



GLOBAL CITIZENSHIP EDUCATION TOWARDS THE GOAL OF SUSTAINABLE DEVELOPMENT IN VIETNAM TODAY

Educação para a cidadania global rumo ao objetivo de desenvolvimento sustentável no Vietnã atual

Huynh Tuan Linh

Ho Chi Minh City University of Industry and Trade, Faculty
of Political Theory Ho Chi Minh City, Vietnam

Email: linhht@huit.edu.vn

ABSTRACT

The twenty-first century is characterized by unprecedented global challenges, ranging from strategic competition among major powers, religious and ethnic conflicts, and territorial disputes to climate change, social inequality, pandemics, environmental degradation, and resource depletion. In this context, the demand for an educational paradigm that equips citizens with the knowledge, competencies, and values necessary to address global issues has become increasingly urgent, particularly in Vietnam. This study explores the opportunities and challenges of implementing Global Citizenship Education (GCED) as a strategic response to these pressing issues. Employing a qualitative research design that integrates analytical, synthetic, comparative, philosophical, and historical methods, the article examines both international frameworks and the Vietnamese context to identify areas of convergence and divergence. The findings suggest that while Vietnam has made significant progress in embedding global perspectives into its educational policies, there remain substantial gaps in curriculum design, teacher training, and assessment mechanisms. The article concludes by proposing fundamental solutions—such as curriculum innovation, pedagogical reform, and international cooperation—that can strengthen the effectiveness of GCED in Vietnam, thereby contributing to the attainment of sustainable development goals (SDGs), particularly SDG 4.7.

Keywords: Global citizenship education, Sustainable development, Vietnam, Educational policy, SDG 4.7

SUBMETIDO EM: 08/11/2025

ACEITO EM: 15/12/2025

PUBLICADO EM: 30/12/2025



EDUCAÇÃO SOBRE CIDADANIA GLOBAL EM DIREÇÃO AO OBJETIVO DO DESENVOLVIMENTO SUSTENTÁVEL NO VIETNÃ HOJE

Global citizenship education towards the sustainable development goal in Vietnam today

Huynh Tuan Linh
Ho Chi Minh City University of Industry and Trade, Faculty
of Political Theory Ho Chi Minh City, Vietnam
Email: linhht@huit.edu.vn

RESUMO

O século XXI é caracterizado por desafios globais sem precedentes, que vão desde a competição estratégica entre grandes potências, conflitos religiosos e étnicos e disputas territoriais, até mudanças climáticas, desigualdade social, pandemias, degradação ambiental e esgotamento de recursos. Nesse contexto, a demanda por um paradigma educacional que capacite os cidadãos com o conhecimento, as competências e os valores necessários para enfrentar questões globais tornou-se cada vez mais urgente, particularmente no Vietnã. Este estudo explora as oportunidades e desafios da implementação da Educação para a Cidadania Global (ECG) como uma resposta estratégica a esses problemas prementes. Empregando um desenho de pesquisa qualitativa que integra métodos analíticos, sintéticos, comparativos, filosóficos e históricos, o artigo examina tanto os marcos internacionais quanto o contexto vietnamita para identificar áreas de convergência e divergência. Os resultados sugerem que, embora o Vietnã tenha feito progressos significativos na incorporação de perspectivas globais em suas políticas educacionais, ainda existem lacunas substanciais no desenho curricular, na formação de professores e nos mecanismos de avaliação. O artigo conclui propondo soluções fundamentais — como inovação curricular, reforma pedagógica e cooperação internacional — que podem fortalecer a eficácia da ECG no Vietnã, contribuindo assim para a consecução dos Objetivos de Desenvolvimento Sustentável (ODS), particularmente o ODS 4.7.

Palavras-chave: Educação para a cidadania global, Desenvolvimento sustentável, Vietnã, Políticas educacionais, ODS 4.7

INTRODUCTION

Today, globalization exerts a profound impact on all aspects of social life in every nation. Peoples are increasingly interconnected, forming a unified whole characterized by close relationships, mutual interactions, and shared development. As a result, the connections and cooperation among economies, cultures, and political systems have become virtually unrestricted. This process generates significant opportunities, especially for developing countries. However, globalization also poses numerous challenges, including issues of security, poverty, social inequality, unfair competition, as well as concerns related to human rights, democracy, and political conflicts. To address these global challenges, it is imperative for nations to equip their citizens with the knowledge, skills, and scientific methods necessary to respond effectively and act responsibly.

Vietnam, as a developing country, has achieved important accomplishments in the fields of economics, politics, and education. Nevertheless, in the context of rapid and complex global and regional transformations, Vietnam is facing growing challenges arising from global issues. The 13th National Congress of the Communist Party of Vietnam emphasized: “The world is undergoing profound and rapid changes, complex and unpredictable. Peace, cooperation, and development remain major trends, but are confronted with many obstacles and difficulties; strategic competition among major powers, regional conflicts, and other forms of confrontation are intensifying, thereby increasing risks to the international economic, political, and security environment. Globalization and international integration continue to advance but are challenged by rivalry among major powers and the rise of extreme nationalism. International law and multilateral institutions are facing serious challenges” (Communist Party of Vietnam, 2021, Vol 1, p. 105). More broadly, while the world continues to evolve toward multipolarity and multi-centricity, major powers still simultaneously cooperate and compete, but with sharper struggles and constraints. “Extreme nationalism, great-power hegemonism, and pragmatic approaches in international relations are on the rise” (Communist Party of Vietnam, 2021, p. 106). The Congress further underscored that “developing countries, especially small nations, face many new difficulties and challenges” (Communist Party of Vietnam, 2021, Vol 1, p. 106).

In this context, for Vietnam to achieve the Sustainable Development Goals (SDGs), it is essential to establish a modern and globally oriented education system. Such an education must foster a young generation with professional competence, practical skills, and moral integrity, thereby enabling them to actively participate in addressing global issues of concern to humanity.

1 LITERATURE REVIEW

Global Citizenship Education (GCED) has emerged as an important educational approach to addressing the global challenges of the 21st century. According to UNESCO, GCED is not merely the transmission of knowledge but also encompasses the development of skills, values, and attitudes necessary for individuals to participate responsibly in both local and international communities. GCED is directly linked to SDG 4.7, which emphasizes education for sustainable development, human rights, gender equality, and a culture of peace.

In the context of globalization, GCED has become a tool for connecting universal values (justice, human rights, cultural diversity) with practical actions for sustainable development (Andreotti, 2011). Therefore, throughout history, many studies have been conducted, mainly focusing on the following directions:

First direction: Overview of research on GCED and sustainable development

Systematic studies indicate that GCED plays a central role in fostering the capacity to act toward sustainable development goals. Goren and Yemini (2017), through an analysis of more than 80 empirical studies, found that GCED helps learners develop global thinking, policy analysis skills, and intercultural empathy. Their study also highlighted the diversity of GCED definitions, ranging from “responsible global citizens” to “critical global citizens,” which poses challenges for practice and assessment.

Chiba et al. (2021) conducted a systematic review showing that pedagogical methods such as project-based learning, community engagement, and intercultural dialogue are highly effective in linking GCED with sustainable development. Their findings emphasize that knowledge alone is insufficient; instead, critical thinking and action competence are essential for GCED to contribute meaningfully to the SDGs.

More recent studies have focused on regional contexts. Amin, Zaman, and Tok (2023) analyzed the Gulf Cooperation Council (GCC) countries and concluded that GCED still faces barriers in terms of policy, teacher training shortages, and weak links to sustainable development goals. Similarly, Monzó-Martínez, Ortiz-Cermeño, and Martínez-Agut (2024) argued that at the university level, GCED is only truly effective when it is integrated across the curriculum rather than treated as a supplementary subject.

Second direction: GCED in higher education and international research

An important line of research explores the relationship between GCED and higher education. Gaitán-Aguilar, Hofhuis, and Jansz (2024) argued that GCED in higher education requires a holistic approach, which not only involves teaching theoretical knowledge but also provides opportunities for students to participate in cross-border projects and community activities. Their study highlights the necessity of integrating academic knowledge, social skills, and real-world experience to enable students to become agents of sustainable development.

Furthermore, Ahmed and Mohammed (2021) synthesized evaluation studies of GCED programs, reporting positive outcomes regarding students' attitudes and awareness. However, they emphasized that the greatest limitation lies in the lack of reliable assessment tools to measure action competence. This concern aligns with Parker et al. (2023), who underscored the difficulty of tracking progress on SDG Target 4.7.

Third direction: Critical perspectives and research gaps

Alongside studies affirming GCED's value, some scholars such as Andreotti (2011) warned that GCED could inadvertently reproduce Western-centric discourses if a decolonial approach is not adopted. This highlights the need to incorporate diverse local perspectives and cultural contexts, ensuring that GCED does not become a tool for imposing values but rather promotes pluralism.

Another gap lies in the measurement and evaluation of GCED. While there are various tools for assessing knowledge and attitudes, comprehensive instruments to evaluate action competence and real-world impact remain underdeveloped (Chiba et al., 2021; Ahmed & Mohammed, 2021).

From these studies, it is clear that GCED plays a foundational role in shaping global citizens equipped with the knowledge, skills, and attitudes necessary to contribute to the SDGs. However, its effectiveness depends on curriculum integration, teacher training, and the development of reliable assessment tools. Moreover, local adaptation and cultural diversity are crucial to ensuring that GCED is both globally relevant and contextually appropriate. Thus, GCED is both a goal (explicitly stated in SDG 4.7) and a means (a tool to achieve other SDGs), positioning it as a key driver in the global sustainable development agenda.

2 RESEARCH METHODOLOGY

This study adopts a qualitative research design to explore the role of Global Citizenship Education (GCED) in promoting sustainable development in Vietnam. The qualitative approach is suitable for addressing complex socio-educational issues, capturing the depth of philosophical, cultural, and policy-oriented dimensions that quantitative methods alone may not sufficiently reveal (Creswell, J.W, 2014).

First, the analytical method is employed to examine key theoretical foundations of GCED and its connection with the Sustainable Development Goals (SDGs), particularly SDG 4.7. Official documents from UNESCO, policy frameworks of the Vietnamese government, and scholarly literature indexed in Scopus serve as the main sources of analysis.

Second, the synthetic method is used to integrate insights from international research with the Vietnamese context, thereby identifying both convergences and divergences. This allows for a comprehensive understanding of how GCED can be localized while maintaining its universal values.

Third, the comparative method is applied to contrast Vietnam's approaches with those of other countries in the Asia-Pacific region. Such comparison helps to highlight best practices, contextual challenges, and potential pathways for policy improvement in Vietnam.

Fourth, the philosophical method is employed to interpret GCED not only as an educational practice but also as a normative framework grounded in values such as justice, equality, and human dignity. This method provides a critical lens through which the ethical and ideological foundations of GCED in Vietnam can be clarified, particularly in relation to Ho Chi Minh's humanistic philosophy and Marxist-Leninist principles of education.

Finally, a historical approach supplements the analysis by tracing the evolution of educational policies in Vietnam, linking past reforms with present initiatives in the field of GCED and education for sustainable development.

By combining these qualitative methods—analytical, synthetic, comparative, philosophical, and historical—this study aims to produce a holistic understanding of the opportunities and challenges in implementing GCED for sustainable development in Vietnam.

3 RESULTS AND DISCUSSION

3.1. Theoretical foundations of global citizenship education and the sustainable development goals

3.1.1. *Global Citizenship and Global Citizenship Education*

In the context of the Education for Sustainable Development program held on September 25, 2015, UNESCO introduced the concept of global citizenship: “Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social, and cultural interdependence and interconnectedness between the local, the national, and the global” (UNESCO, 2015). From this perspective, educating global citizens requires empowering learners to actively participate and assume proactive roles both locally and globally in order to address global challenges, ultimately contributing to building a safer and more sustainable world.

Accordingly, global citizenship education (GCED) should aim to: (1) Generate knowledge and understanding relevant to the 21st century. (2) Foster skills, attitudes, and values that shape human behavior to resist discrimination and injustice in schools, families, and societies. (3) Develop critical thinking. (4) Cultivate learners’ core competencies, including the ability to mobilize knowledge, skills, attitudes, and values in ways that reflect lifelong learning processes, thereby enabling active participation and responsible action in global contexts. The overarching goal of GCE is thus to prepare learners to become global citizens capable of addressing common challenges for a just, peaceful, and sustainable world, while fostering awareness of interdependence and shared global responsibility that promotes collective action.

GCED is an educational model that emphasizes the development of responsible individuals with the capacity to act and engage in global issues. It not only provides knowledge about international concerns but also focuses on shaping values, character, and skills for students and communities. Its primary objective is to help individuals better understand the world they live in and recognize their responsibilities toward the global community. Key dimensions of GCED include:

- Awareness education: Helping learners understand the interconnections between global and local issues, thereby encouraging positive action.
- Critical thinking education: Developing learners’ ability to analyze and evaluate complex problems from multiple perspectives to make informed decisions in global contexts.
- Education for respect and diversity: Promoting mutual respect and appreciation of cultural, religious, political, and ideological differences, while emphasizing shared values to contribute to a peaceful, just, and stable world.
- Action-oriented education: Encouraging learners to engage in practical activities and community service, thereby fostering responsibility and contributing to addressing global challenges.

In sum, GCED plays a crucial role in the era of globalization, where every action taken by a nation or an individual can have far-reaching implications. It equips individuals with the necessary competencies to tackle global challenges such as conflict, inequality, poverty, and climate change.

3.1.2. *Sustainable Development Goals*

The sustainable development goals (SDGs) are a set of 17 global objectives adopted by the United Nations in 2015, aimed at addressing urgent challenges related to poverty eradication, environmental protection, and the promotion of prosperity for all. These goals encompass, among others:

- Ending poverty and reducing inequality (Goals 1 and 10): Eradicating poverty and reducing social inequality.
- Quality education (Goal 4): Ensuring inclusive, equitable, and quality education for all.
- Environmental protection (Goals 13 and 14): Combating climate change and safeguarding natural resources.
- Inclusive economic growth (Goal 8): Promoting sustainable economic growth and generating employment opportunities for all.

The SDGs represent a global commitment that applies not only to developed nations but also to developing countries such as Vietnam, aiming to build a just, peaceful, and sustainable world. More than a theoretical framework, the SDGs constitute a call to action, requiring active engagement from all levels of society, including governments, international organizations, and individuals. For developing countries in particular, such as Vietnam, implementing the SDGs is vital to improving quality of life, protecting the environment, and promoting sustainable economic development.

3.1.3. The Nexus between Global Citizenship Education and the Sustainable Development Goals

Global Citizenship Education (GCED) and the Sustainable Development Goals (SDGs) are intrinsically interconnected, as both frameworks emphasize the creation of a more just, inclusive, and sustainable world. UNESCO (2015) explicitly aligns GCE with SDG 4.7, which highlights the importance of equipping learners with the knowledge, skills, values, and attitudes necessary to promote sustainable development, human rights, gender equality, peace, and cultural diversity. This demonstrates that GCED is not only an educational approach but also a strategic tool for achieving the SDGs.

First, GCED provides a knowledge foundation that enables learners to critically understand global issues such as climate change, inequality, and poverty, thereby supporting SDG 1 (No Poverty), SDG 10 (Reduced Inequalities), and SDG 13 (Climate Action). Second, by fostering skills and values of cooperation, empathy, and respect for diversity, GCED directly contributes to SDG 16 (Peace, Justice, and Strong Institutions) and SDG 17 (Partnerships for the Goals). Third, through encouraging active participation and practical engagement, GCE prepares citizens to become proactive agents of change in their communities, linking local initiatives with global objectives. To comprehensively address global environmental challenges such as biodiversity loss, citizens need an understanding of the socio-economic fundamentals of human behaviour in relation to natural resources. We argue that Global Citizenship Education and Education for Sustainable Development provide a core set of socio-economic competencies that can be applied to tackle such challenges (Bohm, M., Eggert, S., Barkmann, J., & Bohgeholz, S., 2016).

For developing countries such as Vietnam, the nexus between GCED and SDGs is particularly crucial. While Vietnam has made significant progress in poverty reduction, education, and economic growth, challenges such as environmental degradation, social inequality, and global competitiveness remain pressing. Integrating GCED into the national education system can strengthen Vietnam's capacity to achieve the SDGs by nurturing globally competent citizens who are capable of addressing complex, transnational challenges with innovative and ethical solutions. Both address shared social, political, economic, cultural and environmental challenges and the need for solidarity and cooperation in finding solutions (Unesco Bangkok, 2023).

In essence, GCED not only supports the attainment of the SDGs but also ensures their long-term sustainability by cultivating generations of citizens who are committed to global solidarity and shared responsibility.

3.2 Global Citizenship Education toward Sustainable Development in Vietnam Today

3.2.1 Perspectives of the Communist Party and the State on Global Citizenship Education in the Era of Globalization

In the context of globalization, “nation-states cannot remain outside the ‘game’ but are compelled to engage in international integration if they do not wish to fall further behind” (Doan. C, 2013, p. 139). However,

globalization is a contradictory process that embodies both positive and negative dimensions, as well as opportunities and challenges, particularly for less developed countries. Recognizing these impacts, the Communist Party and the State of Vietnam have consistently adopted policies and measures appropriate to each stage of development in order to enhance the benefits of globalization, maximize positive outcomes, and minimize adverse effects. This includes mobilizing domestic strengths, leveraging external resources, transforming external forces into internal capacities, and converting challenges into opportunities for national renewal and development, all while safeguarding “national interests on the basis of fundamental principles of international law, equality, and mutual benefit” (Communist Party of Vietnam, 2016, p. 153).

From the perspective of the Party and the State, education is considered the shortest and most effective path to cultivate global citizens capable of responding to the demands of globalization and international integration. Education is not only a primary factor in enhancing human capacity and shaping personal character but also crucial in developing knowledge, professional competence, and work ethic. Furthermore, education drives scientific and technological progress, thereby advancing productive forces, increasing labor productivity, and contributing to social development. This aligns with Karl Marx’s assertion that: “The education of the future will combine productive labor with intellectual and physical training for all children of a certain age, regarding it not only as a means to increase social production but also as the only method of producing fully developed human beings” (Marx & Engels, 2000, Vol. 23, p. 668).

The Resolution of the Second Plenum of the 8th Central Committee emphasized the strategic importance of education and training in the renovation era: “to truly consider education and training as a top national policy, recognizing that education and training, together with science and technology, are decisive factors for economic growth and social development; investment in education and training is investment in development” (Communist Party of Vietnam, 1997, p. 31). Similarly, Resolution No. 29-NQ/TW, dated November 4, 2013, of the 8th Plenum of the 11th Central Committee on the fundamental and comprehensive reform of education and training stressed: “to fundamentally and comprehensively reform education and training to meet the requirements of industrialization, modernization, and international integration in the context of a socialist-oriented market economy” (Communist Party of Vietnam, 2013, p. 1).

In line with these directives, the Government issued Decision No. 404/QĐ-TTg on March 27, 2015, approving the project to reform general education curricula and textbooks, which emphasized the holistic development of Vietnamese citizens in terms of morality, intellect, physical fitness, and aesthetics, with the goal of cultivating “global citizens.” Following this, the Ministry of Education and Training promulgated Decision No. 2161/QĐ-BGDĐT on June 26, 2017, outlining the implementation plan for the Sustainable Development Goals in the education sector through 2025, with a vision to 2030. The plan specifies that all learners must acquire the knowledge and skills necessary to promote sustainable development, including education for sustainable lifestyles, human rights, gender equality, a culture of peace and non-violence, global citizenship, and cultural diversity—while preserving national identity and promoting the contribution of culture to sustainable development.

The 13th National Congress of the Communist Party of Vietnam further clarified the overarching objectives of education and training in the coming period: to build comprehensively developed Vietnamese citizens with good health, competence, qualifications, and a strong sense of responsibility toward themselves, their families, society, and the nation. This includes placing greater emphasis on “the education of ethics, character, creativity, and core values, particularly patriotism, national pride, national self-respect, traditions, historical consciousness, and social responsibility, especially among the younger generation; preserving and promoting the fine cultural identity of the Vietnamese people; and fostering aspirations for a prosperous, happy nation and the firm protection of the Socialist Republic of Vietnam” (Communist Party of Vietnam, 2021, Vol. 1, p. 136).

These perspectives and guidelines reflect the consistent and strategic vision of the Party and State of Vietnam in developing global citizens capable of meeting the demands of deepening globalization and international integration.

3.2.2 The Implementation of Global Citizenship Education in Vietnam

In recent years, Global Citizenship Education (GCE) has gradually been introduced into Vietnam’s education system, closely associated with the process of fundamental and comprehensive reform in education and

training, as well as with the country's commitments to the Sustainable Development Goals (SDGs). The practical implementation of GCE in Vietnam can be analyzed along several key dimensions.

First, regarding policies: Since the adoption of Resolution No. 29-NQ/TW (2013) on the fundamental and comprehensive reform of education and training, the Party and the State of Vietnam have emphasized the requirements of international integration, positioning education as the top national priority aimed at developing well-rounded human beings and preparing "global citizens." Decision No. 404/QĐ-TTg (2015), approving the renovation of general education curricula and textbooks, established the goal of fostering competencies and qualities that meet the requirements of integration. Furthermore, Decision No. 2161/QĐ-BGD&ĐT (2017) on implementing SDGs in education explicitly stated that all learners must be equipped with knowledge and skills to promote sustainable development, including global citizenship education. Most recently, the Education Development Strategy 2021–2030 reaffirmed the role of GCE as a crucial component in building high-quality human resources capable of engaging in global integration.

Second, regarding curricula: The 2018 General Education Program incorporated elements of GCE across subjects such as Civic Education, History, Geography, Economics and Law, and Experiential Learning and Career Guidance. Topics such as human rights, gender equality, cultural diversity, climate change, and sustainable development have been integrated through cross-disciplinary and interdisciplinary approaches. At the higher education level, many universities have developed courses on global citizenship, soft skills, and intercultural competence, preparing students to participate in international working environments. Teacher training institutions have also begun embedding GCE in their curricula, aiming to equip future educators with the necessary pedagogical competencies.

Third, regarding achievements: The introduction of GCE has contributed to raising awareness among students and communities about global issues such as climate change, environmental protection, gender equality, and poverty reduction. Several international initiatives in collaboration with UNESCO, UNICEF, and the OECD have been implemented to enhance global competencies among learners. Student and youth movements, including international volunteerism, cultural exchanges, and community-based projects, also reflect the growing presence of GCE in practice.

Fourth, regarding limitations: Despite these achievements, significant challenges remain. First, Vietnam lacks a unified theoretical framework and assessment system for global citizenship competencies that is tailored to local conditions. Second, teachers have not yet received systematic training in GCE, leading to superficial integration of its content. Third, disparities between urban and rural areas limit equitable access to GCE. Fourth, the availability of Vietnamese-language teaching materials remains limited, while pedagogical approaches still rely heavily on knowledge transmission rather than fostering critical thinking and social engagement.

3.3 Solutions to Enhance the Effectiveness of Global Citizenship Education toward Sustainable

3.3.1 Development Goals in Vietnam Today

Sustainable development is not only an aspiration but also an essential mission of nations and peoples across the world. Throughout thousands of years of nation-building and defense, Vietnam has consistently strived for genuine independence, where its people can enjoy freedom, prosperity, and happiness, while also fulfilling noble international responsibilities. Since gaining independence, Vietnam has made continuous efforts to build a prosperous nation, establish a democratic, just, and civilized society, and make practical contributions to global stability and development. To achieve this historic mission, Vietnam has always identified education as the foremost national policy. Within this framework, education is not limited to training human resources for national development, but also aims to nurture citizens with knowledge, skills, and moral qualities capable of addressing global challenges. Therefore, in practice, Vietnam's education system is continuously being reformed to improve the effectiveness of global citizenship education, thereby contributing to the realization of the country's sustainable development goals.

First and foremost, it is essential to reaffirm the crucial position and role of education and training within the national development strategy, with the requirement to "focus on cultivating moral qualities, creative capacities, and core values, especially fostering patriotism, national pride, and self-respect, while nurturing the aspiration for

development, nation-building, and national defense" (Communist Party of Vietnam, 2021, Vol. 1, p. 137). Education in knowledge, ethics, aesthetics, and life skills must be closely linked with physical education in order to enhance the stature of the Vietnamese people, thereby meeting the demands of nation-building and national defense, in close association with fulfilling noble international responsibilities.

Second, improving the policy framework and legal system for GCED. It is necessary to formulate a national strategy dedicated to Global Citizenship Education (GCED) in close alignment with the implementation of the Sustainable Development Goals (SDGs). Vietnam should institutionalize GCED within the Education Law, as well as in government resolutions and decisions of the Ministry of Education and Training, thereby establishing a consistent legal corridor. At the same time, it is essential to develop criteria and learning outcomes for global citizenship competencies that are tailored to Vietnam's socio-cultural conditions, while remaining aligned with international standards recommended by UNESCO, OECD, and UNICEF (UNESCO, 2015).

Third, reforming curricula, content, and teaching methodologies. Subjects under the 2018 General Education Curriculum should be further integrated with content on human rights, gender equality, cultural diversity, environmental protection, climate change, and peace. At the higher education level, specialized courses on global citizenship, intercultural skills, and social responsibility should be developed. In terms of pedagogy, project-based learning, experiential learning, and interdisciplinary approaches should be encouraged to enable learners to develop critical thinking, collaboration skills, and the ability to address global issues (Andreotti, 2011; Banks, 2017).

Fourth, developing a competent teaching workforce in GCED. Most teachers in Vietnam have not received in-depth training on GCED. Therefore, regular professional development programs and training workshops, both domestically and internationally, should be implemented to enhance teaching capacity in this field. Teacher training institutions should integrate GCE modules into their curricula so that future teachers are equipped to incorporate these contents in their teaching practices. In addition, a national network of GCED educators should be established to share resources, teaching materials, and innovative practices (Davies, 2006).

Fifth, strengthening international cooperation and mobilizing social resources. As GCED is inherently global, Vietnam needs to expand partnerships with international organizations such as UNESCO, UNICEF, OECD, JICA, and VVOB in order to access technical support, share experiences, and secure resources. Student exchange programs, school partnerships, and international youth projects should be promoted to foster intercultural learning environments. At the same time, the active engagement of businesses, social organizations, and local communities is vital to broadening learning spaces and practical opportunities for students in GCED (Oxley & Morris, 2013).

Sixth, establishing a system for assessment and monitoring of GCE effectiveness. Vietnam should develop assessment tools to evaluate learners' global citizenship competencies, focusing not only on knowledge but also on skills, attitudes, and values. Monitoring should be conducted regularly and linked to the indicators of SDG 4.7 (education for sustainable development and global citizenship). Moreover, a transparent mechanism for publishing results across educational levels and regions should be put in place, enabling policymakers to adjust strategies, allocate resources effectively, and ensure equity in access to GCED nationwide (UNESCO, 2018).

CONCLUSION

The training of global citizens in the context of globalization and international integration holds profound significance for sustainable development in Vietnam today. In the era of globalization, equipping global citizens with knowledge, skills, and a sense of responsibility toward humanity makes an important contribution to the strong development of the country, ensuring the goal of rapid and sustainable growth. However, both domestic and international contexts are undergoing significant changes, posing numerous challenges to the training of global citizens. Therefore, to enhance the effectiveness of global citizenship education toward sustainable development, it is essential to implement a comprehensive set of solutions: affirming education and training as a top national policy; ensuring that education and training meet the requirements of international integration; innovating curricula toward training citizens with competencies, skills, and international responsibility; and improving the national education system. These solutions will not only foster Vietnam's sustainable development but also help fulfill its noble international missions, thereby enhancing the country's reputation and image in the global arena.

REFERENCES

Andreotti, V. (2011). *Actionable postcolonial theory in education*. Palgrave Macmillan.

Banks, J. A. (2017). *Educating citizens in a multicultural society* (3rd ed.). Teachers College Press.

Bohm, M., Eggert, S., Barkmann, J., & Bohgoholz, S. (2016). Evaluating Sustainable Development solutions quantitatively: Competence modelling for GCE and ESD. *Journal of Education for Sustainable Development*, 10(2), 123-142.

C.Mác và Ph.Ăngghen (2000). *Toàn tập*, tập 23. Hà Nội: Chính trị quốc gia Sự thật.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications.

Davies, L. (2006). Global citizenship: Abstraction or framework for action? *Educational Review*, 58(1), 5–25

Doan, C. (2013). *Lifestyle and thinking of the Vietnamese community in the Southeast region during the process of renovation and international integration*. Hanoi: National Political Publishing House Truth.

Communist Party of Vietnam. (2021). *Documents of the 13th National Congress of the Communist Party of Vietnam* (Vol. 1). Hanoi: National Political Publishing House Truth.

Communist Party of Vietnam. (2016). *Documents of the 12th National Congress of the Communist Party of Vietnam*. Hanoi: National Political Publishing House Truth.

Communist Party of Vietnam. (1997). *Documents of the Second Plenum of the 7th Central Committee*. Hanoi: National Political Publishing House.

Communist Party of Vietnam. (2013). *Resolution of the 8th Plenum of the 11th Central Committee*. Hanoi: National Political Publishing House.

Oxley, L., & Morris, P. (2013). Global citizenship: A typology for distinguishing its multiple conceptions. *British Journal of Educational Studies*, 61(3), 301–325.

UNESCO. (2015). *Global Citizenship Education: Topics and learning objectives*. Paris: UNESCO.

UNESCO. (2018). *Global Education Monitoring Report 2018: Accountability in education*. Paris: UNESCO.

UNESCO Bangkok. (2023, November 8). *Empowering Learners through Education for Sustainable Development and Global Citizenship Education*. UNESCO Bangkok.



Esta licença permite que os usuários distribuam, remixem, adaptem e desenvolvam o material em qualquer meio ou formato apenas para fins não comerciais, e somente desde que a atribuição seja dada ao criador.