

Policies and Practices on Civic Education (CE), Global Citizenship Education (GCE), and Multicultural Education (MCE) of a National University in Vietnam

Portia R. Soriano

soriano.pr@pnu.edu.ph

Maria Carmela T. Mancao

Minda I. Cabilao Valencia

Philippine Normal University-Manila

Abstract This study describes the policies and practices on civic, global citizenship, and multicultural education of a national university in Vietnam. Data collected through focus-group discussions and interviews from selected officials and faculty members of the university were analyzed, categorized, and compared with the reviewed studies on CE, GCE, and MCE. Results of the study showed that the university's policies and programs complement the goals of CE, GCE and ME, and are invariably reflected in the university's curriculum and admission policies, some of which are explicitly promotive of mutual understanding, respect for differences and cultivation of civic participation in its curriculum and pedagogical practice.

Keywords: *Civic Education, Global Citizenship Education, Multicultural Education*

Introduction

At the heart of civic, global citizenship and multicultural education pursuits is the desire to engage citizens in creating and maintaining societies that value democracy, uphold social justice, and promote intercultural understanding. While helping students cultivate the knowledge, skills and values of active and responsible citizenship is generally a primary focus of basic education, ensuring that students can apply their acquired knowledge and skills and nurture essential human values should be one of the critical roles higher education institutions must fulfill. However, while it has long been an established goal for tertiary institutions to embed civic engagement in their curricula, the more important issue that needs to be addressed is the extent by which these civic goals are attained or lived out (Labhrainn, 2016). According to Prof. Ahmed Bawa of Durban University of Technology where a high proportion of enrollees come from disadvantaged backgrounds, civic or community engagement is *about building social agency among students* so that they can help improve the quality of life in communities and not simply about learning from the experience of being involved in community engagement activities (MacGregor, 2014).

One of the current studies on civic education was conducted by the International Civic and Citizenship Education Study in 2016 which investigated how ready students were in assuming their roles as citizens (Schulz, Ainley, Fraillon, Losito & Agrusti 2016). Results of the study reported an increase in grade 8 students' civic knowledge among the 24 participating countries, with female students having achieved higher levels of civic knowledge compared to males (UNESCO, 2017). Aside from assessing students' civic knowledge achievement, the study also investigated students' attitude toward major social issues. In ICCS 2016,

students across several participating countries expressed higher levels of endorsement for gender equality and in most countries, for equal opportunities for all ethnic and racial groups. Moreover, majority of the students regarded pollution, terrorism, water and food shortages, infectious diseases, and poverty as threats to the world's future (UNESCO, 2017). The International Association for the Evaluation of Educational Assessment (IEA) has already conducted three international studies about civic and citizenship education, first in 1971, then in 1999 and third in 2009, known as ICCS 2009 (Shulz et.al, 2016). While the recent ICCS 2016 was broader in scope, including environmental sustainability, social interaction at school, the use of social media, economic awareness, and the role of morality in civic and citizenship education (Shulz et.al. 2016), there are still many issues that need to be addressed, particularly on how civic education and citizenship concepts could be effectively translated from theory to practice.

Several studies have been undertaken to determine how educational contexts may impact the teaching and learning of civic and citizenship education. Beutel (2012) in her study argued that the school's educational environment is fundamental in democratic acting and learning. For civic education to be effective, the school must convey through its curriculum content, pedagogy, programs and practices the civic knowledge, skills, and values it desires students to learn, thus presenting considerable evidence of the need to make civic education more effective and relevant. Numerous studies (Bayeh, 2016; O Neil, 1987; Pinson, 2007) resound the need to ensure that civic education goals are translated into actual learning outcomes and given a fresh approach that will make civic engagement more experiential and relevant. Usman (2015) believed that the goal of civic education in the 21st century is to raise a generation proud of their identity and heritage but at the same mindful of the contribution and impact

of their actions to a larger community. Runde and Nealer (2016) in their commentary on challenges and opportunities present in civic education programs, posited four major challenges to creating civic education programs in the United States and abroad. First of these challenges include the need for each country to determine what approach best suits its citizens. Second, how to create cohesive and actionable lesson plans on civic education topics. Third, what role can and should the United States and other international donors play. The last is the need to create a balance between initial technical assistance that may be provided by external donors and local government's responsibility to make the programs sustainable without relying heavily on international support.

Recent studies on civic education point out a need to continue and sustain efforts to improve civic education programs and accommodate new contexts. For instance, a study on students' attitude towards civic education involving grade 10 students in Pakistan by Hussain, Hasmi and Hassan (2021) revealed a need to review the curricula to meet the affective and knowledge based-goals and to create an environment where students are given the chance not only to learn civic education but also practice it. On the other hand, Keegan's (2021) study on critical affective literacy emphasizes the importance of affective citizenship particularly in the midst of heightened political polarization brought about by the popularity of social media platforms as venues for sharing information, expressing views and engaging in discussions.

This research study posits that the concept and appreciation of citizenship transcends *civic, multicultural and global citizenship education*. The goal of civic education is active citizenship, while the concept of citizenship has already broadened from a legal status to a more inclusive notion that extends beyond nation-state allegiance. Cogan, Morris and Print (2002) argued that civic education generally

focuses on the knowledge, skills and values perceived as important in becoming an effective citizen, requiring an understanding of the structure, organization and workings of the government as well as the rights and responsibilities of citizens, the ability to use critical inquiry and reflection, and a need to possess *that set of values that underpins democratic citizenship and civil society including a commitment to social justice, democratic processes, human rights, cohesion within diversity, tolerance, spirituality and religion, intercultural understanding, and ecological sustainability* (as cited by Cogan, Morris & Print, 2002) from Pascoe, 1996; Print, 1996; Patrick, 1996; Pitiyanuwat & Sujiva, 2000; Torney-Purta et al., 1999).

The concepts of citizenship have remarkably evolved from the Greek and Roman notion of participation in public affairs to the more nationalist orientation in the East to global citizenship. Global citizenship according to UNESCO (2014) refers to *a sense of belonging to a broader community and common humanity* where interdependency and interconnectedness are emphasized.

Oxfam (2006) defines *global citizenship education* (GCE) as a range of educational practices emphasizing knowledge and understanding, skills, values, and attitudes that learners need to participate fully in a globalized society and economy, and to secure a more just, and sustainable world than the one they have inherited. Myers (2016) asserted that GCE should be treated as a web of interconnected and intersecting experiences as individuals become increasingly aware of how issues and actors affect their local, familiar world. Furthermore, he emphasized that GCE's conceptual focus must ensure helping students understand the world and themselves better as they construct their own meanings for it. Thus, GCE considers the multiple contexts and perspectives students bring into their classroom.

Multicultural education (MCE) since its inception in the 1960's has undergone reconceptualization and is continuously going through some transformation (Arslan & Rata, 2013). Terminologies like bicultural education, cross-cultural education and intercultural education seem to share some elements of semblance with *multicultural education* despite attempts to delineate its identity. Perhaps the most widely accepted definition of multicultural education is that from Banks (2010) which treats MCE as a broad concept covering the following essential dimensions: content integration, knowledge construction process, prejudice reduction, an equity pedagogy, and empowering school culture and structure. This definition suggests that MCE refers to at least three things: an idea or a concept, an educational reform movement, and a process (Arslan & Rata, 2013). As a concept, it is acknowledging that although people may differ in many ways (ethnicity, gender or religion), the important thing is they are able to respect one another's differences. As an educational reform movement, this means reshaping and restructuring the educational landscape to accommodate respect for such differences from school policies to curriculum, practices, and environment. As a process, MCE welcomes change and responds to emerging contexts as it enriches people's understanding of and appreciation for their own culture and others'.

The critical role of teachers in realizing the goals of MCE has been explored in a number of recent studies (Alismail, 2016; Eskici, 2016; Tonbuloglu, Aslan & Aydin, 2016). Since MCE emphasizes tolerance, respect and accommodation, the assumption that teachers are supposed to demonstrate the values they espouse or teach to gain grounds and influence students, makes imperative that teachers possess the proper mindset and attitude to successfully translate the ideals of MCE into reality. Eskici's (2016) study on the personal characteristics

of prospective teachers revealed that the respondents' multicultural personality were highest in cultural empathy and lowest in terms of flexibility, while in Alismail's study (2016), the respondent prospective teachers' perceptions of multicultural education revealed that they acknowledge the importance of preparing preservice teachers to teach culturally-diverse students and equip them with tools in providing equitable education for all students regardless of their cultural, ethnic and other differences.

The reviewed literatures examined the role, impact, challenges of and opportunities for civic education, global citizenship education and multicultural education in a democratic and globalizing world. The reviewed studies recognize the critical role education plays in making civic and citizenship education effective and meaningful. Higher education institutions are expected and, in some countries, even mandated to implement programs that will engage students in addressing real world problems in their communities. The reviewed studies also indicate a need for civic and citizenship curriculum that is contextualized and suited to the needs and concerns of its nation.

This research reports the findings of the study from a national university in Vietnam, one of the founding members of the Association of Southeast Asian Teacher Education Network (AsTEN). A total of six tertiary institutions in Southeast Asia (4 in the Philippines, 1 in Indonesia, and 1 in Vietnam) participated in this study that sought to describe the policies and practices on civic, global citizenship, and multicultural education in selected higher education institutions in Southeast Asia. While the research was undertaken in 2016 and as an AsTEN initiative to forge collaboration and promote academic exchange and collaboration among teacher education institutions in the ASEAN Region and in support of the ASEAN Socio-Cultural Community building efforts, it is believed that the

results of the study offer many ways by which institutions can further enhance their policies, programs and practices on civic, global citizenship and multicultural education.

John Dewey's educational philosophy provides the theoretical moorings of the study, which highlights the critical role of formal education in achieving social efficiency and promoting social analysis or transformation (Dewey, 1897; Jorgensenn, 2014). Dewey also emphasized the importance of incorporating the everyday experiences of the child into a curriculum that upholds democracy through youth civic engagement and participation in a democratic society.

Specifically, this research study was guided by the following objectives:

1. survey the respondent institution's conceptions of civic, global citizenship, and multicultural education;
2. identify policies that relate to civic, global citizenship, and multicultural education and describe how these are translated into practices in terms of curriculum, faculty development and the learning environment; and
3. identify and recommend for adoption, commendable policies and practices on civic, multicultural and global citizenship education which could be used as models to build upon for other teacher education institutions in the ASEAN Region.

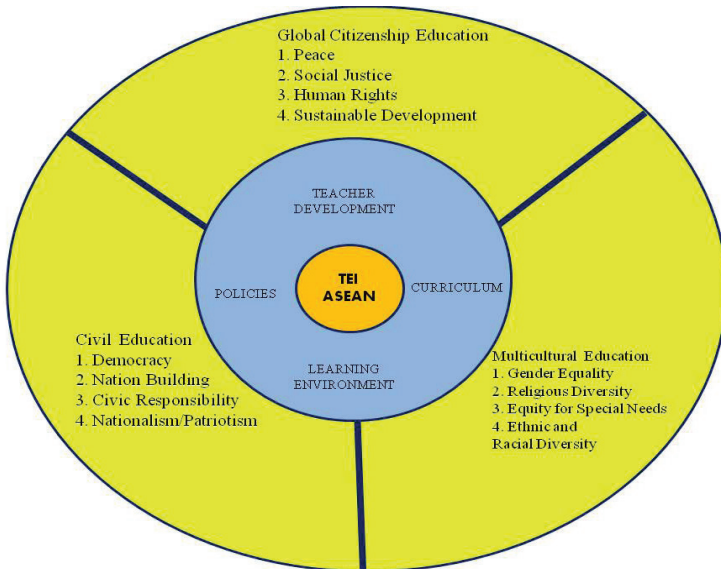
Methodology

This study conducted in 2016 examined the conceptions, policies and practices on civic, global citizenship and multicultural education in selected higher education and

teacher education institutions in the ASEAN Region in terms of curriculum content, pedagogy, teacher development opportunities and learning environment. Each of the three areas covers specific themes to avoid overlapping since civic, global citizenship and multicultural education in this era can have overlapping concerns.

Figure 1.

Conceptual Framework of the Study



The study employed a descriptive-qualitative design that sought to describe the policies and practices of the respondent institution related to civic, global citizenship and multicultural education in terms of admission policies, curriculum content, pedagogical practices, learning environment and faculty development opportunities. The results of the study offer insights and strategies in enhancing and strengthening civic, global citizenship and multicultural education among higher education institutions.

Participants

Among the respondent institutions for the study was the University of Social Sciences and Humanities- Vietnam National University (USSH-VNU) Ho Chi Minh City. It is one of the two leading institutions offering social science programs in Vietnam. With over 22,000 student population, USSH-VNU offers a broad range of specializations among which include Vietnamese Studies, Oriental Studies, Urban Studies, Anthropology and International Relations. It is also home to 200 international students coming from different parts of the globe. While the University is deeply committed to advancing nationalist goals, it also promotes respect for cultural diversity as evidenced by its vibrant integration and exchange programs where faculty and students are privileged to engage in activities that enrich their internationalization experience through participation in trainings and intellectual and cultural exchange programs. For this study, the Faculty of Education, the Faculty of English Language and Literature and the Office of Scientific Research and Project Management as research participants selflessly provided salient data which were gathered through focus group discussions and interviews.

The University also holds distinct founding membership in the Association of Southeast Asian Teacher Network (ASTEN), where members agree to work collaboratively in addressing issues, challenges and concerns relevant to Teacher Education Programs in the ASEAN Region.

Research Instruments

The following research instruments were developed and utilized for this study:

1. interview questionnaire guide for administrator or policy maker to identify university policies

- that relate to civic, global citizenship and multicultural education;
2. focus group-discussion guide for faculty to determine their conceptions of civic education, global citizenship education and multicultural education and how these concepts are integrated into their curriculum content and pedagogical practice; and
 3. survey questionnaire for faculty members to identify learning and development opportunities for faculty.

Data Collection and Analysis

Initially, prospective respondent institutions were sent formal correspondences inviting them as participants to the study with a shorter version of the research proposal attached to the letters. Once approval was sought, copies of the research instruments were sent in advance with a guide on the procedures for the conduct of surveys, focus group discussions and interviews. In the case of USSH-VNU, a formal request for the institution to participate in the study was sent to the Director of the Office of Research and Project Management with a copy of the research proposal, survey instruments and letter of request to the prospective respondents attached in the formal request. As stated in the letter to the prospective respondents, confidentiality of respondent's identity and responses are safeguarded and all data collected will be used solely for the study.

Data collected were then organized according to the requirements of the research objectives and analyzed based on the conceptual and theoretical framework of the study.

Findings and Discussion

Conceptions of Civic Education, Global Citizenship Education and Civic Education of Faculty Respondents

Albeit the heart of the study is on the policies and practices on GCE, MCE and CE, participants' notions of the three learning fields were also explored. From their responses it could be surmised that most participants relate civic education with patriotism, cultural heritage, loyalty to nation and appreciation of national history and identity. One respondent remarked that "*history flows in the veins of every Vietnamese.*" All the respondents viewed civic education as fundamental to their youth's acquisition of civic knowledge and attitudes.

Multicultural education is perceived as a field of study that promotes diversity, respect for differences and mindfulness in communicating with one another. Topics mentioned under multicultural education include LGBT rights, gender equity, intercultural communication, and pop culture. Respondents' notions of multicultural education affirm Banks' (2010) premise that MCE as a concept refers to accepting and respecting differences. Majority of the respondents mention that they have a good number of international students (around 3,500) coming from different parts of the globe and this according to them is because of their liberal approach to education and openness to intercultural understanding. Again, this could be interpreted as MCE being an educational reform movement (Banks, 2010).

Sample responses relating to global citizenship education were *inclusion of international values, teaching students to live and work with other people, living in harmony with others and reflecting on knowledge from different*

perspectives. It was observed that none among the respondents gave a critical view of GCE. Despite the teeming literatures on the challenges posed by GCE to national identity, respondents seem to hold a positive and welcoming perspective on GCE. Perhaps this could be attributed to a strong grounding on civic education and national history as well as the presence of state policies and strong civic participation programs. Following this premise, it can then be inferred that a strong foundation on civic education may secure people's concept of their identity and allegiance to their nation and could make them appreciative of other cultures without being threatened of losing sight of themselves in a wave of global influences. In this case, the relevance of Usman's (2015) argument that the goal of civic education in the 21st century is to raise a generation proud of their identity and heritage but at the same mindful of the contribution and impact of their actions to a larger community is articulated.

In summary, it can be inferred that respondents' notions and conceptions of multicultural education, global citizenship education and civic education are aligned with prevailing concepts on the disciplines and they all agree that these disciplines can serve as effective platforms for active participation both in the local and global levels. Although these disciplines may highlight specific areas of focus, the values they espoused are not juxtaposed but mutually reinforcing and interconnected.

Policies on MCE, GCE and CE

National policies govern the curricula of the University's programs as with all other educational institutions. However, the University can craft its own policies that are also in support of national policies. Respondents describe their University's curriculum policy as open and liberal yet also adherent to national policies. Courses mandated by the state are included and most subjects are "*generalized*", while

few elective courses are offered within a specialization. For example, there are some optional subjects a student of Culture Studies may choose to enroll in, thus indicating some level of flexibility in their curricular programs where students are privileged to select their preferred electives. This policy affirms conceptions on civic, global citizenship and multicultural education as committed to democratic processes, grounded on equality and promoting equality and respect for diversity and differences (Beutel, 2012, Blum, 2014; Cogant & Print, 2002; UNESCO, 2015).

The University adopts liberal yet state-adherent processes in curriculum crafting and innovation, welcoming external influences and building on the idea of curriculum modernization in an atmosphere of involvement and consultation. The Board of Scientific Committee makes certain that the academic programs and curricula are aligned to the vision and mission of the university and adherent to national policies on education. There are also specific offices that manage GCE, MCE and CE initiatives and these are the Office of International Cooperation and Project Development, Office of Student Affairs and the Faculty of Vietnamese Studies. Assigning offices and departments for building awareness and maintaining relevance of MCE, GCE and CE is a sound policy that clearly identifies accountability while ensuring that goals are efficiently met.

USSH-VNU ensures that every prospective student is assured of a fair chance to apply and be admitted. Although the current profile of student population reveals that 40% are males and 60% are females, there is no policy on preference for one gender over another. Assistance extended to students belonging to indigenous groups taking the entrance examination is a notable national policy which illustrates Beutel's (2012) argument of schools being authentic expressions of democratic acting and learning.

The University also encourages democratic structures for school governance with the existence of the Student Union and the Faculty Union. There are program-based and extra-curricular organizations for students to join in, which launch projects and organize related activities like celebrating the ASEAN Foundation, observing Earth Day, organizing summer camps to *expand their understanding towards nationalism* and festivals highlighting national traditions.

Respondents believe that they have strong community service programs that impact the community and the nation and allow students to actively take part in nation-building and build significant relationships with others.

There are special programs to assist students with language difficulty be they Vietnamese or foreign nationals. The Student Affairs Office sets the mechanisms for language learning through the help of faculty or some staff. Students can also freely visit the Faculty of English Language and Literature for language concerns.

Faculty exchange programs are vibrant with most of the faculty members in the Faculty of English Language and Literature having obtained their masters or doctorate degrees abroad, like in Spain and U.S.A. Not only do faculty members enjoy the privilege of earning their degrees and broadening their intercultural knowledge and experience from participating in the exchange programs; they are also able to establish networks with professional groups and organizations and in some occasions could share their knowledge and experience and forge intercultural connections with people from diverse cultural backgrounds.

Student exchange programs through internships enrich students' internationalization experience and present opportunities for personal and professional growth according

to the respondents. In the last ten years, serious efforts have been put forth on *externalization activities* and these activities do not only refer to sending students abroad for practicum but also to launching workshops that permit students to be exposed with the latest developments in various fields.

In general, the policies and programs of University prove that they complement and promote the goals and aspirations of multicultural, global citizenship and civic education in varied and meaningful ways. Moreover, the University visibly reflects the tenets of the three disciplines in the crafting and implementation of curricular programs and admission policies.

Practices on MCE, GCE and CE

As to content, majority of the respondents believe that they provide sufficient emphasis on mutual understanding, respect for differences and service to the nation. They believe that their students obtain a strong content grounding on their specialization, being exposed to a variety of learning activities that enrich their knowledge and experience, thus making them adequately prepared for internship and eventually for the world of work. From a GCE perspective (UNESCO, 2015), respondents believe that their classes help students achieve better understanding of the world as they examine events also from a global point of view. Evidently, this shows that civic, global citizenship and multicultural education are neatly melded and integrated into content subjects and are not regarded as separate concepts.

The approach to GCE, MCE and CE is more implicit than explicit, not fully foundational but widely integrative. This means that there are no specific courses or subjects for MCE, GCE and CE but they are integrated in any subject as is fitting and necessary. Integration may be in the form of content, teaching methods and learning materials. When asked whether

they feel that GCE is a threat to nationalism, respondents believe that students have a very strong foundation on civic education in basic education. Adopting a global perspective in teaching according to majority of respondents, borders more on the cultural aspects. For example, in teaching cultural communication, students learn about the culture of a certain society, and compare studied cultures with other cultures including their own. The concepts of GCE are utilized to broaden students' knowledge about other cultures, and as one respondent puts it, *"to help them live in harmony with others when they work."* As can be inferred, GCE is articulated by including a global perspective on content and pedagogy. As for Multicultural Education, most of the respondents believe that faculty members may choose which specific topics to include although the researchers did not have the chance to confirm whether these topics are explicitly articulated in their syllabi. One respondent explained that a *"committee makes sure that the academic programs and curriculums are well constructed and aligned to the vision and mission of the school and that they do not focus on specific issues on globalization as long as they do not violate any political issue."* On the other hand, one respondent observed that gender issues need to be addressed in the ASEAN Region, even sharing about an article he read where a Thai national who is a transgender got fired after posting some of his photos over the internet. He believes that gender issues should be resolved for they pose life-threatening consequences for the victims. He believes that this is one topic that should be discussed in multicultural education, affirming that teachers play a significant role in achieving the goals of multicultural education (Alismail, 2016; Eskici, 2016; Tonbuloglu, Aslan & Aydin, 2016). According to the respondents, civic education is strongly integrated in most institutional activities, and deliberately in the conduct of community service, which is consistent with the generally upheld concept of civic education as a fundamental process by which students acquire the essential knowledge and skills

and develop values and dispositions to become informed and engaged citizens (Cogan, Morris & Print, 2002). Such student engagements are taking place through course-related work or as extracurricular activities, but the benefits gained both for personal and professional growth cannot be discounted.

Service learning, use of video clips, pictures, project-based learning, and issue-based approach are among the pedagogical methods used. Strategies that are engaging, highly-participative and promotive of respect and responsibility are considered effective. Learning activities promoting civic responsibility and patriotic citizenship are emphasized along with those which promote environmental protection and sustainability (e.g. eco fashion shows, environmental awareness programs). The strategies are not exclusively for teaching MCE, GCE and CE. Classroom rules likewise reflect MCE, GCE and CE values. There are students belonging to indigenous groups but they are not singled out because everyone is treated equally regardless of his/her ethnic affinity, gender, color or religion. This case in point is illustrative of a multicultural approach to teaching which promotes cultural pluralism and equity.

Topics included in the teaching of GCE are global issues and problems, democracy, gender equality, religious freedom, globalization, and sustainable development while skills and attitudes being cultivated are civic responsibility, cooperation, interdependence, respect, and social justice. Among the topics not included are citizenship, conflict resolution, special needs equity and racial and ethnic pluralism. However as for MCE, diversity, global issues, gender equality and sustainable development are the common topics which are consistent with the concept of multicultural education as grounded on equality and difference-affirming values (Blum, 2014) while conflict resolution, religious freedom, and nationalism were not mentioned. A notable observation is the non-inclusion of conflict resolution,

racial and ethnic pluralism and special needs equity among the topics under both MCE and GCE which could also indicate consistency of their claim that students have equal opportunities regardless of their ethnic, religious and racial backgrounds and are assisted in their special or specific needs through the university's customized programs.

As to assessment tools, written tests, situational analysis questions, behavior observation and levels of civic participation are used, with observation as a frequently used tool.

As to learning materials, respondents can use foreign books but content is contextualized based on Vietnamese society. Majority of the respondents agree that they are provided with adequate and appropriate instructional materials and relevant trainings to update their knowledge and skills related to GCE, MCE and CE although they do not usually receive subsidies or travel grants when participating in conferences related to GCE, MCE and CE.

All the respondents agree that they have opportunities to attend in conferences on GCE, MCE and CE and are encouraged to be involved in GCE, MCE and CE initiatives. While all the respondents have not yet availed scholarships for continuing education related to GCE, MCE and CE at the time of this study, the University allows and even encourages its faculty to study abroad and participate in international conferences. Hence, they believe that the University may grant scholarships for future studies and trainings.

Conclusion

The results of this qualitative research study clearly show how civic education (CE), global citizenship education (GCE), and multicultural education (ME) are conceived, expressed in policies and practiced in an academic setting through the use

of interviews and focus group discussions. Similar to other studies, the findings of this research highlight the importance of empirical research in developing a distinct GCE identity and securing its role in the curriculum within the context of the 21st century. Moreover, this research study delves into a university's conception and practices of GCE, MCE and CE. It is hoped that the results of the study will contribute to current efforts at developing and disseminating research-informed approaches to teach these concepts.

Findings of the study showed that the university's concept of CE, GCE and ME are in sync with the existing concepts on the disciplines and that these disciplines may become effective venues for engagement both in the national and international arena. While these disciplines or educational fields emphasize particular areas of concern, their espoused values are inextricably linked, mutually reinforcing and reflect congruency. Further, the interplay of the concepts broadens an understanding of society, including promotion of civic knowledge and participation, appreciation of diversity, raising intercultural understanding, and preparing learners to live and work harmoniously with others within the milieu of open-mindedness, peace and social justice.

Moreover, the university's policies and programs clearly complement the goals of CE, GCE and ME. The principles of these three disciplines are invariably reflected in developing and implementing the university's curriculum and admission policies. Results also illustrate that the university's curriculum content and pedagogy stress mutual understanding, respect for differences and civic participation. While the approach to CE, GCE and ME is more implicit than explicit, it is integrative. The mainstreaming of these disciplines is through the curricular content, teaching methods and learning materials.

In the interaction of the three disciplines or educational fields, it is important to ask its implication on the issue of citizenship. A significant concern is the kind of citizen that the school produces because of its curriculum. Citizenship does not only pertain to the relation between the individual and the other citizens but it also points to the relation of individuals and the government/society, both national and global. It is evident from this study that CE involves training people to be citizens who are patriotic, loyal and knowledgeable citizens who understand their cultural heritage, and appreciate their national history and identity. CE boosts civic knowledge, skills and dispositions, which in turn, encourages and facilitates civic action, for the common good. Similar to GCE and ME, CE endeavors to train students to respect others and acknowledge equal opportunity for all people, irrespective of gender, race, and religion, among others.

The study demonstrates that the teaching practices and learning strategies such as service learning and immersion programs have enabled the students to apply the knowledge, skills and values acquired in the classroom. Likewise, the study confirms that a firm grounding on civic education may bolster people's confidence about their national identity and allegiance. Since the school curriculum of Vietnamese puts a premium on civics, unity and diversity, international values and differing perspectives, their people remain loyal and proud of their national citizenship, yet poised to actively engage in the globalized, inter and multicultural society. In the midst of the opportunities and challenges of globalization, they remain civic oriented and patriotic yet also appreciative of other cultures. As such, this study illustrates that it is possible to aim for balance between unity and diversity, between supporting national solidarity and advancing global interest for peace and justice, and better awareness and tolerance among cultures.

Recommendations

This research study has provided salient details on the conception and practice of CE, GCE and ME in the academe, but other areas may be further explored. The following areas are recommended for future research: a) examine and analyze the inclusion or integration of concepts/perspectives of CE, GCE and ME in the teacher education curriculum of other countries in the region. b) identify, compare, and possibly adopt the best practices in teaching or integrating the concepts/perspectives in the teacher education curriculum in the above-mentioned countries. This could be undertaken by examining the course syllabi, instructional materials and learning resources. c) examine how other organizations (e.g., people's organizations, governmental and non-government organizations, among others) implement their programs and projects on CE, GCE, and ME and identify and/or adopt their best practices; and d.) network with the said organizations in implementing future collaborative activities on CE, MCE and GCE in the teacher education institutions (TEIs).

The following recommendations on the policies and practices on CE, GCE, and ME may also be considered by higher education institutions in the ASEAN region: a) Strengthen the teaching of civic education as early as in the primary and secondary school levels as the formal socialization of children takes place here. At this stage, the values of patriotism and allegiance to the country should be genuinely ingrained in their hearts and minds. b) Equip the TEIs about the content/concepts/perspectives of CE, GCE and ME. The ideals and values of these disciplines or educational fields should be emphasized and integrated in teacher education. c) Train the TEIs about the pedagogical strategies and techniques on CE, GCE, and ME. High-quality instruction, discussion of controversial issues, project-based learning, and participation in off-campus activities, among

others are proven practices that can kindle learning and sustain students' interest and involvement in civic affairs on and off campus. c. 1) Enhance service learning, immersion programs, issue-based approach, and extra-curricular activities as these provide the students the opportunity to apply the skills and live the values they learn in the classrooms. Engaging and highly participative activities are considered effective in learning. c.2) Develop learning materials on the integration of CE, MCE and GCE in the curriculum. Local wisdom or culture may be considered or incorporated in preparing these materials. Consequently, the learners may better appreciate the materials and locate the significant connection between their locality and the global arena. d.) Develop department-based comprehensive assessment tools that will measure students' engagement on CE, MCE, and GCE in schools.



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