

DOCTORAL THESIS IN BRIEF

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 NGO VAN NAM. *Human rights education for students in Vietnam today*¹
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Human rights education has been a special concern of the international community. In Vietnam, human rights education is also considered a subject in the curriculum¹. However, the education of human rights for students in school is only in the beginning, and still limited in terms of organization manners and content, forms and methods. This thesis is a systematic research on human rights education for students in Vietnam today. Apart from Introduction, Conclusion, References and Chapter 1 - *presents a literature review of the topic and the theoretical background for the research*, the main contents of the thesis are organized in three chapters (from 2-4).

Chapter 2. *Theoretical issues of human rights education for students*

Human rights education for students is seen as an overall issue of measures and methods to convey the content of human rights knowledge performed by teachers and other subjects to constitute learning, attitude and behavior based on human rights knowledge for students. In order to

¹ "Student" means the students in elementary, middle and high school. "School education" or "general education" shall represent the education system and other issues of three levels of school for students from six to seventeen years old in Vietnam including elementary, middle and high school (grade 1 to grade 12).

achieve high educational efficiency, human rights education must be consistent with the development of physiology and age psychology of students.

Human rights education for students plays an important role in the process of forming and perfecting students' personality; it is a condition to ensure the realization of human rights, to create friendly schools, active students and to prevent school violence. Concurrently it will contribute to the formation of the sense of respect and protection human rights, promote and fight for human rights and constitute human rights culture. The results of human rights education for students will help to shape human responsibility (ethical aspects) and civic responsibility (legal aspects), thence, they can act, behave on standards and ethical principles, and laws' provisions on human rights.

The elements of human rights education for students include: goals, content, principles, forms, methods and subjects directly implement with students. The effectiveness of human rights education for students depends on the level of the interaction between these elements. The thesis identifies possible factors affecting human rights education for students, as well as determining and adjusting the components of human rights education in accordance with the human right educational goals for students.

Chapter 3. *The reality of human rights education for students in Vietnam*

General education includes elementary, middle and high school. Human rights

education is designed to be integrated into two subjects Ethics and Citizenship Education and is included in the general curriculum. According to the general education program announced by the Ministry of Education and Training in 2018, general education in Vietnam is divided into two stages: basic education (grades 1-9) and orientation education(grades 10-12).

The author has conducted surveys of direct teaching managers, teachers and high school students of some local schools on the topic of human rights education for students. The results show that human rights education for students has been implemented by general education organizations and other related subjects and has achieved many remarkable results but there are existing limitations.

- *Regarding the extent to which human rights education meets the objectives set for students with content in Ethics and Citizen Education subjects:* The survey's results show that the content of the program mainly focuses on training the personality for students, the contents of human rights education were not profound and systematic mentioned. Most students do not understand that two subject Ethics and Citizenship have a relationship with human rights laws. This is because the goal of educating human rights for students through these two subjects was indirectly expressed through the awareness objectives of these subjects.

- *Regarding the ability of students to grasp and perceive human rights:*

Survey results in Hanoi, Thua Thien Hue Province and Ho Chi Minh City, etc. show that most students do not accurately answer the concept of human rights and human rights laws, only a few can outline a number of key human's rights but can

not find the link between the content of human rights and the content of general education levels' subjects.

- *Regarding the formation and the using of skills to apply knowledge and human rights' laws of students:* Survey results show that students' awareness and grasp of human rights knowledge are still limited. This reality is due to the teaching the Ethics and Citizenship is inclined to impart knowledge with academic contents, and not appropriate to students' cognitive ability. The using of human rights knowledge in the school as well as in the family is not favorable due to relationships between teachers and students, parents and children are still strongly influenced by traditional education ideology. Students or children often do not have opportunities to "express" their knowledge of human rights to be respected. Therefore, the skills and the using of human rights skills and human rights' laws in these environments remain only "inside" of schools. Thus, when students encounter situations that violate human rights, they are unable to protect themselves and cannot speak up to protect themselves and others.

- *Regarding the interest of managers and lecturers in the content and training methods of human rights in schools:* Survey results show that most schools have recently implemented human rights education despite many difficulties and shortcomings. Nearly all schools have integrated the content of school regulations with students' tasks and authorities in schools so that students can understand and comply in the learning process. In addition, school management boards also regularly disseminate knowledge of laws, rules and regulations for teachers in order to raise awareness

and abilities to apply these content in solving situations which arise in classes and in implementing the duties of head teachers. 100% teachers of Ethics and Citizenship subjects are aware of the position and role of human rights education for students, considering human rights education as one of the methods to training and personality educating for students. However, the concern of managers and teaching staffs towards the content and methods of human rights education in schools still has some shortcomings and limitations.

- *Regarding the participation of organizations and unions representing students in human rights education activities for students:* The results of interviews with leaders of some high schools show that 98% of school leaders support, encourage and facilitate organizations to represent students in organizing human rights educational programs. The participation of organizations and unions in human rights education activities for students is primarily implemented through extracurricular activities or consultations for human rights education programs.

From the above situation, the dissertation states that human rights education for students has been implemented in schools based on political-legal basis for this activity. Subjects which have implemented human rights education for students include schools, families and organizations and unions in the schools. Because the content of human rights education is integrated into the general education program, sometimes this subject has not been given adequate attention. The content of human rights education has not been unified. Methods to educate human rights only focuses on conveying

knowledge about human rights without paying attention to training necessary human rights skills for students. Besides, the relationship and interaction between schools and families in human rights education for students has not maximized its role in complementing and improving the effectiveness of human rights education for students.

Chapter 4. *The needs, viewpoints and solutions to innovate and improve the effectiveness of human rights education for students in Vietnam today*

In the context of the fundamental and comprehensive innovation of education and training which focusses on training personality, morality, human quality and attaching much importance to skills upbringing, the education of human rights for students also needs to be renovated to improve the efficiency.

The mentioned solutions in the thesis are based on the characteristics of general education as well as traditional, cultural and ethical factors in relation to international human rights standards. The thesis focuses on three groups of solutions: general solutions; solutions in innovating and improving the effectiveness of human rights education for students; and supported solutions. In general, these groups of solutions are in line with the process of renewing the national education as well as the implementation of the general education program's renovation in our country today.

The dissertation was successfully defended at the Academy thesis dissertation jury under the Academy of Social Sciences, Vietnam Academy of Social Sciences in 2018.

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