

Evaluation of global citizenship education in the Vietnamese school context

Luong Viet Thai¹, Nguyen Hong Lien², Bui Dieu Quynh³,
Hoang Phuong Hanh⁴, Nguyen Le Thach⁵,
Do Thi Thu Thuy⁶, Le Anh Vinh⁷

¹ lvthai2000@yahoo.com

² liennh@gesd.edu.vn

³ quynhbd@gesd.edu.vn

⁴ hanhhp@gesd.edu.vn

⁵ thachnl78@gmail.com

⁶ vinhla@gesd.edu.vn

The Vietnam National Institute of Educational Sciences
101 Tran Hung Dao, Hoan Kiem, Hanoi, Vietnam

⁶ dothithuthuy9@gmail.com

Einstein High School

29 Nguyen Trai, May To, Ngo Quyen,

Hai Phong, Vietnam

ABSTRACT: *Global Citizenship Education (GCED) plays a critical role in training learners, including youths, to be critically literate, socially connected and concerned citizens. As well as the increasing international attention, GCED is also becoming a key point of focus in Vietnam educational context. The Vietnam National Institute of Educational Sciences (VNIES) has conducted a national research project in which approximately 2000 school students, over 200 teachers and 100 school managers were involved to fill in paper questionnaires and interviews regarding GCED in their school settings. The results sketch a general picture of knowledge, skills and attitudes of Vietnamese students in relation with GCED. Insights from this research open up suggestions for further studies and investigations into teaching, learning and managing activities in Vietnamese schools in order to better implement GCED in the national education system.*

KEYWORDS: Global citizenship; global citizenship education; criteria; survey results; Vietnam students; skills; attitudes.

→ Received 14/01/2020 → Revised manuscript received 21/5/2020 → Published 25/6/2020.

1. Introduction

Nowadays, the interdependence between nations and people is increasingly evident. Global citizenship become the concern of many researchers, organizations such as Brownlie, Delanty, Ibrahim, O'Brien & Parry, OXFAM, Pike and nations (Myers, 2006). UNESCO has defined the global citizen and heightened the need for global citizen education (UNESCO, 2015). Many researchers have conducted a global citizen education review from evaluating the Social Science program in the United States in the context of globalization (Myers, 2006), global citizen education in secondary schools in Hong Kong and Shanghai (Lee & Leung, 2006), global citizenship and analysis of Social Studies and Ethics Textbooks in South Korea (Moon & Koo, 2011).

In order to apply global citizenship education into schools, many studies have pointed out criteria and scales for global citizens. (Morais & Ogden, 2011) mentioned about Social responsibility (Global justice and disparities, Altruism and empathy, Global interconnectedness and personal responsibility), Global competence (Self-awareness, Intercultural communication, Global knowledge) and Global civic engagement (Involvement in civic organizations, Political voice, Global civic activism). OXFAM (Programme, 2006) give the criteria about Knowledge and understanding, Skills, Values and attitudes. A study in the UK assessed the current situation and identified the needs of primary and lower

secondary students and teachers for global citizen education. Research has shown the needs of students and teachers about knowledge and understanding of global issues, teaching methods for raising sensitive issues or providing excellent examples of how to develop global citizenship education (Alviar-Martin & Baildon, 2016).

In Viet Nam, in the context of comprehensive education reform and the commitment to implement UNESCO's sustainable development goals, the issue of global citizen education has been studied for applying in schools. The project "Studying on Vietnam Global Citizenship", which has been implemented since 2017, has carried out many activities to assess the status of global citizens in Vietnam. In particular, a set of criteria to assess global citizens in Vietnam has developed (Luong, 2019b). Besides, there have been studies to integrate global citizen education into the subjects in the general education program 2018 (Luong, 2019a) (T. V. H. Nguyen, 2019) (T. N. Nguyen & Nguyen, 2019).

This paper provides some initial assessments of global citizenship in schools in Vietnam based on the set of criteria developed by the research team.

2. Methodology

Based on the question "To what extent do students achieve knowledge, skills and attitudes according to global citizen criteria?" (the secriteria were developed by the research team), the research team then developed

a set of criteria (tentative) for Vietnam global citizens, questionnaires and interview questions, and conducted a survey.

Data were collected in: Hanoi, Nam Dinh, Quang Binh, Ho Chi Minh City, Can Tho. In each province, the survey was conducted at 9 schools (3 primary schools, 3 lower secondary schools, 3 upper secondary schools).

Survey activities at the schools:

- + Interview and survey by questionnaire for teachers, school administrators, and students (Students are in grades 5 and 8, 9 and 11);

- + Focus group interview with representatives of teachers, school administrators and students;

The total number of teachers, school administrators and students at 3 school levels were participated in answering the questionnaire is as follows:

	Primary	Lower Secondary	Upper secondary
Students	680	641	645
Teachers	82	70	80
School administrators	36	34	35

3. Results

This article focuses on the awareness, skills, attitudes and behaviors of the students (based on proposed criteria of Vietnam global citizenship).

3.1. Assessment/ self-assessment results of students' skills and perceptions of global issues

Students' awareness of global issues, global citizenship skills were assessed by themselves, their teachers and school administrators.

Students' self assessment:

To assess the awareness of global issues, the questionnaire for students was designed with a 4-level Likert scale: "I know this well and I would be able to explain this well", "I know and could explain a little about this", "I've heard about this but I would not be able to explain what it is", "I have never heard of this". Questions to be asked are related to environment, climate change, population and disease, unemployment and poverty, Internet growth and impact, equality and democracy, peace and conflict, cultural diversity and dependency.

The results show that from the students who answered the questionnaires, most primary, lower secondary and upper secondary school students know about the *problems of environmental pollution* with mean scores respectively are 3.35, 3.41 and 3.33. The *development and influence of the Internet* ranked in the 2nd according to the results of the lower secondary school and upper

secondary school students' answers (with mean scores of 3.31 and 3.26), while at the elementary level, the mean score is 2.68 and ranked in the 6th.

Population growth in some places and the risk of population aging; the interaction and interdependence among communities at different levels; disease problems, and cultural diversity are issues with lower mean scores, alternating from 9th to 12th among the 12 issues on global issues mentioned, meaning that students' understanding

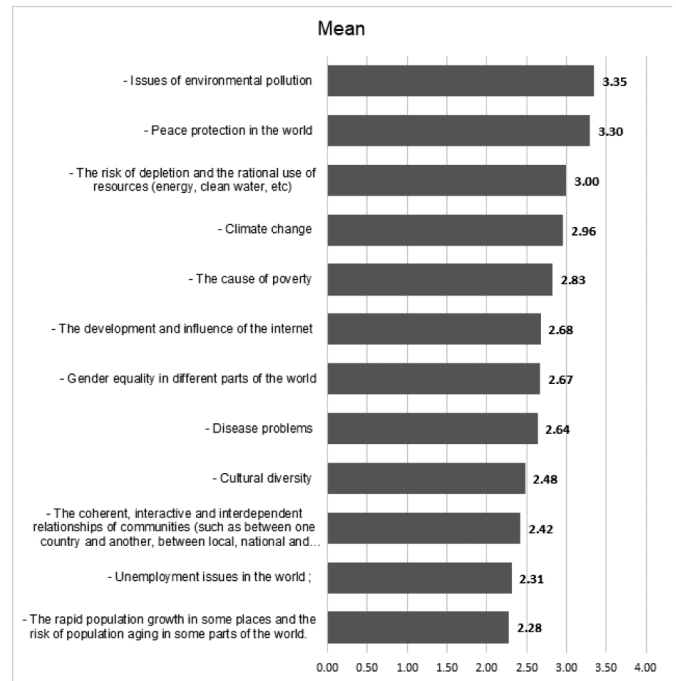


Figure 1.a: The specific distribution of the responses of primary students

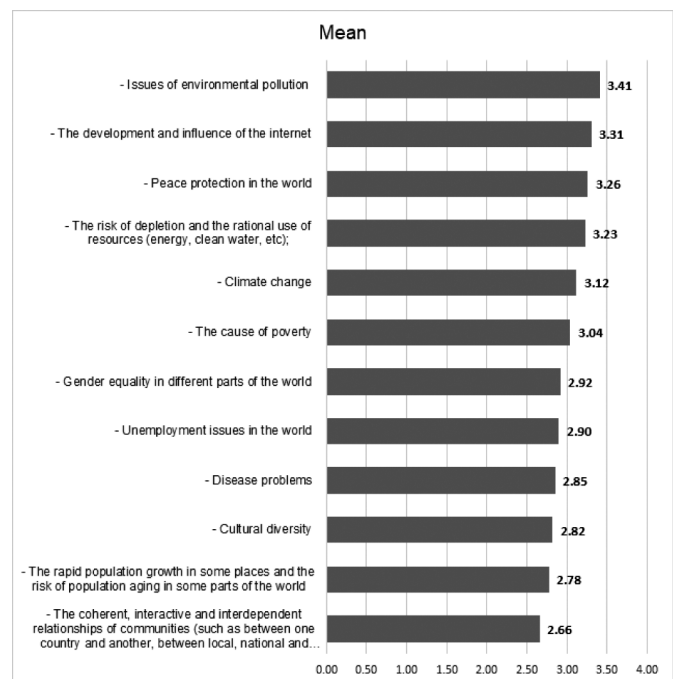


Figure 1.b: The specific distribution of the responses of lower secondary school students

of these issues is rather limited.

The following figures show the specific distribution of the responses of primary students (Figure 1.a), lower secondary school students (Figure 1.b) and upper secondary school students (Figure 1.c) on the level of knowledge about global issues.

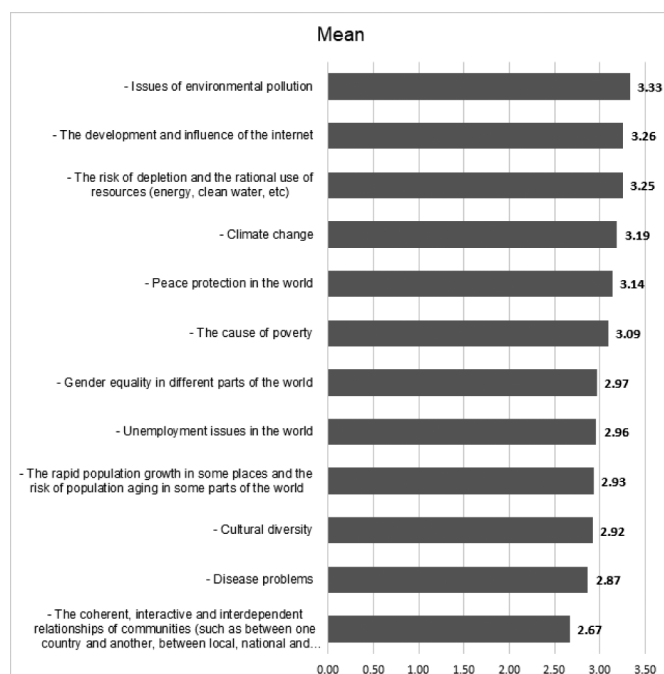


Figure 1.c: The specific distribution of the responses of upper secondary school students

Assessment of teachers and school leaders

The assessment of students' perceptions about global issues and skills of global citizenships was conducted by teachers and school administrators through questionnaires. Teachers and school administrators were required to give their opinions on the level of attainment by the students at the level of knowledge and skills of global citizenships at levels: "Good", "Acceptable", "Limited", "Very Limited", and "No idea".

The results show that teachers and administrators appreciated students' awareness of problems in 2.1: "Understanding global issues (such as environmental pollution, risk of depletion of natural resources, etc.)" with mean score from 4.09 to 4.77 and thought that students have the relatively (somewhat) limited understanding in problem 2.4: "Understanding cultural diversity of different ethnics or nations" (from 3.49 to 4.10). Thus, it can be seen that there is a similarity between the evaluation of teachers, administrators and the self-assessment of students in the awareness of global issues: most students understand about environmental issues; and students' understanding of cultural diversity is relatively limited.

In terms of skills, students are assessed to have good self-awareness skills (2.4) with mean score from 4.09 to 4.76; followed by IT skills, especially using the Internet (2.10) with a mean score of 3.89 to 4.25; foreign language skills (2.9) are rated lowest with mean score

Table 1: Mean score of managers' and teachers' feedbacks on students' perceptions of global issues and skills of global citizenships (3 school levels)

		Primary		Lower secondary school		Upper secondary school	
		Man.	Tea.	Man.	Tea.	Man.	Tea.
About knowledge							
2.1	Understanding global issues (such as environmental pollution, risk of depletion of natural resources, etc.)	4.68	4.77	4.31	4.53	4.09	4.29
2.2	Understanding social issues such as gender equality, equity, democracy, employment, etc.	4.31	4.46	4.06	4.29	4.06	4.26
2.3	Understanding the coherent, interactive and interdependent relationships of communities at local, national and global levels (eg environmental protection or pollution at a locality in a country that can affect the environment in another locality or country, etc)	4.30	4.29	4.03	4.13	3.77	4.08
2.4	Understanding cultural diversity of different ethnics or nations	4.03	4.10	3.77	3.81	3.49	3.76
About the aspect of skills							
2.4	Self-awareness themselves (personality, emotion, desire, life values, etc; the identification of the position/the role in the community (at different levels such as local, national and global levels))	4.76	4.74	4.49	4.46	4.09	4.38
2.5	Analyze and criticize global issues (giving opinions based on arguments; recognizing problems from different angles/aspects; willing to give personal opinions in exchange, discussion; ...)	4.11	4.21	3.92	4.03	3.54	3.86

		Primary		Lower secondary school		Upper secondary school	
		Man.	Tea.	Man.	Tea.	Man.	Tea.
2.6	Communicating, cooperating in a multicultural environment with international friends	4.11	4.05	3.78	4.03	3.54	3.58
2.7	Adapting in a new situation, in a new environment different from their culture and society, etc.	4.14	4.20	3.94	4.04	3.60	3.91
2.8	Solving practical problems (discover, participate in solving problems, bring benefits to the community at the local, national and global level).	4.27	4.26	3.86	3.99	3.59	3.73
2.9	Using foreign languages in communication and learning	3.92	4.05	3.75	3.81	3.20	3.43
2.10	Using information technology, especially the internet (in learning, communication, etc)	4.24	4.16	4.25	4.17	3.89	4.16

from 3.20 to 4.05. The table below (Table 1) shows the analysis results from the managers’ and teachers’ answer sheets by mean score.

3.2. Results of assessing the attitude and behavior of students

The evaluation of students’ attitudes and behaviors was conducted through students’ self-assessment and evaluation of teachers and administrators.

Students self-assess about attitudes and behaviors relating to areas with 4-point Likert scale: “Strongly agree”, “Agree”, “Partially agree”, “Disagree”.

The results show that:

- Area 1: students’ self-assessment about “I like to explore by myself” with mean score 3.14 at lower secondary school level, 3.22 at upper secondary school level and 3.23 at primary level. Mean scores of the items as “I regularly update information on international events via the internet” are low with 2.95 and 29.6 (respectively lower and upper secondary school students) and “I can express my own opinion on an issue” is 2.93 (primary students).

- Area 2: “I behave my friends equally, regardless of male, female, ethnic or religious” are self-assessed by students with highest mean score at primary, lower secondary school and upper secondary school levels respectively 3.52 3.70, and 3.68; “I can play with my friends even if we have different features (about hobbies, ...)” with mean score respectively 3.55, 3.42 and 3.30.

“I can adapt quickly to unfamiliar situations and environments” self-assessed with lowest mean scores at lower secondary and upper secondary school levels with 2.71 and 2.73; “I can work with my friends despite having different viewpoints” at primary level with 2.93.

- Area 3 (assessed at lower secondary and upper lower secondary school levels only): students assessed themselves good at “I can find information to study on the Internet with support tools such as Google, Yahoo etc.” with mean score 3.57; and relatively low at “I can discuss with foreigners by foreign languages” with mean scores 2.76 and 2.67.

- Area 4: “I am willing to donate books and utensils for the needy” and “I am willing to help people in need” are self-assessed by students with high rank with mean score higher than 3.52, “I want to learn about the history and culture of another country in the world and share with my friends what I have studied” and “I want to find out a global problem by myself such as environmental pollution, endangered animals, ... and share with my friends what I have found” ranked at lowest levels.

Students also gave feedbacks on activities they participated in schools or communities. Those were activities related to environmental protection and economical use of resources; supporting people those in need; participate in cultural events, discussing world affairs or talk to foreigners with two choices: “Yes” or “No”. The results show that:

Table 2: Mean score of students’ responses about their behavior, attitudes by school levels

No	Statements	Primary	Lower secondary school	Upper secondary school
About exploration, discovery				
3.1	I like to explore by myself.	3.23	3.14	3.22
3.2	I can express my own opinion on an issue.	2.93	3.02	3.04
3.3	When commenting or solving a problem, I consider the different aspects of the problem.	N/A	3.12	3.19

No	Statements	Primary	Lower secondary school	Upper secondary school
3.4	I regularly update information on international events via the internet.	N/A	2.95	2.96
About communication				
3.5	I can play with my friends even if we have different features (about hobbies, ...)	3.55	3.42	3.30
3.6	I can work with my friends despite having different viewpoints.	2.93	2.85	2.8
3.7	I behave my friends equally, regardless of male, female, ethnic or religious.	3.52	3.70	3.68
3.8	Before criticizing someone, I imagined how I would feel if I were in their position.	3.19	3.19	3.18
3.9	I always listen carefully to what others say	3.34	3.23	3.25
3.10	If when I say people do not understand, I will find another way (eg, re-explain, write down, give specific examples etc).	3.39	3.32	3.20
3.11	I can adapt quickly to unfamiliar situations and environments	N/A	2.71	2.73
About using internet, foreign languages				
3.12	I can find information to study on the Internet with support tools such as Google, Yahoo etc.	N/A	3.57	3.57
3.13	I can determine which information on the Internet is appropriate for me	N/A	3.33	3.30
3.14	I understand the consequences of sharing non-authenticated information on social networks: Facebook, Instagram	N/A	3.39	3.42
3.15	I can interact with my friends via the Internet	N/A	3.46	3.49
3.16	I can discuss with foreigners by foreign languages.	N/A	2.76	2.67
Ready (Willing) to act for the community				
3.17	I am willing to introduce the culture and history of my local and country to international friends	3.20	3.20	3.19
3.18	I am ready to make friends with foreigners	3.08	3.15	3.12
3.19	I want to learn about the history and culture of another country in the world and share with my friends what I have studied.	3.22	3.07	3.02
3.20	I want to find out a global problem by myself such as environmental pollution, endangered animals, ... and share with my friends what I have found.	3.16	3.01	2.96
3.21	I am willing to participate in activities to protect the environment or save resources in my schools or my living place. (For example, planting green trees, cleaning, keep public places clean, using water, electricity, etc.)	3.59	3.37	3.29
3.22	I often use resources economically (for example: turn off the lights when leaving the room, turn off the TV when not watching, always turn off the tap after using, etc.).	3.57	3.37	3.29
3.23	I am willing to defend my friends when they are bullied.	3.43	3.27	3.15
3.24	I am willing to donate books and learning equipment for the needy	3.62	3.64	3.56
3.25	I am willing to help people in need	3.65	3.52	3.53

At all 3 school levels, the rate of students performed activities such as: “I reminded others not to litter or propagate not littering” and “I reminded others to use electricity and water economically or propagate to use electricity and water economically”, “I donated books, utensils or toys for the needy in my classroom or school, or another school” is highest, respectively 85.29%, 82.79% and 82.06% (at primary school); 89.55%, 83.46%, and 91.58% (at lower secondary school), 88.53%, 84.50%, and 94.11% (at upper secondary school).

The percentage of students who “participated in discussions with my classmates about issues around the world”, and “participated in the campaign to plant trees” are lowest with 64.03%, 58.09% (at primary school); 66.46%, 55.54% (lower secondary school) and 70.85%, 64.03% (upper secondary school).

Teachers and school managers also evaluated their students’ attitude at levels: “Good”, “Acceptable”, “Limited”, “Very Limited”, and “No idea”. The results show that they highly appreciated students’ attitudes

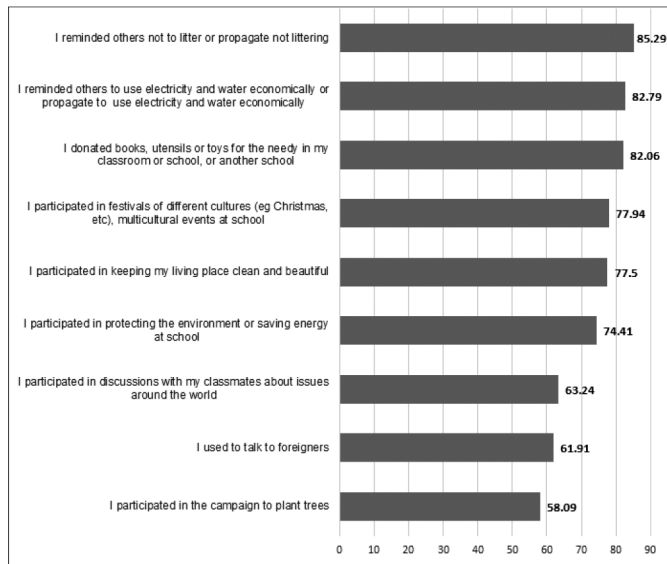


Figure 2.a: Percentage of primary school students who have participated in school or community activities

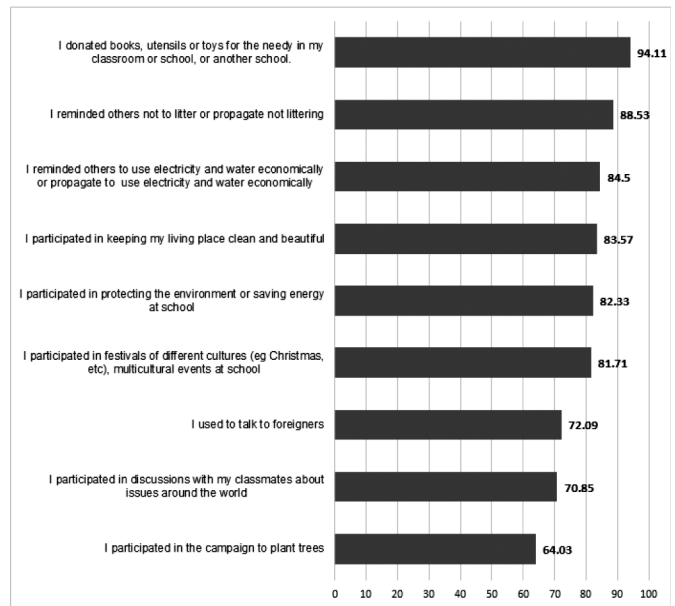


Figure 2.c: Percentage of upper secondary school students who have participated in school or community activities

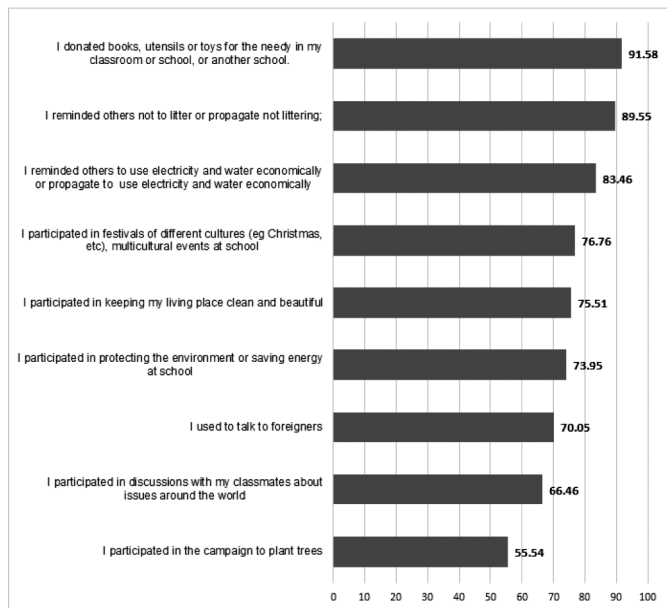


Figure 2.b: Percentage of lower secondary school students who have participated in school or community activities

(relating to global citizenships), in which, the highest level is “Patriotic, homeland and family love” with mean scores from 4.60 to 4.95 follow by “Fair and equal treatment to others” with from 4.49 to 4.84; the lowest level is “Being interested in studying the culture of the ethnicities and nations in the world” with mean scores from 3.60 to 4.22.

4. Conclusion

The initial results show a general picture of students’ knowledge, skills, and attitudes in comparison with the criteria of global citizenship in Vietnam.

In terms of awareness, the issue of environmental pollution and climate change are among the most understood problems according to student self-assessment and teacher evaluation. This is the result of the project “Integrating environmental issues in the general education” approval by Prime Minister from

Table 3: Mean score of teachers’ and managers’ responses about their behavior, attitudes by school

About attitude	Primary		Lower secondary school		Upper secondary school	
	Man.	Tea.	Man.	Tea.	Man.	Tea.
6.11 Patriotic, homeland and family love	4.95	4.91	4.75	4.76	4.60	4.68
6.12 Concern, sympathize, share, unite with others.	4.86	4.88	4.58	4.73	4.37	4.49
6.13 Respect the differences between people and cultural diversity	4.70	4.59	4.25	4.29	4.11	4.35
6.14 Fair and equal treatment to others	4.84	4.78	4.50	4.53	4.46	4.49
6.15 Being interested in studying the culture of the ethnicities and nations in the world.	3.89	4.22	3.81	3.86	3.60	3.75

About attitude		Primary		Lower secondary school		Upper secondary school	
		Man.	Tea.	Man.	Tea.	Man.	Tea.
6.16	Pay attention to the living environment (being conscious of protecting and improving the living environment).	4.68	4.57	4.17	4.44	3.97	4.21
6.17	Be responsible, willing to participate in activities that are useful for the community.	4.68	4.68	4.28	4.47	4.20	4.20

2001. Students are equipped with knowledge of ecology, environment and environmental protection through coursework and educational activities at schools (Tran, 2010). In terms of skills, students are good at IT skills, especially using the Internet, which is understandable when Vietnam is considered one of the countries with fast and impressive development in the Internet (VietnamNews, 2017). Regarding attitudes and values, the results show that students are conscious of performing environmental protection, energy-saving behaviors and sympathetic to those in difficult circumstances.

The research results also show that global citizenship education for students need more attention to equip students understanding of some issues such as: The relationship, interaction and interdependence of communities (communities, countries); cultural diversity; and develop students' ability to analyze and critique global issues; adapt in new environments and foreign language.

Evaluation results on the level of achievement of

Vietnamese students open up new research directions and challenges that need to be addressed to educators and teachers, namely how to change the curriculum to educate Global Citizens. Today, in the context of globalization, the national curriculum and school curriculum need to be more directed towards contents which are significant contemporary global issues and events (Davies, Harber, & Yamashita, 2005) and activities that are more personal, participatory and have a voice in political and social activities of the community (Alviar-Martin & Baildon, 2016).

Acknowledgments

The paper is a research product of the topic "Studying on Vietnamese global citizenship" coded KHGD/16-20.ĐT.009, under the National Science and Technology program for the period of 2016 – 2019: "Studying to meet the requirements of fundamental and comprehensive renovation of Vietnam education".

References

- [1] Alviar-Martin, T., & Baildon, M. (2016). Context and curriculum in two global cities: A study of discourses of citizenship in Hong Kong and Singapore. *education policy analysis archives*, 24, 58.
- [2] Davies, L., Harber, C., & Yamashita, H. (2005). Global citizenship: The needs of teachers and learners. *London: Department for International Development (DfID)*.
- [3] Lee, W. O., & Leung, S. W. (2006). Global citizenship education in Hong Kong and Shanghai secondary schools: Ideals, realities and expectations. *Citizenship Teaching and Learning*, 2(2), 68-84.
- [4] Moon, R. J., & Koo, J.-W. (2011). Global citizenship and human rights: A longitudinal analysis of social studies and ethics textbooks in the Republic of Korea. *Comparative Education Review*, 55(4), 574-599.
- [5] Morais, D. B., & Ogden, A. C. (2011). Initial development and validation of the global citizenship scale. *Journal of studies in international education*, 15(5), 445-466.
- [6] Myers, J. P. (2006). Rethinking the social studies curriculum in the context of globalization: Education for global citizenship in the US. *Theory & Research in Social Education*, 34(3), 370-394.
- [7] Programme, O. D. E. (2006). *Education for global citizenship: A guide for schools*: Oxfam GB.
- [8] Tran, T. (2010). *Using webquest in teaching environmental education in Vietnam*. Paper presented at the Society for Information Technology & Teacher Education International Conference.
- [9] UNESCO, G. C. E. (2015). Topics and Learning Objectives. In: UNESCO, Paris.
- [10] VietnamNews. (2017). Vietnam celebrates 20 years of Internet. Retrieved from <https://vietnamnews.vn/economy/418067/viet-nam-celebrates-20-years-of-internet.html>