

## INTERCULTURAL EDUCATION FOR STUDENTS TO BECOME GLOBAL CITIZENS IN SCHOOLS

Hoang Thi My Hanh, Dinh Duc Hoi\*

TNU - University of Education

ARTICLE INFO	ABSTRACT
<p><b>Received:</b> 06/01/2025</p> <p><b>Revised:</b> 31/3/2025</p> <p><b>Published:</b> 31/3/2025</p>	<p>Intercultural education for global citizenship in schools is an important goal in the integration period. The purpose of this study is to review and evaluate the success of the process of popularizing the application of intercultural education for global citizenship on the subject of high school students. The article flexibly applies three groups of research methods: theoretical research methods, practical research methods, and statistical methods to collect, systematize, and process information. The research results show that this issue has been concerned in many action programs of schools in Vietnam. However, it has not yet created a continuous system, leading to the change of students when approaching interculturality being intermittent and difficult. The implementation of this content between public schools and schools with foreign elements is not yet uniform and unified, there are still differences in development orientation. Based on the results of this study, comprehensive and consistent solutions in intercultural education for students to become citizens are needed in future studies.</p>
<p><b>KEYWORDS</b></p> <p>Intercultural Students Global citizens Integration Education</p>	

## GIÁO DỤC LIÊN VĂN HOÁ CHO HỌC SINH THÀNH CÔNG DÂN TOÀN CẦU TRONG NHÀ TRƯỜNG

Hoàng Thị Mỹ Hạnh, Đinh Đức Hối\*

Trường Đại học Sư phạm - ĐH Thái Nguyên

THÔNG TIN BÀI BÁO	TÓM TẮT
<p><b>Ngày nhận bài:</b> 06/01/2025</p> <p><b>Ngày hoàn thiện:</b> 31/3/2025</p> <p><b>Ngày đăng:</b> 31/3/2025</p>	<p>Giáo dục liên văn hoá thành công dân toàn cầu trong nhà trường là mục tiêu quan trọng trong thời kì hội nhập. Mục đích của nghiên cứu này là tổng quan và đánh giá sự thành công của quá trình phổ cập áp dụng giáo dục liên văn hoá thành công dân toàn cầu trên đối tượng là học sinh phổ thông. Bài báo vận dụng linh hoạt ba nhóm phương pháp nghiên cứu: nhóm phương pháp nghiên cứu lí thuyết, nhóm phương pháp nghiên cứu thực tiễn, nhóm phương pháp toán thống kê để thu thập, hệ thống hoá và xử lí thông tin. Kết quả nghiên cứu cho thấy, vấn đề này đã được quan tâm trong nhiều chương trình hành động của các nhà trường ở Việt Nam. Song, chưa tạo thành chuỗi hệ thống liên tục, dẫn đến sự thay đổi của học sinh khi tiếp cận liên văn hoá còn ngắt quãng và gặp khó khăn. Việc triển khai nội dung này giữa các nhà trường công lập và trường có yếu tố nước ngoài cũng chưa đồng bộ thống nhất, còn có sự khác biệt trong định hướng phát triển. Dựa trên cơ sở của kết quả nghiên cứu này, rất cần các giải pháp mang tính tổng thể, xuyên suốt trong giáo dục liên văn hoá cho học sinh thành công dân trong các nghiên cứu tiếp theo.</p>
<p><b>TỪ KHÓA</b></p> <p>Liên văn hoá Học sinh Công dân toàn cầu Hội nhập Giáo dục</p>	

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\* Corresponding author. Email: hoitamlyhoc@gmail.com

## 1. Introduction

Intercultural value orientations for students to become global citizens are a leading trend in education, which need to be included in all action programs of schools. Every year, developed countries in the world have a budget of up to hundreds of billions of VND for the education sector. Innovation and building educational policies towards sustainable development are topics that receive significant attention from governments of countries. In that innovation process, training "global citizens" is identified as the focus of modern education.

Global citizens are people who live and work in many different countries. They can have one or more nationalities. The emergence of the concept of global citizens has fundamentally changed all concepts and values about borders, territories, politics, culture, state management and even international justice.

In Vietnam, the concept of global citizens appeared in the early second millennium AD, but there has still been no complete definition and no official recognition [1]. "Green Passport to the World" is a community of global citizens that helps young Vietnamese people cultivate knowledge, skills and experience to become global citizens.

Global citizens are born from the activities of multinational companies, from the policies of attracting intellectuals of governments of countries and the need to survive and develop in more favorable environments of humans. The globalization process in the 21st century has given rise to a new generation of global citizens. Some advanced educational institutes in the world (mainly at the postgraduate level) have begun to build programs/curricula to prepare and train personal qualities for this generation of global citizens [2]. Global citizens are individuals equipped with knowledge and skills to live and work in many different countries, with diverse understanding of the lifestyles and cultures of many countries in the world. The emergence and popularity of this concept has blurred the boundaries between countries, thereby opening up opportunities for everyone to study, work and settle abroad. As a result, global citizens are the ones who take the lead in updating the trends of the times, pioneering in providing solutions and initiatives based on common experiences and knowledge about the world.

The concept of global citizenship also influences and shapes educational programs in many countries. In 2012, since launching the first Global Education Initiative of the United Nations Secretary-General, UNESCO has made global citizenship training one of the main priorities in the field of education [3]. Accordingly, global citizenship education aims to develop the knowledge, skills, values and attitudes that learners need to have to ensure a fair, peaceful, tolerant, inclusive, safe and sustainable world [4].

For schools, intercultural education to help students become global citizens is an urgent task, helping students quickly integrate into the modern multicultural and multiethnic world [5]. In the process of educating students, the tasks of cultural education, psychological counseling and emotional education need to be carried out simultaneously with knowledge education. This is the basis for having an overall intercultural connection in schools [6].

## 2. Research methods

The article flexibly applies three groups of research methods: theoretical research methods, practical research methods and statistical methods to collect, systematize and process information. In which, the main methods used are theoretical analysis and synthesis by collecting documents, systematizing theoretical bases, and then generalizing the problem. On that basis, statistics of research data are compiled to obtain objective results. Along with that is the method of interviewing and consulting experts on the issue of intercultural education to propose appropriate, scientifically feasible measures.

### 3. Results and discussion

#### 3.1. Concept of interculturality

Interculturality refers to the support of cross-cultural dialogue and the rejection of self-separating tendencies within cultures [1]. Interculturality involves moving beyond the passive acceptance of a multicultural reality with multiple cultures existing in society and instead promoting dialogue and interaction between cultures [7].

Interculturality emerged in response to criticisms of current policies of multiculturalism, such as the criticism that such policies have not created harmony between different cultures in society but have instead divided society by legitimizing separate communities and emphasizing their distinctiveness [1]. It is based on the recognition of both differences and similarities between cultures [8]. It has addressed the risk of creating absolute cultural relativism in postmodernity and multiculturalism [8].

F. J. Kolapo [9], Scholar of Immigration and Cultural Challenges in a Global Environment, argues that, describes interculturalism as "recognizing common human needs across cultures and the dissonance and critical dialogue within cultures" and argues that interculturalists "reject the claim of identity politics that only members of one group are capable of understanding the perspective of that group". F. J. Kolapo [9], argued that interculturalism is more effective than conventional multiculturalism for different ethnic groups to coexist in an atmosphere that encourages better inter-ethnic understanding and civility. He gave useful examples of how intercultural projects in the UK have shown in practice a constructive way to promote multi-ethnic civility. Drawing on a large body of research, he also outlines a new interpretation of global history, arguing that concepts of tolerance are not limited to the West but that what is often considered a uniquely Western cultural achievement can be seen as a Eurasian achievement. He thus offers an intercultural perspective on global history, undermining notions of a "clash of civilizations".

Interculturalism has both proponents and opponents among those who advocate multiculturalism. Gerald Delanty [10] argues that interculturalism has the potential to incorporate multiculturalism into it. Conversely, S. Leite [11] sees interculturalism as distinct from multiculturalism and notes that some humanities professors prefer interculturalism to multiculturalism, as they see multiculturalism as "associated with relativism and identity politics".

#### 3.2. Intercultural education for students to become global citizens

In New Zealand, developing global citizens is identified as the core of the International Education Strategy 2018 - 2030. The New Zealand General Education Curriculum is a globally recognized curriculum. In that program, students are required to study a full range of subjects such as: English, Social Sciences, Science, Mathematics, Physical Education to have a solid foundation of knowledge and skills. In addition, students can study diverse, practical electives according to their interests and talents such as photography or agriculture.

In an effort to equip future generations with global skills and a spirit of lifelong learning, New Zealand has proposed the New Zealand Global Competency Certificate (NZGCC) initiative. The NZGCC program creates an environment where students from different countries have the opportunity to study together and share many interesting networking experiences, through which they learn the knowledge, skills and abilities needed to be ready to live, study and work in an international environment. Thanks to effective educational initiatives, New Zealand has become the world's leading English-speaking country in terms of future readiness (according to a report by The Economist Intelligence Unit).

Finland, which ranks 3rd in the list of countries with the most developed education systems, prioritizes respect for individual identity as a top criteria for global citizenship education. It has built a comprehensive basic education program for students from grade 1 to grade 9, in which

students must learn two languages other than Finnish or Swedish and spend 4 - 11 periods per week studying art, music, cooking, carpentry, metalwork, textiles [11].

At higher levels, students can choose specialized subjects that match their strengths to prepare them for the next path. After graduating, the young generation of Finland is equipped with a set of skills to become global citizens including: using multiple languages, business, learning mindset. In addition to this, they know and master some useful skills for the future such as: how to pay taxes, create advertising websites, calculate discount percentages or draw maps.

In the UK, teaching students how to think is considered the motto of the educational program. In a learning environment that emphasizes the ability to work independently and creatively, British students are always encouraged to read, think, research and pose questions. This proactive teaching method has created the premise for the formation of qualities and skills of global citizens such as: skills, thinking, analysis, research, synthesis, teamwork, problem solving, etc. With an internationally standardized education system, students in the UK are free to choose between GCSE, A Level, IB International Baccalaureate programs, etc. and receive certificates that are valid worldwide. This is the luggage that helps the new generation of citizens confidently move forward and be ready to integrate into the general flow of the times. Notably, in 2019, the British government launched the International Education Strategy (IES) with the aim of supporting global citizen training activities. The strategy is designed to provide future human resources with the necessary skills and knowledge in the international labor market, creating jobs and promoting national prosperity.

Over the years, the Vietnamese education sector has constantly transformed to catch up with the vibrant internationalization trend of education worldwide. The national education system is changing dramatically from focusing on knowledge to orienting education towards comprehensive and capacity development. On that development path, domestic schools and training institutions are consistently implementing the innovation program (general education 2018) with the goal of integration, individualization of education, creating global citizens and caring about the development of each student.

Anticipating the development trend of education in the new era, a number of non-public schools with foreign elements have built training programs to help orient and support Vietnamese students on the path to international integration. Students will experience a uniquely designed educational environment contributing to equipping students with useful knowledge and skills on the path to becoming global citizens.

### **3.3. Suggesting orientations**

To educate students to become global citizens based on an approach to intercultural education, we need to pay attention to the following orientations:

- Education on cultural diversity: Organizing lessons, seminars or exhibitions on different cultures, helping students understand and respect diversity in society.
- Integrating intercultural education into the curriculum: Incorporating intercultural content into subjects such as history, geography, language and literature, helping students gain a deeper insight into cultures.
- Encouraging international exchange: Creating opportunities for students to participate in student exchange programs, international conferences or transnational community projects.
- Use technology: Applying online tools to connect students with friends from all over the world, through platforms such as video calls, social networks, or collaborative projects.
- Develop soft skills: Teaching students communication, leadership and teamwork skills in a multicultural environment, helping them become more confident when interacting with people from various cultures.
- Encourage critical thinking: Teaching students how to analyze and evaluate information from different perspectives, thereby forming a global perspective.

- Participate in social activities: Encouraging students to participate in volunteer activities and community service programs, thereby experiencing and understanding more about different social and cultural issues

#### 4. Conclusion

Intercultural education for students has many important meanings in forming global citizens. The initial research results have systematized and analyzed some aspects of culture, intercultural education for global citizens and educational orientation on that issue. This is the theoretical and practical basis contributing to the completion of the overall research on intercultural education. In the context of globalization, understanding the culture and traditions of other countries is essential to adapt and succeed in the international environment. In-depth case studies on intercultural education for students and high school students are essential to have a comprehensive solution to this problem./.

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