concept of global citizenship that researchers often refer to comes from the answer "I am a citizen of the world" by the ancient Greek philosopher Diogenes when he was asked where he was from. Since the late nineteenth century, the concept of global citizenship has strongly developed both in research and in practice.

According to Oxfam Education (Oxfam Development Education Programme 2015), a global citizen is someone who: Has an awareness of the world at large and has a sense of his/her role as a world citizen; Respects the diversity of values in cultures; Has an understanding of how the world works; Has a passion for solving social justice issues; Engages in the community at many levels, from local to global; Has a willingness to act with others to make the world more just and sustainable; Takes responsibility for his/her actions.

The OECD (OECD 2016), also developed the concept of global competence: "Global competence" is the ability to critically analyze global and intercultural problems from multiple perspectives; is understanding the differences that affect the perceptions, judgments and ideas of self and others; and is engaging in open, appropriate, and productive interactions with people of diverse backgrounds based on mutual respect and empathy. And from there, develop key criteria according to the areas as skill, knowledge and understanding, attitude, and value.

In Vietnam, global citizenship is a new concept in social life as well as in academic research, so the definition for this concept is still not widely agreed upon. In this article, we temporarily give and use the following definition to analyze related content: *A Global citizen is someone who thinks and acts always towards the broader community and common humanity, and understands that there is a relationship and interdependence in terms of politics, economy, society, culture... between local, national, and global.*

It can be seen that the emergence and development of a global citizenship comes from the following basic factors: 1) The requirement to build human resources working in transnational companies since the end of the nineteenth century when capitalism turned to monopoly; 2) The requirement for high-quality human resources under the impact of the Second Industrial Revolution, along with it is the war of "scramble for brains"; 3) The process of globalization in the world has been taking place more and more deeply and becoming an inevitable trend all over the world. In the current period especially, global citizenship has become more and more popular because: 1) The explosion and rapid development of information technology, science and technology, especially the Internet and the Fourth Industrial Revolution; 2) The global issues that force us to agree on thoughts and actions to solve issues such as: climate change, environmental pollution, terrorism and armed conflict, ethnicity and religion, poverty, society's vices, inequality, disease, et.al.

Regarding the capacity and quality of global citizenship, most of the studies have affirmed that global citizenship needs to converge on the following factors: Respect for human values; no discrimination on the basis of race, gender, age, religion and political opinion; respect for diversity and multi-dimensional perspectives; respect for the natural world, life; have responsibility for solving global challenges in any way; have a global thinking; and action in eliminating inequality and injustice in all its forms.

Education is the most sustainable, popular, fast and effective way in order to form a global citizen and especially with many human values formed through education. To establish an educational program, it is necessary to consider many factors, but first, it is necessary to define the educational objectives and contents. Many researchers, international organizations and many developed countries have developed the goals and contents of global citizenship education to serve their aims, such as UNESCO, Oxfam - New Zealand as well as in some countries such as Australia, Korea among others.

Oxfam New Zealand (2014) has launched a teaching program for global citizenships, recommending Knowledge, Skills, Values and Attitudes. These can be explained as:

- Knowledge and Understanding: Justice and Social Justice; Diversity; Globalization and Interdependence; Sustainable Development; Peace and Conflict.

- Skills: Critical Thinking; Ability to argue effectively; Ability to challenge injustice and inequality; Respecting everyone and everything; Cooperating and solving conflict.

- Values and Attitudes: Having a sense of identity and self-esteem; Having empathy and a sense of humanity; Committing to equity and social justice; Value and respect diversity; Being interested in the environment and committing to sustainable development; Believing that everyone can work in difference.

The global citizenship education program at High School-Global Citizenship is designed to include English: 8 credits; Social Sciences: 8 credits; Global History: 4 credits; Science, including experiments: 6 credits; Math: 6 credits; Visual Arts, Music, Dance, and/or Cinema: 2 credits; Languages other than English: 2 credits; Physical and health education: 5 credits; Electives: 7 credits.

UNESCO has identified three basic goals of its global citizenship education program (UNESCO 2015):

First, the global citizenship education program helps students gain knowledge about management systems, structures and issues related to the global scope, the relationship and connection between global issues with local ones; necessary knowledge and skills to become a cultured citizen such as the ability to self-study, and analyze and present personal views on common issues. Students gain an understanding of the world, global topics, structures and systems of management, including politics, history, and economics, the rights and responsibilities of individuals and groups as well as recognize interdependence and

interdependence of local, national and global issues. With this, students are able to establish and improve their self-study skills.

Second, the global citizenship education program helps students understand their own characteristics, relationships and dependencies, gain knowledge, share human values, and respect and appreciate differences in that group. From there, students improve their understanding of the global dimensions of citizenship and can promote diversity and diversity in the community (culture, language, gender, religion). Students also gain an understanding of social justice issues in local, national, and regional global contexts.

Third, the global citizenship education program helps students develop integration skills to participate in the community and contribute to a better world through individual and collective activities. Students develop knowledge, skills, values and attitudes to help others, have a sense of their responsibility when participating in common activities, have empathy and actively participate in volunteer activities.

To be able to achieve these goals, UNESCO (UNESCO 2015) believes that global citizenship education includes nine main topics: 1) Local, national and global systems and structures; 2) Issues affecting the interaction and connectivity of communities at the local, national and global levels; 3) Basic assumptions and dynamics; 4) Difference of identity; 5) Community of different people, in terms of how they are connected; 6) Difference and respect for diversity; 7) Actions can be taken individually and collectively; 8) Ethically responsible behavior; 9) Get in and take action. For each topic, UNESCO identifies specific learning objectives corresponding to a different age group/education level.

In Australia, the curriculum prioritizes common competencies including literacy, basic mathematics, information technology, critical and creative thinking, personal and social competencies, intercultural understanding and ethical behavior. They apply across all extracurricular subjects. The curriculum aims to develop four core competencies: language, maths, science and citizenship. Citizenship, which includes logical reasoning, concern for others, communication skills, behavioral responses, knowledge, and active participation on

issues in the classroom, school, and community, is developed in an extra-curricular manner.

Typically, in Australia, the High Resolves Initiative – High-School Education Initiative, implemented by The Foundation for Young Australians, includes the Global Citizen Program for Grade 8 students and the global leadership for students in Grades 9 and 10. The program aims to enable students to see their individual role in the development of their society as a global community through workshops, simulations, leadership training and practical projects. More than 80,000 students have participated in the program at 120 schools since 2005.

Plan International and the Youth Research Centre of the University of Melbourne studied global citizenship education in Australia and Indonesia. The study was carried out between 2008 and 2011 to assess how young people in schools deal with broad global issues. The study found positive changes in awareness and understanding of global issues and development skills. The researchers suggest that, if the program is run over a longer period of time, it is possible that learners will have better results and consider their role in the world in very different ways. (UNESCO 2015)

To promote global citizenship education to become part of the national education program, the Korean Government has worked hard to make global citizenship education the center of the Sustainable Development Goals (SDGs). The Korean Ministry of Education has made great efforts in trying to reflect global citizenship in the practical curriculum in schools. For example, education on international or globalized insights has been included in the 7th Amendment Education Program; education on sustainable development, human rights, and multiculturalism has been included in the revised 2007 educational program; and education on global citizenship has been incorporated in the revised 2009 educational program.

In 2016, global citizenship education was included in the Korea's World- Leading Education Strategy. The Korean Ministry of Education has successfully organized the Global Education Forum, and based on this success it has proposed global citizenship education as a way in which Korean education can lead the world in education.

The Korean Ministry of Education is aiming to enhance its role as a foundation for expanding global citizenship education. Global citizenship education is defined as “education to cultivate citizens to have responsibility, understand and implement universal values such as world peace, human rights and cultural diversity”. In order to spread this at home and abroad, the Korean Ministry of Education is pursuing the development of a global citizenship education model, diversifying educational materials used in schools, and carrying out teacher training programmes. The Seoul’s Department of Education and the Gyeonggi Provincial Department of Education have pioneered the expansion of global citizenship education by establishing a separate division, the Department of Democratic Citizenship Education, to pursue supportive measures. (Lee 2015)

In Vietnam, on December 21, 2016, the President asked Professor Carlos Alberto Torres, Director of UNESCO's Global Citizenship Education Program, to study and implement the UNESCO Global Citizenship Education Program in Vietnam, combined with knowledge exchanges to bring the cultural quintessence of Vietnam to the world. The Minister of Education and Training affirmed that the contents and objectives of the UNESCO’s Global Citizenship Education Program are consistent with the orientation of the Party and the State of Vietnam. The Ministry will conduct research and organize comparisons to find out the differences and similarities to have an active reception orientation. Subsequently, what is found suitable will be introduced gradually into the curriculum. In case it is different, arranging it appropriately will be considered.

On September 28, 2018, at the High-Level Session of the 73rd United Nations General Assembly, Prime Minister Nguyen Xuan Phuc remarked and emphasized - Each country has more responsibility for global issues, each individuals have more global citizenship. (Vietnam News Agency)

Many school leaders, mainly non-public schools such as Everest, Doan Thi Diem, Vinschool, and Nguyen Binh Khiem... have begun to take steps to bring global citizenship education into the school's educational program in different ways such as integrating it into required subjects, or extracurricular programs, and club activities.



### **III. Opportunities of Integrating Global Citizenship Education into the New General Education Program in Vietnam Today (From Researching the Junior High Schools in Hanoi)**

First, the pupils' and teachers' awareness and needs of global citizenship education - a decisive premise for the implementation of integrated global citizenship education.

According to the survey data of the city-level science task named *Preparing junior high school teachers to teach the global citizenship education program of Hanoi* (a survey of 1208 students and 258 administrators and teachers at 8 secondary schools in Hanoi), of which the author is the head, the awareness and needs of students and teachers brings many advantages for the implementation of global citizenship education.

Access and awareness of the term “global citizen” is very high; in fact, up to 98.4% of staff, teachers and 74.7% of pupils are aware of this concept. (Nguyen 2020) In particular, the initial understanding of the concept's content is also very relevant: global citizens are those who share a responsibility for common issues such as environmental protection, equality, human rights; and are people who live and work in many different countries. The perception of the purpose of global citizenship education among officials, teachers and students is also quite consistent and correct: some of them have chosen the purpose of global citizenship education as "Helping students have comprehensive development to integrate and have better participation and contribution to the community as well as the world”.

The results of students' assessment of the necessity for the building and application of a global citizenship education program are an important basis for deciding on the implementation of global citizenship education (Figure 1).

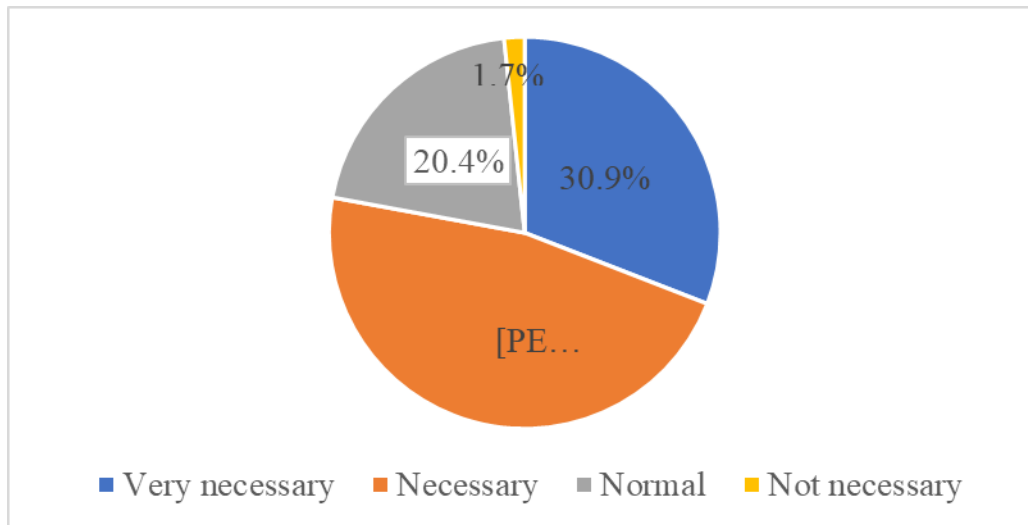


Figure 1: Pupils' assessment of the need for the development and implementation of a global citizenship education program

Source: Nguyễn Mạnh Hải, 2020, p.54

The results showed that 30.9% of students rated the development and application of a global citizenship education program for lower secondary students as very necessary, 47% of students rated it as necessary, 20.4% of students rated as normal. Only 1.7% of the remaining students rated it be unnecessary. Thus, it can be seen that the majority of surveyed students are aware of the importance of the global citizenship education program for students. This is a favorable condition that contributes to the effectiveness of the development and implementation of the global citizenship education program for junior high schools in Hanoi.

In addition, the authors also conducted research about officials and teachers' support for the implementation of the global citizenship education program in junior high schools. The results are shown in Figure 2.

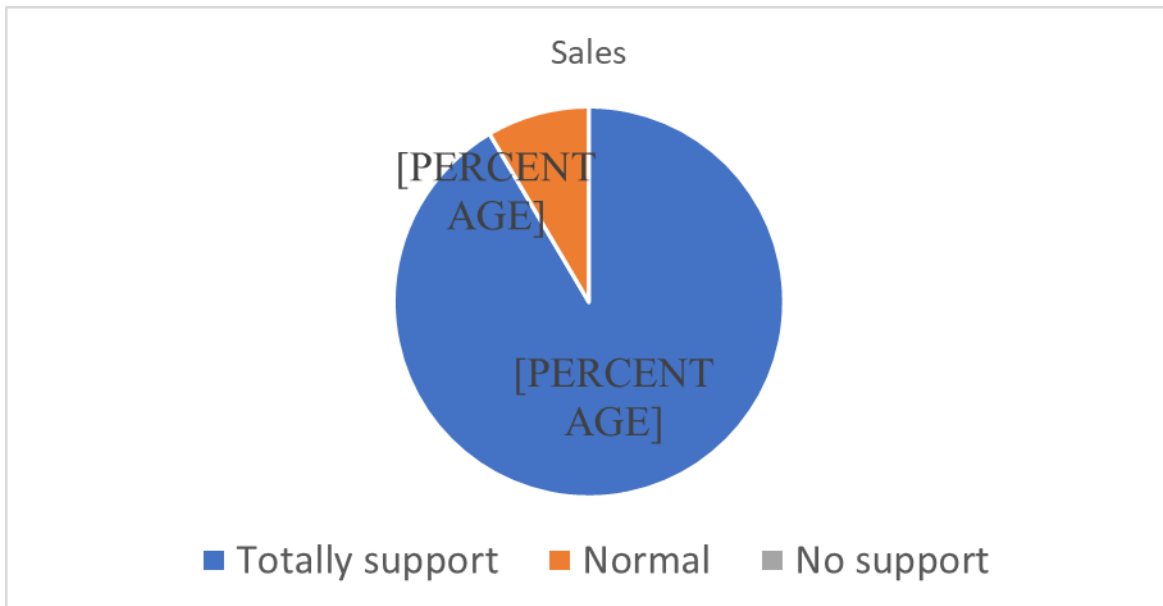


Figure 2: The teachers' support for the implementation of the global citizenship education program (Source: Nguyễn Mạnh Hải, 2020, p.54)

The results showed that 91.5% of the respondents answered that they fully supported the implementation of the global citizenship education program in secondary schools. Only 8.5% remaining answered as normal.

Most teachers are interested in global citizenship education. About 86.8% of teachers said that they were interested in the program and 13.2% of teachers said that they were very interested in the program.

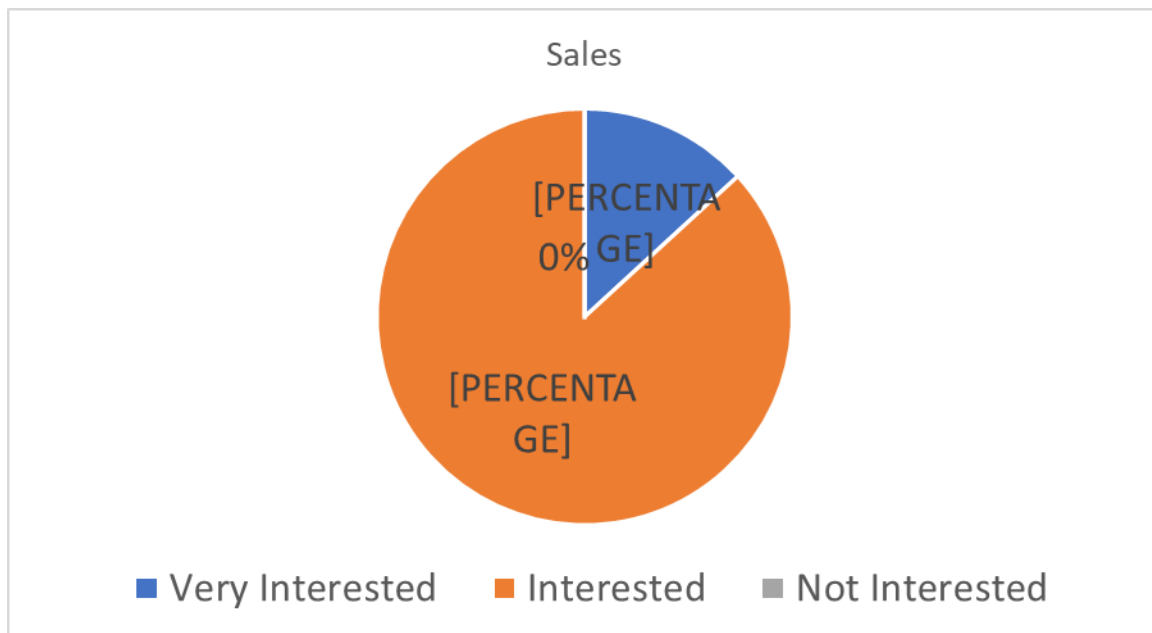


Figure 3: Teachers' interest in global citizenship education program (Source: Nguyễn Mạnh Hải, 2020, p.60)

The above survey results show that the awareness of students and teachers about global citizenship education has been very high although it is not profound and regular, the need and desire to implement education global citizenship is very high.

Second, the new general education program in Vietnam has included the content of the global citizenship education.

Resolution No. 29-NQ/TW focuses on a fundamental and comprehensive renovation of education and training in order to train Vietnamese to have a comprehensive development and bring into full play the potential and creativity of each individual; love family, love country, love compatriots; live well and work productively; and meet the requirements of industrialization and modernization in the context of a socialist-oriented market economy and international integration.

Towards the end of December 2018, Vietnam issued a new General Education Program under the motto of transitioning from an education that equips knowledge to an education that helps develop capacity, promotes innovation and creativity for learners, and meets the requirements set for future citizens. “From the point of view of building a general education program, program goals, requirements to be achieved in terms of quality and competence, educational plans... we all realize that there are implications or close links to global citizen education.”

The general education program is built on the basis to “... be suitable with Vietnamese human characteristics and culture, traditional values of the nation and common values of humanity as well as the UNESCO’s general development initiatives and direction on education; create equal opportunities for students' right to protection, care, learning and development, right to be heard, respected and involved; lay the foundation for a humane society, sustainable development and prosperity”. (Ministry of Education and Training 2018) This view of building a general education program has included content that is very close to global citizen education about human values, the right to develop, to be heard, to be respected and be involved for the benefit of society.

The core requirements of global citizenship education are reflected in the general education program's goal: "to help learners be the master of general knowledge and effectively apply the knowledge and skills learnt in school into the life and lifelong self-study, have orientation to choose a suitable career, know how to build and develop harmonious-social relationships, have a rich personality, and spiritual life to have a meaningful life and make a positive contribution to the development of the country and humanity”. (Ministry of Education and Training 2018)

The general education program helps learners form and develop their main qualities including: patriotism, compassion, hard work, honesty, responsibility as well as common, specific and gifted core competencies: of autonomy and self-study, communication and cooperation, problem solving and creativity, language, computation, science, technology, informatics, aesthetics, and physical fitness.

The new general education program according to Circular 32 for the junior high school education includes 12 compulsory subjects and 02 elective subjects:

EDUCATIONAL CONTENTS	LESSONS/SCHOOL YEARS			
	GRADE	GRADE	GRADE	GRADE
	6	7	8	9
<b>Compulsory subjects</b>				
Literature	140	140	140	140
Mathematics (Maths)	140	140	140	140
First Foreign Language	105	105	105	105
Civic Education	35	35	35	35
History and Geography	105	105	105	105
Science	140	140	140	140
Technology	35	35	52	52
Informatics	35	35	35	35
Physical Education	70	70	70	70

Arts (Music, Fine Arts)	70	70	70	70
<b>Compulsory educational activities</b>				
Experiential and Vocational Guidance activities	105	105	105	105
<b>The local educational contents</b>				
	35	35	35	35
<b>Elective subjects</b>				
Minority Languages	105	105	105	105
Second Foreign Language	105	105	105	105
<b>Total of lessons/school year</b> (excluding electives)	<b>1015</b>	<b>1015</b>	<b>1032</b>	<b>1032</b>
<b>Average number of lessons/Week</b> (excluding electives)	<b>29</b>	<b>29</b>	<b>29.5</b>	<b>29.5</b>

**Table 1: Number of teaching and learning hours for each subject at junior high schools according to the new general education program** (Author adapts from the data of Ministry of Education and Training of Vietnam)

The content of the junior high school in the new general education program has included a number of topics related to global citizenship education, which are evident in a number of subjects such as civic education, history, geography, informatics, experience activities, career guidance, foreign languages, technology, ...

Third, the teachers at junior schools in Hanoi are guaranteed in terms of quantity, some structure is quite suitable, and the quality is quite good.

According to Circular No. 16/2017/TT-BGDĐT of the Ministry of Education and Training guiding the list of job positions and the norm of the number of people working in public general education institutions, for each junior high school a maximum of 1.90 teachers can be arranged per class. However, this rate in Hanoi is 2.1 (in 2017) which has since decreased but still remains above 2.0. The age structure of teachers is very positive, the age group from 30 to 49 accounts for a high proportion, accounting for about 70%, creating long-term stability to be able to develop the teachers if the integration of global citizenship education or other further educational goals are to be implemented. The structure of teachers by subject is not equal, but the percentage is high in subjects with content close to global citizenship education, facilitating the arrangement and use of teachers when the citizen education program will be implemented.

Regarding the teachers' quality, the results of teacher evaluation according to professional standards, Hanoi has 50.63% of teachers achieving excellent, 42.69% achieving good, 2.66% average and 0.48% poor (not up to standard). In the school year 2018-2019, the junior high school education in Hanoi was recognized by the Ministry of Education and Training as reaching the Level 2 universal standard. The level of training of the teachers is quite high - teachers with a college degree is 20.62%, a university degree is 72.93%, and a master's degree is 6.32%. Overall assessment of the teachers' quantity and quality in Hanoi's junior high schools is expected to be met soon for the implementation of integrated global citizenship education with an average value of 3.96/5, while the standard deviation ranges from 0.771 to 0.904. (Nguyen 2020)



#### **IV. Difficulties and Challenges in Integrating Global Citizenship Education in the New General Education Program in Vietnam Today**

First, the junior high school education in Vietnam in general and in Hanoi in particular in recent years has been focusing all resources on the implementation of the new general education program, which began in 2020 for Grade 1 and it has had many difficulties. In 2021, the new general education program commenced for Grades 2 and 6. As of 2023, it has been implemented for Grades from 1 to 9. The education sector and the whole society is paying special attention, prioritizing resources, and enthusiasm to prepare the best implementation of the new program. Therefore, now it is not possible to mention any new educational content other than the national general education program. However, Hanoi as well as the education sector and other localities can consider global citizenship education when general education programs have been implemented in practice, and in the preliminary process, evaluate, review, adjust and supplement.

Second, it is a problem of the relationship between educational content requirements and the reduction of educational load. The new general education program has reduced the load significantly, to the extent that it is like most developed countries and the general level of the region. This is a great effort of the education sector when determining the views, goals, contents, plans, etc. to build a new general education program when the amount of knowledge that needs to be equipped for learners is increasing day by day with number of recipients, while the actual time for each grade level is unchanged.

Third, building a team of teachers who teach a global citizenship education program is a big challenge. A teacher of global citizenship education must first become a global citizen (Kioh Jeong 2015) and an active citizen of global civil society. (Koshmanova 2009) Furthermore, being a global citizen should be understood as (UNESCO Bangkok Office 2014) an active challenge to enrich and broaden cultural, regional, and national identities. A teacher as a global citizen should pursue a transformative pedagogy that requires respect for the right to teach and learn for the growth and development of all human beings. Therefore, teachers need to have sufficient knowledge of pedagogy that transforms beyond nationality, religion,

territory, cyberspace, and modernism. (Kioh Jeong 2015) This is one of the high challenges, requiring change and effort from the teachers themselves.

## **V. Some Suggestions on How to Implement Global Citizenship Education Towards Integration with the New General Education Program**

Many countries have applied this educational activity to the general education program through integration and connection with the educational contents of many subjects in the overall program system. Based on the General Education Program (specifically the junior high school level) under Circular 32, the authors propose 3 ways to implement global citizenship education as follows:

First, integrating global citizenship education into compulsory educational activities - Experiential activities, career guidance (105 lessons/school year) and the local educational contents (35 lessons/school year) - educational activities which assigned the initiative to each the province in the overall general education program.

Within this framework, there are two components that can take quite a long time to integrate global citizenship education: the local educational contents and experiential activities, and career guidance.

The educational contents of the province (35 periods/school year) will be the basic or current issues of the local culture, history, geography, economy, society, environment, career guidance, etc. to supplement the contents of compulsory education uniformly throughout the country. This will equip learners with an understanding of where to live, fostering learners' love for their homeland, a sense of learning and applying what they have learnt to contribute to solving the problems of the homeland. At junior high school and high school, local educational contents will be comparable to other subjects.

Based on the general education program, the People's Committees of the provinces and municipalities shall prescribe the standards, procedures for compiling, appraising, and editing documents on the local educational contents as well as direct to organize the compilation and appraisal of documents on the local educational contents according to the guidance of the Ministry of Education and Training and report to the Ministry of Education and Training for approval.

The experiential and career guidance activities (105 periods/school year) are educational activities oriented, designed and guided by educators. They create opportunities for learners to approach reality and experience active emotions as well as exploit existing experiences and call for a synthesis of knowledge and skills of different subjects to perform assigned tasks or solve practical problems of school and family life and society that suit the age. Through that they transform experiences into new knowledge and skills, and contribute to promoting creative potential and adaptability to the future life, environment and career. Experiential and career guide activities develop learners' main qualities and core competencies in relationships with themselves, society, the natural environment, and profession. They are deployed through four main activity content circuits: self-directed activities, socially oriented activities, nature-oriented activities, and career-oriented activities.

At junior high schools, the contents of experiential activities, career guidance will be focused on social activities much more than nature-oriented activities and career guidance activities. At the same time, self-directed activities will be continued to develop the qualities and abilities of learners. In addition, the experiential and vocational activities will be regulated as an integrated part of implementing some contents of subjects such as civic education, and physical education.

The open regulations and the requirements of these components are also basically consistent with the requirements and content of global citizenship education. Therefore, this is a very suitable space and a very favorable condition for Hanoi to integrate the contents of global citizenship education, and even arrange all or a part of the contents of the global citizenship education into this “space”.

From the 2018-2019 school-year, VinSchool officially introduced the subject of Culminating Projects into the regular program for high schools. The objective of the subject is to equip pupils with the global citizen's mindset and attitude, and at the same time to practice inquiry learning skills and critical thinking skills. With the growing trend of globalization and integration, lives of pupils will not be confined to the borders of a country, but they will have to study, live, and compete with pupils and citizens in different countries around the world.

Second, integrating the content of global citizenship education into teaching activities of compulsory subjects and elective subjects (14 subjects) in the new general education program.

Global citizenship education can be integrated in some subjects such as civic education, social study, environmental study, geography, history, religious education, science, music, and art. For the subject of art, including visual arts, music, and literature, it can build the capacity for self-expression, develop a sense of belonging, and facilitate understanding and dialogue with people from different cultures; it also plays a central role in critical investigation and analysis of the social and other issues. Sports can also provide opportunities for pupils to develop an understanding of issues such as teamwork, diversity, social cohesion and equity.

The way in which Oxfam (Oxfam 2015), covers global citizenship throughout its educational program is remarkable. Global citizenship enriches all areas of the educational program at school and each subject makes an important contribution to developing key elements of global citizenship education. There are some more ways in which educational and global citizenship can be developed in a mutually beneficial manner, for example:

*For Geography:*

- Making the question, investigate, and critically engage with issues affecting people's lives over the world.

- Developing understanding of global interconnectedness and interdependence and sustainable development.

- Providing interesting real-world problems and data to support core geography skills

- Solution diversity and identity issues through investigating differences and similarities between people, places, environments, and cultures and from exploring different values and attitudes relating to the social, environmental, economic and political questions.

*For History:*

- Exploring the differences and similarities between events, people, places, cultures, environments over time, our interdependence and interdependence in the history of our world

- Examining questions of power and privilege, and thinking critically about the reasons of history being interpreted in different ways

- Considering the importance of individual and collective action and questions of civic and social responsibility

- Exploring topics such as inequality, prejudice, conflict and oppression and historical examples relevant to contemporary events and experiences.

*For Maths:*

- Providing opportunities to illustrate mathematical concepts and processes by using the global data and problems

- Using and applying mathematics to real-world problems and data (e.g: The international development data)

- Providing an opportunity to consider the influence of different cultures on mathematics
- Developing the critical thinking around the use, presentation, and manipulation of data

*For Foreign Language:*

- Exploring issues of identity and diversity by examining similarities and differences between peoples, places, cultures, and languages
- Developing an awareness of global connectivity in which languages are constantly evolving and borrowing from each other
- Developing knowledge and highly appreciating the different cultures and their views about the world.
- Providing the opportunity to explore global issues while developing reading, writing and speaking skills
- Exploring diverse national and regional contexts in which languages are used on different continents (e.g. French in West Africa and Caribbean, Spanish in Latin America)

*For Music:*

- Discovering how music expresses identity, emotional belonging in personal life.
- Considering how music is used to protect against social injustice and promote a vision of positive change.
- Developing the appreciating capacity for diversity and global connectivity through the similarities of traditional music of each country, nation or locality.

Third, these are improving the quality and helping in innovating the teaching methods of teachers. In order to help integrate global citizenship education into lessons, it is necessary to improve the quality of teachers. Teachers must have the knowledge, skills and attitudes of global citizens. On that basis, teachers can use suitable methods to help pupils develop skills such as critical thinking, questioning, communication, and cooperation; allow students to explore, develop, and express their own values and opinions as well as listen to the views of others. These are important skills for pupils, helping them make true choices about how they engage with global issues.

To train teachers with sufficient qualifications and skills to meet the requirements of integrating global citizenship education into the teaching program, it is necessary to follow a certain step-by-step process: training, fostering and self-training for existing teachers, formal training to build a source of full-time teachers for the long term, and visiting a team of experts from other offices, etc... After all, the teacher is the most important factor no matter how civic education is implemented, to what extent and requirement. First, it is necessary to strengthen the organization of short-term training courses, training and fostering on the integration of global citizenship education in each specific subject. In training, training and retraining courses, it is necessary to invite experts in global citizenship education to impart knowledge and experience. In addition, regular seminars and workshops should be organized so that teachers can exchange ideas and learn from experiences on integrating global citizenship education into the program. In addition, the Ministry of Education and Training should compile some guidelines on integrating global citizenship education into each subject to help teachers orientate their teaching.

## **VI. Conclusion**

Global citizenship education is hence a modern, progressive educational goal that meets the requirements of globalization and adapts to the fourth industrial revolution. Global citizenship education is an educational program encouraged by UNESCO and will soon be researched and deployed around the world. In Vietnam, global citizenship education has been deployed initially, mainly in private schools and they consider this as one of the highlights to

attract learners. From a national perspective, the head of the government as well as the Ministry of Education and Training had a number of meetings with the President of UNESCO's Global Citizenship Education Program in the spirit of wanting to implement the global citizenship education. The new general education program has many features covering the contents of global citizenship education. The awareness and needs of teachers and pupils in the junior high schools are the opportunities for implementing global citizenship education. However, we still have many challenges and difficulties that need to be overcome, mainly in terms of resource mobilization, program load reduction, and teaching staff. Suggestions on how to integrate global citizenship education into the new general education program open positive possibilities for implementing global citizenship education.

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