

GLOBAL CITIZENSHIP EDUCATION: INTERNATIONAL EXPERIENCE AND SUGGESTIONS FOR GLOBAL CITIZENSHIP EDUCATION IN VIETNAM'S CURRENT CIVIC EDUCATION SUBJECT¹

*EDUCAÇÃO PARA A CIDADANIA GLOBAL: EXPERIÊNCIA INTERNACIONAL E
SUGESTÕES PARA A EDUCAÇÃO PARA A CIDADANIA GLOBAL NA ATUAL
DISCIPLINA DE EDUCAÇÃO CÍVICA DO VIETNÃ*

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ABSTRACT

Global citizenship education has become an urgent requirement for all countries in the context of increasing globalisation. Global citizenship education helps students understand global issues and equips them with the necessary skills to live and work in a diverse and interconnected world. Many countries have implemented global citizenship education programs, offering valuable experience and lessons. This article focuses on studying global citizenship education in the general education curriculum of Singapore, South Korea. The article has established that in the four countries (Singapore, Vietnam, South Korea, and Australia), global citizenship education is emphasized greatly in the education system. The four countries under study have taken deliberate steps to ensure that their education systems produce citizens who can fit anywhere in the world. Further, the article has noted some weaknesses in the global citizen education of the countries under study, as noted by different scholars. Global Citizenship Education policymakers can use this article's findings to improve their countries' curriculums. Further, apart from drawing comparisons from the four countries, the article has analysed how Vietnam can improve its Global Citizenship Education.

Keywords: Global Citizenship, Education, Civic Education subject.

RESUMO

A educação para a cidadania global se tornou um requisito urgente para todos os países no contexto da crescente globalização. A educação para a cidadania global ajuda os alunos a entender questões globais e os equipa com as habilidades necessárias para viver e trabalhar em um mundo diverso e interconectado. Muitos países implementaram programas de educação para a cidadania global, oferecendo experiências e lições valiosas. Este artigo se concentra no estudo da educação para a cidadania global no currículo de educação geral de Cingapura, Coreia do Sul. O artigo estabeleceu que nos quatro países (Cingapura, Vietnã, Coreia do Sul e Austrália), a educação para a cidadania global é muito enfatizada no sistema educacional. Os quatro países em estudo tomaram medidas deliberadas para garantir que seus sistemas educacionais produzam cidadãos que possam se encaixar em qualquer lugar do mundo. Além disso, o artigo observou algumas fraquezas na educação para a cidadania global dos países em estudo, conforme observado por diferentes acadêmicos. Os formuladores de políticas de educação para a cidadania global podem usar as descobertas deste

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artigo para melhorar os currículos de seus países. Além disso, além de fazer comparações entre os quatro países, o artigo analisou como o Vietnã pode melhorar sua educação para a cidadania global.

Palavras-chave: Cidadania global, Educação, Disciplina de educação cívica.

Introduction

In the context of globalisation, and the rapid development of information technology, global citizenship education has become an urgent and vital task for all countries. It helps learners understand the world and equips them with the necessary skills to live and work in a diverse and interconnected environment. Moreover, it encourages a sense of responsibility and community awareness, helping students recognise their roles and responsibilities in building a peaceful, just, and sustainable world.

According to Hai (2022), the drive for global citizens has been receiving impetus from various angles: (i) a need to develop a global-minded workforce to provide the much-needed labour in multinational companies that have gained prominence as a result of the rise of capitalism; (ii) The second industrial revolution that has led to high demand for highly skilled personnel leading to nations headhunting the best brains (scramble for brains); (iii) The impact of globalisation that led to the interconnectedness of the world. Hai (2022, p. 121) further avers that the rapid expansion of information technology, scientific and technological advances, particularly the internet and the fourth industrial revolution, and prevailing global challenges (e.g., climate change, environmental degradation, terrorism, wars, etc.) that call for humankind to come together and find lasting solutions are also notable drivers for global citizenship.

According to the Global Citizenship Foundation (2022), global citizenship is not a novel idea and can be traced in the philosophy of various societies. For example, the Zulu people of Southern Africa had "*umuntu ngumuntu ngabantu*. Their ancient ubuntu philosophy loosely translates to humanity towards others or I am because we all are. The famous philosopher Socrates is quoted as having said, '*I am not an Athenian or a Greek but a citizen of the world*'; Confucius: *Wishing to be*

established oneself, seeks also to establish others; wishing to be enlarged oneself, seeks also to enlarge others. Relationship between two humans: humanity, benevolence". Therefore, it is evident that many societies throughout history have worked towards elevating the common good of the entire society over those of the individual. In this sense, they were impacting the consciousness of the individual that the common good or the welfare of the entire community triumphs over the desires or the perceived needs of an individual. This philosophy would then result in a desire to create a harmonious society anchored on the solid foundation of cohesion and the common good. This school of thought resonates with the modern drive for global citizenship, which elevates the role of an individual in all the intertwined aspects of the world.

Referring to the importance of global citizenship education, UN Secretary-General Ban Ki-moon (2012) emphasised "*We must nurture the rights of global citizenship. Education must be more than literacy and numeracy. It is about citizenship. Education must fully play its important role in helping people create a more tolerant, peaceful, and just society*". For this reason, global citizenship education has played an important role in educational programs and is considered a fundamental approach to addressing growing global challenges. This article studies the experiences of countries such as Singapore, South Korea, and Australia due to their achievements in education and economic development. The article also provides valuable suggestions for global citizenship education in Vietnam's general education curriculum, especially in teaching the Civic Education subject today.

Global Citizen

A global citizen is a person who is aware of the "wider world" and not just their immediate community or environment. Such an individual recognises their place in the world and that their actions impact the planet (Oxfam, 2024). According to Akkari and Maleq (2019), the concept of a global citizen is not new. Akkari and Maleq (2019) posit that the concept of global citizenship has its roots in cities where "*philosophers, writers, artists, and thinkers can see their identity across national, cultural, and linguistic boundaries.*" Also, Lissah (2023) has argued that the ideals of

global citizenship are anchored on the principle that individuals develop a sense of belonging to a worldwide community and act in a manner that would better it. The positions proffered by OXFAM (2024), Akkari and Maleq (2019), and Lisa (2023) have the common perspective that globalisation has led to the concept of global citizenship. “Global citizens” recognise that the world is interconnected in many aspects and act in a manner that would advance the interconnectedness of people while making the world a better place for all.

The concept of a global citizen is also mentioned in some international organisations such as UNESCO, Oxfam Education, and UNICEF documents. For example, according to UNESCO (2014), “*global citizenship refers to a sense of belonging to a broad human community and shared common values, emphasising interdependence and interconnectedness at local, national, and global levels in political, economic, social, and cultural terms*” More specifically, Oxfam Education (2015) argues that a global citizen is someone aware of the wider world and has a sense of their role as a world citizen; Has an understanding of how the world works; Has a passion for addressing social justice issues; Participates in communities at many levels, from local to global; Is willing to act with others to make the world a more just and sustainable place; Is accountable for their actions . According to UNICEF, a global citizen understands connections, respects diversity, does not accept or condone injustice, and takes meaningful action.

Global Citizenship is not anchored on one’s citizenship to a specific nation. On the contrary, it is a mindset that becomes a vital aspect of daily life, an understanding that the individual is a member of an interconnected global community. A Global Citizen understands that they play a critical role in fostering the good of society through their daily actions, such as acknowledging that although people come from different cultures and nationalities, they belong to one human family. A global citizen will endeavour to learn the intricate workings of the world while appreciating the inherent differences in people and their cultures as part of a complete pattern that makes humankind. Further, global citizens understand that some global challenges cannot be tackled by a single nation and contribute as part of a global community to tackle the challenges (UNESCO, 2024).

According to Toan and Nga (2020, p. 345-346), scientific and technological advances and the Industrial Revolution 4.0 have occasioned the need for global citizens. These advances have led to developments such as: (i) Growth of multinationals- rapid science and technology development and globalisation have led to the growth of companies with branches in multiple countries. As a result, these companies require workers (global citizens) who can be deployed to any of the host nations in different capacities; (ii) The need to live and thrive in favourable environments- there are times when individuals have to relocate from their home countries and settle in others in pursuit of what is referred to as 'greener pastures.' A case in point is when an individual realises that he might get a higher salary in a country different from their homeland and chooses to relocate. For the individual to thrive in their adoptive country, they will need to have the qualities of a global citizen; (iii) Demand to attract gray matter countries- many countries have for long developed policies to attract highly skilled labour (e.g., medical doctors, doctoral graduates, entrepreneurs, etc.) to fill the professional human resource gaps in their nations. Global Citizens then fill the desirable positions; (iv) Formation of global identity- modern information technology and ease of travel have created a generation of global citizens. The new global citizens can easily communicate with people from other parts of the world and travel to many destinations. The concept of living, communicating, and working in a highly globalised world has given rise to global citizens; (v) Take part in solving global issues- Advances in science and technology sometimes have a negative impact, such as environmental degradation and climate change. These threats to the existence of the planet and humankind call for global citizens who understand them and appreciate their role in mitigating their negative impacts. Global citizens know that they have a role to play in advancing the common good of humankind and actively solving problems.

Therefore, at a general level, a global citizen can be understood as someone who is capable of cooperative, responsible, and creative action to address common community challenges, contributing to the development and sustainability of their locality, country, and the world; who can communicate and adapt in diverse cultural and social environments; and who values and promotes the cultural values of their

nation while being conscious of learning from the cultural essence of other countries.

Global Citizenship Education

Global citizenship education aims to produce global citizens and is expected to play a critical role in meeting the demands of a fast-globalising world and solving many world problems (Hai, 2022). Global Citizenship Education plays a vital role in shaping learners into responsible and concerned citizens of the world (Global Citizens). The world is becoming increasingly interconnected, and there is a need to impart knowledge on global issues (Thai et al., 2020). The term Global Citizenship Education came into mainstream use in 2011. However, it represents values that have been a critical part of UNESCO since its formation in 1947 (UNESCO, 2024). Global Citizenship Education is crucial for fostering international unity by inculcating in learners how to contribute to their immediate and global community (UNESCO, 2024). According to the Global Goals, Goal 4 on Quality Education target 4.7 Education for Sustainable Development and Global Citizenship is:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development.

Therefore, it is evident that Global Citizenship Education has been explicitly tied to the United Nations' Sustainable Development Goal 4.7. According to the Global Citizenship Foundation (2022), the United Nations' Sustainable Development Goal 4, Target 4.7, speaks to the concept of global Citizenship Education by calling for the "*...promotion of lifelong learning, which includes global citizenship...*" In addition, educational institutions are expected to inculcate among learners the sense that they are members of their immediate communities and the larger global community. Further, this form of education will, among other values, inculcate in the

learners both education and skills to contribute toward developing their local and global communities.

Global citizenship education is considered a framework that encapsulates the methods of education required to develop the knowledge, skills, values, and attitudes that learners need to ensure a just, peaceful, tolerant, inclusive, safe, and sustainable world. According to Buchanan, Burridge and Chodkiewicz (2018).

At its core, it involves three domains of learning - cognitive, socio-emotional and behavioural. The emphasis here is on our interdependency and interconnectedness, a specific set of values, and a focus on domains of learning. This offers a valuable starting point for teachers in considering what and how to teach about global issues in schools (2018, p. 51).

Further, according to UNESCO (2024), global citizenship education involves taking learners through an educational process that makes them responsible citizens of the world, not just a particular country or community. This is achieved by making learners understand how the world around them works, global problems, and how to fix them for everyone's common good. To achieve the targets of Global Citizenship Education, UNESCO (2024) recommends the following steps: (i) Adaptation of the existing curriculum to include content that equips learners with the requisite knowledge on the interconnected nature of the world and the prevailing threats to global existence. The curriculum would foster an in-depth understanding of human rights, geography, historical occurrences that have shaped the world as we know it, etc.

(ii) Developing higher thinking among learners by nurturing their cognitive and social skills in a way that helps them interpret the Global Citizenship Education curriculum in a manner that is relevant to their 'specific realities.' For example, after learning about human rights, learners would learn to critically question acts of injustice and learn about global threats such as climate change and global warming. Learners would think about their role in combating the prevailing global threats. So, it is not just about learning; learners internalise the content of the curricula and adapt it to their unique experiences.

(iii) Learners are inculcated with values that align with the world's vision, such as empathy and respecting diversity.

(iv) Adopt a way of life that will lead them to act on the acquired values and actively combat national and global challenges.

UNESCO emphasises the implementation of Global Citizenship Education as a way of attaining fast development globally because it fosters justice, gender equity and social and economic inclusion globally. In addition, UNESCO (2024) has stipulated that Global Citizenship Education can be taught as an individual stand-alone subject to perceive and achieve specific goals through education or integrated with existing subjects. Further, the goals can be achieved through (i) Government policies where governments craft strategies that lead to the attainment of the Global Citizenship Education targets; (ii) In the classroom setup where teachers include in the content of their lessons that fosters global awareness such as climate change, environmental degradation, etc.; (iii) out of school events or setups where children are introduced into events that broaden their worldview (UNESCO, 2024).

Global citizenship education aims to develop Learners' knowledge, skills, values, and attitudes to ensure a just, peaceful, safe, tolerant, and inclusive world (see Table 1). Precisely (14):

- In terms of awareness, learners acquire knowledge, understanding, and critical thinking about global, regional, national, and local issues and the relationships between countries and populations.

- Regarding social consciousness, Learners experience a sense of interdependence, share values and responsibilities based on human rights, and develop empathy, compassion, solidarity, and respect for differences and diversity.

- In terms of behaviour, Learners develop motivation, readiness to act effectively, and responsibility at the local, national, and global levels for a more friendly, peaceful, and sustainable world.

Table 1 – Global Citizenship Education Criteria by Oxfam

Knowledge and understanding	Skills	Values and attitudes
Social equality and justice	Critical thinking and creativity	Awareness of identity and self-worth
Identity and diversity	Empathy	Commitment to social justice and equality
Globalisation and Interdependence	Self-awareness and reflection	Respect for human dignity and human rights
Sustainable development	Communication	Appreciation for diversity
Peace and Conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Managing complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Believe that everyone can make a difference

Therefore, global citizenship education is an educational process that equips students with the knowledge, skills, and attitudes necessary to become responsible and active citizens in the international community. It goes beyond knowledge transmission and encourages students to develop critical thinking skills, intercultural communication abilities, and a sense of responsibility towards the community. It also sees respect and understanding of cultural diversity, encouraging students to participate in social and community activities to build a peaceful, just, and sustainable world.

Methods

Compared to other selected jurisdictions, this comparative article on Global Citizenship Education in Vietnam The author has analyzed existing publications on Global Citizenship and Global Citizenship Education.

Results and Discussion

International Experience in Global Citizenship Education in Singapore, South Korea, Australia and Vietnam

Singapore's education system is designed to be holistic, preparing students to navigate the complexities of the modern world and cultivating global citizens who are competent, culturally sensitive, and capable of navigating complex global patterns while positively contributing to society (Singapore Ministry of Education, 2019). Therefore, the country has always prioritised investing in infrastructure to develop education that meets international standards while also proactively innovating and learning from foreign education models to find the best learning practices. In practice, the Singapore Ministry of Education has proposed and implemented numerous educational projects to develop well-rounded, responsible, and ethical citizens who are tolerant, creative, and capable of solving everyday problems, contributing to a better and more sustainable local, national, and global world.

Regarding South Korea, Kim (2023, p. 81) has noted that South Korean society has widespread exclusivism as well as cultural and ethnic intolerance. Thus, there is an urgent need for more Global Citizenship Education to combat this narrative. However, Kim (2023) has noted that the government of South Korea included Global Citizenship Education in the education curriculum in the 1990s.

The South Korean government has shown significant interest in global citizenship education for students, considering it a crucial part of the educational program to cultivate the necessary knowledge and skills for students to become responsible global citizens. This includes understanding global issues, respecting cultural diversity, and encouraging active participation in both local and international communities. From 1955 to 2009 alone, South Korea had nine national education programs. The educational program underwent adjustments with each phase, aligning with the nation's political, economic, and social changes, following a trend towards increasing democratisation and deeper global integration.

The primary goal of education reform in South Korea is to build an open education system that offers lifelong learning opportunities for everyone, enabling them to become individuals equipped with the knowledge and capabilities to meet the demands of the information and globalised society (Phuong & Nhung, 2016, p. 106).

Australia is renowned for its world-class educational system, characterized by prestigious institutions and high-quality learning environments. Global citizenship education is a cornerstone of Australia's educational framework, aiming to equip students with the knowledge and skills necessary to become responsible global citizens. Accordingly, Australian education aims to.

Develop young people into individuals who: 1/ Are committed to democratic values, equality, and justice and who actively participate in Australian civic life; 2/ Are capable of relating to and communicating across cultures, especially with those of nations in Asia; 3/ Work for the common good, particularly in maintaining and improving natural and social environments; 4/ Are responsible citizens, both locally and globally (Australia Government - Department of Education, Science and Training).

The Australian Department of Education, Science, and Training has established a national framework for values education in schools. These core values are linked to qualities, ethics, and skills that foster peaceful coexistence and individual cooperation. Specifically, the Australian Department of Education, Science, and Training has outlined nine fundamental values to be cultivated in students in the *National Framework for Values Education in Australian Schools*, including (1) Caring and compassion; (2) Doing your best; (3) Fairness; (4) Freedom; (5) Honesty and trustworthiness; (6) Integrity; (7) Respect; (8) Responsibility; (9) Understanding, tolerance, and inclusiveness [6]. Fostering these core values contributes to developing well-rounded citizens who possess the qualities and abilities to become responsible citizens, cultured and diligent workers, and innovative individuals capable of meeting both personal aspirations and national development goals in an era of globalisation and technological advancement.

On its part, Vietnam's Ministry of Education and Training has rolled out a new education programme that places a lot of emphasis on nurturing Vietnamese learners into global citizens (Hai, 2022). Hitherto, there is no agreement between experts, critics, and education stakeholders on what Global Citizenship Education is in the Vietnamese context. In Vietnam, the government has placed a lot of emphasis on Global Citizenship Education to give the citizens and the nation a competitive edge globally. However, many education stakeholders in the private sector have embraced this concept and spun it into a powerful marketing tool for their institutions (Le & Duong, 2023).

The four countries in this study have acknowledged the need to produce global citizens from their education systems. The countries have made deliberate efforts to transform their education system, emphasizing global citizenship education.

To shape global citizens—a generation of responsible individuals with a deep understanding of their country, the world, and the challenges their nation may face, and who actively contribute to maintaining and building a brighter and more prosperous future for Singapore—Singaporean education first emphasises educating students about core values, life skills, social relationships, and global awareness.

From the educational philosophy of *“Thinking Schools, Learning Nation,”* Singapore introduced the 21st Century Competencies Framework and the student outcome of *Character and Citizenship Education (CCE)* in 2014. CCE is a continuation and development of previous moral and civic education programs (such as *Civics and Moral Education (CME)*, and *National Education (NE)*); and is implemented in all primary and secondary schools in Singapore. CCE focuses on developing students into global citizens by fostering awareness of cultural diversity, social responsibility, and creative thinking. To achieve this, CCE emphasises building *knowledge, skills, and core values* so students can participate actively and effectively in today's multicultural and globalised society (OXFAM, nd). Specifically, the 21st Century Competencies and Outcomes Framework issued by the Singapore Ministry of Education (2014) includes : (1) Core values such as respect, responsibility,

resilience, integrity, care, and harmony; (2) Socio-emotional competencies (self-awareness, self-management, social awareness, relationship management, responsible decision-making); and (3) 21st Century Competencies required for students to live and work in a globalised world, including civic knowledge, global awareness, intercultural skills, critical thinking, creativity, and communication, collaboration, and information skills. Therefore, the framework's combination of values and competencies allows Singaporean students to leverage the abundant opportunities of the digital age while maintaining their national identity to achieve the desired outcomes of becoming confident individuals, self-directed learners, active contributors, and responsible citizens.

On its part, South Korea's 2015 education reforms identified core competencies to focus on in primary and secondary education, including Self-management, Knowledge/Information ownership, Creative thinking, Aesthetic-Emotional capacity, Communication, and Civic capacity. Additionally, South Korea designs curricula to concurrently develop intellectual, moral, and physical capacities at all levels, from kindergarten to high school. These three pillars are essential for producing citizens with the qualities and abilities to meet societal needs and integrate internationally.

Consequently, global citizenship education has been integrated into South Korea's educational standards, particularly in specific learning areas and reflected in the objectives and content of subjects. At the primary school level, education aims to equip students with *"basic knowledge and life skills upon completion of the primary program"* (Nga, 2016, p. 116). Moving on to the secondary school level, *"students begin the next stage with academic content, life skills, and understanding as Korean citizens"* (Nga, 2016, p. 116). Notably, at the high school level, the educational goal is defined as *"encouraging students to acquire various skills necessary for the future and the characteristics of a global citizen"* (Nga, 2016, p. 116). To achieve this goal, the high school educational program needs to develop the following necessary skills: (1) Career development skills, (2) Self-directed learning ability, (3) Critical thinking skills, (4) Creative skills, and (5) Social responsibility. (hai cụm từ này vẫn để nguyên giúp em ạ)

In Singapore, civics, and moral education is a competency-based subject taught from primary to secondary school. The content focuses on six core values: respect, responsibility, resilience, integrity, care, and harmony. Each value is designed thematically based on relationships. These values are consistent from primary to secondary levels, making them systematic and highly developed. The content of the Civics and Moral Education program in Singapore also includes moral and legal education. The legal component is integrated into some values. The topics in this subject demonstrate the formation and development of competencies in students, such as Self-awareness, Self-management, Social awareness, Relationship management, and Responsible decision-making. Therefore, this subject plays a crucial role in conveying values of respect, responsibility, integrity, care, resilience, and harmony to develop the necessary knowledge and skills for students to become responsible global citizens.

Consequently, the goals of Singapore's education system demonstrate a commitment to developing generations of responsible citizens who are proactive and innovative and deeply understand their country, the world, and the challenges their nation may face. This contributes to creating a distinctive and outstanding community that actively maintains and builds a brighter and more prosperous future for Singapore.

The current Civic Education curriculum in Vietnam was issued under Circular No. 32/2018/TT-BGDĐT dated December 26th, 2018, of the Ministry of Education and Training *on the general program and 27 curricula, educational activities in the new general education curriculum*. The Civic Education curriculum is divided into four main components: Moral Education, Life Skills Education (the primary focus at the primary and secondary levels), Economic Education, and Legal Education (the primary focus at the high school level) [1]. Each component is organised into learning topics, thoughtfully selected, and developed to ensure coherence and connectivity across educational levels and grades. Based on the guidelines outlined in the 2018 General Curriculum, the Civic Education subject (referred to as *Ethics* subject at the Primary School level, *Civic Education* at the Secondary School level, and *Economics and Legal Education* at the High School level) plays a pivotal role in

helping students develop awareness and behaviour as responsible citizens. Consequently, this subject presents numerous opportunities to educate Vietnamese students about global citizenship, enabling them to understand issues from global, regional, and national perspectives.

Regarding the status of global citizenship education in Vietnam, according to Toan and Nga (2020) in *Industrial Revolution 4.0 and Global Citizenship in Education in Vietnam Today*, modern development in technology Industrial Revolution 4.0 (IR4.0), which could easily be understood as a digital revolution has advanced globalisation further. IR4.0 has, among other aspects, led to advances in the Internet of Things (IoT) Technology, Artificial intelligence, etc. Toan and Nga (2020, p. 343) state that "*IR4.0 has brought the world into a new era of the economy: knowledge economy, digitisation, automation, and globalisation.*"

Further, Toan and Nga (2020, p. 345) argue that the Industrial Revolution 4.0 has created the need for a global citizen/world citizen. In addition, they say that the ideal 'Global Citizen/ World Citizen' will possess competencies such as (i) Strong professional competence matching the requirement of modern science and technological advances, (ii) Thorough understanding and appreciation of world cultures, (iii) Proficiency in foreign languages; (iv) Ability to employ information in research and learning; (v) An proactive and independent thinker in solving daily challenges and; (vi) Demonstrate prowess in debate, rhetoric, teamwork and cooperation.

Toan and Nga (2020) posit that Vietnam must fully adapt its education system and fully embrace the requirements of Global Citizenship education if it is entirely to benefit (including rapid economic growth and development) from the Industrial Revolution 4.0. They argue that Vietnam's education system has failed to meet the complete requirements of global citizenship education in the past. Toan and Nga (2020, p. 346) bolster this argument with Resolution 29 of the communist party that Vietnam's education system.

emphasises theory, makes light of practice; lacks the link between training and scientific research, business production, and labor market needs; hasn't

appropriately focused on ethical education, lifestyle, and working skills; methods of education, testing, and evaluation are outdated and impractical also...

Toan and Nga (2020, p. 47) have noted that Vietnam has yet to fully take advantage of her generation, whereby 70% of the Vietnamese are of working age. Presently, Vietnam is grappling with a shortage of highly skilled workforce. They noted that even qualified workers are not highly skilled, do not have advanced practical skills, are not proficient in foreign languages, and cannot adapt to the competitive Industrial Revolution 4.0 environment. Vietnam has fallen short in training its Global Citizen generation to be competitive in the demanding global environment. There is a glaring need for Vietnam to streamline its Global Citizenship Education so that its Global Citizen generation can actualize their potential and think and operate like global citizens. To deal with this challenge.

Fundamental and comprehensive innovation of education -training is an indispensable requirement to improve the quality of human resources, to equip future generations with a solid cultural foundation and a high level of adaptability to deal with all fluctuations of the world -Global citizen competency, helping Vietnam narrow the development gap and integrate more deeply and effectively into the world (Toan and Nga, 2020, p. 348).

However, the situation has changed gradually as Vietnam has progressed towards achieving global citizenship education. Moral Education is regarded as a vital component of the basic educational program in South Korea and holds a prominent place within the nation's educational system. It is one of the ten core subjects, alongside Korean (National Language), Moral Education, Social Studies, Mathematics, Science, Technology Practice, Physical Education, Music, Fine Art, and Foreign Language (English). Consequently, Moral Education occupies a significant portion of the curriculum, playing a central role and is mandatory for all students. To facilitate teaching this subject, the general education curriculum provides dedicated textbooks widely distributed nationwide.

The primary objectives of moral education in South Korea's general education curriculum include (1) Forming independent morality; (2) Harmonising personality; (3) Developing a value system; (4) Understanding basic moral theory;

(5) The content of moral education; (6) Morality in personal life; (7) Moral thinking; (8) Morality in the social context; (9) Morality and national life; (10) Unification and prosperity of Korea; (11) Teaching and evaluation methods (Oanh & Nhut, 2017, p. 87).

The objectives of moral education at each educational level are clearly outlined. At the primary school level, the focus is on developing fundamental values and life skills. Children are taught about honesty, respect for others, and personal responsibility. Lessons are often integrated into daily activities and conveyed through stories, games, and songs. At the secondary school level, the objectives of moral education expand to include developing critical thinking skills and social awareness. Students are encouraged to participate in community activities and group projects to better understand social responsibility and the spirit of cooperation. At the high school level, moral education focuses on preparing students to become responsible citizens capable of addressing the challenges of modern society. Students are taught about fairness, equality, and respect for human rights. Moral education programs often include discussions, debates, and extracurricular activities to develop leadership skills and a sense of responsibility.

Suggestions for Global Citizenship Education in Vietnam's Current Civic Education Subject

(i) Integrating global citizenship topics into the subject and educational activities: Incorporating topics such as environmental protection, climate change, life skills, population issues, and reproductive health into the curriculum will enrich lesson content, making it more dynamic and engaging. This integration will also help students develop a multifaceted perspective on these issues. Furthermore, it fosters students' ability to effectively address practical situations by applying knowledge and skills from various fields. This approach ensures that students can apply what they learn in school to real-life scenarios, ultimately shaping them into responsible citizens and capable workers.

(ii) Combining diverse and flexible teaching methods:

Effective global citizenship education within the Civic Education subject requires diverse and adaptable teaching strategies. To foster this, educators should employ various teaching methods and techniques encouraging active student engagement, such as project-based learning, problem-solving, and cooperative learning. These approaches help students develop core competencies, enabling them to connect and apply knowledge and skills to real-life situations while increasing their awareness and sense of responsibility toward the community and the world. Moreover, it is crucial to emphasise organizing and guiding experiential activities, allowing students to experience global citizenship concepts in real-life or simulated scenarios. Through these activities, students can discover and internalize new knowledge, develop essential skills and positive attitudes, and cultivate the qualities and competencies necessary for future citizenship.

(iii) Providing opportunities for practical application of skills:

To enhance the effectiveness of global citizenship education, it is vital for teachers to link lesson content with students' real-life experiences. This can be achieved by incorporating real-life situations, case studies, current events, and pressing social issues into the curriculum for analysis, comparison, and illustration. Encouraging students to make connections, conduct investigations, explore, analyze, and evaluate real-world events in the classroom, school, locality, and beyond is equally essential. Teachers should create opportunities for students to design and implement small projects through assignments, extracurricular activities, and practical experiences. These experiences allow students to draw meaningful insights from lessons and develop life skills, ultimately contributing to their awareness and efforts to improve the classroom, family, school, and societal environments.

(iv) Assessing student learning based on qualities and competencies:

Teachers should ensure a comprehensive and differentiated approach to assessing students' learning outcomes. This entails thoroughly testing all content specified in the subject objectives and evaluating students' qualities and competencies. Assessments should include situational exercises that gauge

students' attitudes, perceptions, and behaviours during learning and experiential activities. Classifying students according to their understanding of knowledge, proficiency in basic skills, and the attitudes they demonstrate during the learning process is essential. Various assessment methods, such as oral questioning, written tests, objective tests, and practical evaluations, should be combined for regular and periodic assessments. The assessment should not solely rely on test scores but also include ongoing observations and feedback on students' attitudes and behaviours throughout their learning activities, both at school and in the community. Emphasizing assessment of student progress—encouraging hard work and providing constructive feedback on areas for improvement—is critical. Open-ended questions about current events should be included to allow students to express their opinions and problem-solving abilities on lifestyle, ethics, law, economics, politics, and society. Additionally, students should be guided on how to evaluate each other and self-assess their competencies.

Conclusion

Global citizenship education is crucial in equipping the younger generation to navigate the challenges and seize the opportunities of the modern world. The Civic Education curriculum within Vietnam's new general education curriculum embodies the objectives of global citizenship education by incorporating essential topics and learning outcomes. As the new curriculum is implemented, it is vital to study and integrate the experience of other countries in global citizenship education. This will enhance students' awareness and sense of responsibility toward the international community and contribute to building a sustainably developing and globally integrated Vietnamese society.

Vietnam must ensure full implementation of its Global Citizenship Education curriculum in a world that is fast evolving towards science and technology. A curriculum might be excellent on paper (theory), but it takes full implementation for Vietnam to reap its benefits. Vietnam must take advantage of its 'Global Citizen' generation by equipping it with the requisite skills to be competitive in the modern

globalized world. Vietnam has to work toward equipping the 'Global Citizen' generation with foreign language proficiency, information technology skills, the ability to think independently, etc.

Further, in a globalized world, Vietnam has to equip learners with the fundamental qualities UNESCO advocates for as a global citizen. After going through Global Citizenship Education, learners have to show in practice that they have been socialized to be citizens of the entire world, not just their nationalities; they have to demonstrate an understanding that they have a role to play in the betterment of the world as a whole; they have to explain a grasp of the significant threats to the existence of humanity including wars, environmental degradation, climate change, and global warming and work actively in their capacities to combat the challenges.

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