

# The context of education for a culture of peace in Vietnam general educational schools

EIU Experiential Learning Programme 2006



**APCEIU**

Asia-Pacific Centre of Education  
for International Understanding

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# Foreword

How can we teach peace? How can the people represent the peace without experiencing it? Can the learners have an idea about peace if a teacher imposes the concept of peace on them? How many times of didactical lecture can be a success to teach it to learners? How can we teach ABOUT peace and FOR peace in a peaceful way?

From almost one hundred years ago, the psychologists and education scientists theorized that experiential learning is the most natural way of human being 's learning: Jean Piaget, John Dewey and Carl Rogers are among them. Carl Rogers, a famous humanitarian psychologist, distinguished two types of learning: one is cognitive and the other one is experiential. He argued that the experiential learning is much more significant than the cognitive one. Because only the former correspond to the learners ' needs and wants. Rogers lists these qualities of experiential learning such as personal involvement, self-initiated, evaluated by learner, and pervasive effects on learner.

In line with life long education, scholars in adult education propose the importance of perspective transformation as a way of learning a new concept. Transformation of the perspective is based upon the learner 's experience. It also recalls the Freire 's empowerment education as an opposite concept of banking education. To make learners confront social issues drawing them from desk and textbook and to make them think " why " and " how " about issues for themselves are essential components of learning.

To learn to live together, we usually emphasize the pedagogy of participatory methodology and critical way of thinking in order to change the world in conflicts into the world in peace and harmony.

The participatory learning and critical thinking can be facilitated by experiential learning. To avoid the misunderstanding, here I want to clarify that I do not mean only the first, direct experience should be confined to experiential learning. In reference to the autobiography of Leonardo da Vinci, the most extraordinary artist, scientist and philosopher, always emphasized that he was a “disciple of experience”; a man “without book learning.” Learning by experience strengthened his determination to understand the laws of nature.

The experiential learning can be understood in two ways: firstly, learning from experience by learners themselves as a natural way of learning. It is organized by learners themselves; secondly, principles of experiential learning are used to design the experiential education programme.

APCEIU has been seeking for best ways to teach/learn the international understanding toward a culture of peace in Asia-Pacific region since its launching. We believe well designed experiential education leads the learners to be exposed to the meaningful experiential learning. Asia-Pacific region has been struggling with ethnic, cultural and religious conflict for a long time. In order to enhance the culture of peace in the region, we must look into deep roots of our problems and find out the ways to transform the conflicts working in a negative way to the conflicts in a positive way. In this regard, this project of “Development of Experiential Learning Programme (ELP)” was launched in order to set the way to listen to the voices from various fields in this region on how to interplay with social and cultural context and learning experience of learners. I hope we can share the precious experiences of case studies on ELP with other educators, scholars and policy makers who are committed to enhance a culture of peace in the region. I expect this project can provide a forum to share and exchange our experience.

December 2006



Kang Dai-Geun  
Director

## ELP Project is...

APCEIU has been committed to the promotion of a Culture of Peace in the region with a pillar of education “Learning to live together.” From experiences of organizing teacher training and cultural exchange programmes, APCEIU believe that education for peace should not only focus on contents but also on environments where education takes place. Education for International Understanding (EIU) should be focused to increase the capacities of learners to deal with issues of day-to-day survival, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

In accordance with its mandate, APCEIU has been developing Experiential Learning Programmes (ELP) to collect Best Case Studies of ELP for Peace in the Asia-Pacific region. Through this initiative, APCEIU aims to refine the EIU pedagogy and to provide conceptual framework for optimal classroom conditions, classroom activities among students and teachers, school climate and social atmosphere towards a Culture of Peace. The theme of ELP for Peace is illustrated at four different levels as concentric circles, and they are Peaceful Classroom, Peaceful School Climate, Peaceful Community and Peaceful Society.

In selecting the Best Case Study, the following steps were conducted: first, announcement letters were distributed to all the National Commissions for UNESCO; then, the Screening Committee, which was composed by APCEIU reviewed all of the submitted applications and selected four best proposals of case studies with blinded review process. After the selection, APCEIU staffs conducted field visits to the respective winners to confer the award to the

selected applicants and at the same time conduct the field observation and interview the researcher.

The chosen best proposals were selected based on the following criteria: originality of case study; applicability and feasibility for the Asia-Pacific Region; creativeness and innovativeness; relevance to EIU; effectiveness and implications; feasibility of the programme; and personal capability to carry out the research.

ELP generally shares the five core themes of EIU namely: cultural diversity and intercultural understanding; globalization and social justice, human rights and human dignity, peace and equity, and sustainability. The research areas of concentration revolves around the classroom activities, programmes related to school climate, community based programmes, and programmes which are carried out in the society.

The favorable and overwhelming responses from the applicants, the support from the UNESCO National Commissions, as well as the overall success of the implementation of this programme on this launching year inspired and motivated APCEIU to continue this endeavor for the coming years.

The Centre encourages the educators, scholars and activists from the Asia-Pacific region to apply and share their successful experiences. In this way, the best cases will be shared and promoted in the whole region towards achieving a Culture of Peace.

# Researcher & Research Team



Ms. Trinh Thi Anh Hoa

Trinh Thi Anh Hoa (Master in Education Science) has been working in the National Institute for Education Strategy and Curriculum Development (NIESAC) as a researcher since 1998 and researching on education strategy, organizing the design and implementation of the research on primary and secondary education, reviewing international and regional experience in the implementation of investment for education and evaluating the conditions and finding out solutions, among others. Her papers entitled, “Strategy for education in the new context, educational development, review” and “Training teacher on new context, educational development, review” were published in 2005. She also worked on many papers in the journals previously.

## Research Team

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## The context of education for a culture of peace in Vietnam general educational schools

### 1. Background

Loving peace, benevolence and tolerance are precious traditional characteristics of Vietnamese people. The tradition has been reflected in Vietnamese folk verses, proverbs and legends and deeply expressed through the people's costumes, practices and behaviours as well as in the State's internal and external relations policy.

To secure a long-lasting and sustainable peace, wars which violate the nations' independence, determination, equality and sovereignty should be eliminated since that is the prerequisite for the development of each person and each country. In a modern world, peace is not only synonymous with anti-war but also anti-terrorism so as to secure social security, and commit to build a good society and respect cultural diversification of nations and individuals.... So that the building of a culture of peace is one of the effective ways to prevent contradictions among nations, countries and ethnic groups. Culture of peace is one of the conditions to deal with conflicts, fight against the lack of respect to people, gender inequality, epidemics, environmental pollution, hunger, and ignorance and to seek social solutions. That's the reason why 2000 was selected a Culture of Peace year by UNESCO and the 2001-2010 was chosen the International Decade for Culture of Peace and Non-violence for the Children of the World by the UN's General Assembly. Vietnam not only has a lot of sympathy for its views on UNESCO and the UN General Assembly's resolutions, but also immediately implements these resolutions to raise people's awareness on the importance and

the contents of culture of peace as defined by the UNESCO: Culture of peace is a set of values, attitudes, and mode of behaviours and ways of life expressing the respect to life, human dignity, and human rights, that reject violence, is a loyalty to the principles of national independence and sovereignty, freedom, equality, solidarity, tolerance and mutual understandings among nations, and turn them into concrete activities in daily life of all families, communities, schools, and nations.

In order to build a long-lasting and sustainable peace in the future, it is necessary to educate culture of peace for the young people, especially those at schools so as to form sound attitudes and feelings towards peace, the good, and anti-war and violence as well as have actions to protect and establish a peaceful environment and build a strong and affectionate relations. The education of culture of peace is a matter of common concerns by many countries in the world. Vietnam has been developing a certain activities on culture of peace including conferences, training for teachers on how to organize activities, building a friendly learning environment, environment protection and life skills. But there is no study on evaluating the situation of the activities in order to adjust necessary to improve the quality and effectiveness of culture of peace education at schools. So that, it is essential to conduct a study on the implementation of culture of peace activities at schools because there has not been any report on this matter yet.

## 2. Objective and contents

### A) Objective

- To study the context of education for a culture of peace in Vietnam general educational schools.

### B) Contents

- To understand the situation of a culture of peace education

through teaching subjects at schools in Vietnam

- To understand the real situation of culture of peace education through extra class activities at schools in Viet Nam
- To make some suggestions to improve the quality and effectiveness of culture of peace education at schools.

### 3. Methods of the study

- a) Reviewing references (documents, programmers, textbooks, etc. on the education of a culture of peace)
- b) Applying expert method: used during the study for outline, and survey tools study and writing final report.
- c) Observing activities relating to culture of peace education in certain Vietnamese schools. We have conducted observations in five schools, namely the Hoang Dieu primary school, Dai Yen primary school, Tay Son, Thang Long, and Phan Chu Trinh secondary schools. The Hoang Dieu primary school and the Tay Son secondary school belong to a the Associated Schools Project (ASP).
- d) Conducting survey by delivering questionnaires, holding talks, interviewing pupils and teachers on the education of culture of peace at Hoang Dieu primary school and Tay Son secondary school in Ha Noi.
- e) Results analysis was done in EXCEL and SPSS (Statistic Package for Social Studies) programmer

Table 1: Quantity of surveyed objectives

No.	Objectives	Hoang Dieu	Tay Son	Total
1	Teachers	24	17	41
2	Pupils	96	97	193
	Total	120	114	234

## 4. Results of the study

### a Current Situation of Vietnamese students ' understanding on a culture of peace

We created multiple choice questions in order to rate students ' current understanding on some basic issues relating to culture of peace such as: expression of culture of peace, respecting, rejecting violence, sharing, expressions of listening and understanding, protecting the environment and earth, and expressions of solidarity and democracy.

The results showed that over 78 % of the primary and secondary pupils knew 8 expressions of culture of peace, namely: respecting all life; disarmament rejecting violence; sharing with others; listening to understand; protecting the earth; tolerance, solidarity and international understanding, striving for an equal society and participate in democracy

For clearer understanding, we gave concrete expressions of 8 contents of culture of peace, the results were as follow:

1) 87.6 percent of the students know how to accept other people, other nations, and other cultures, 95.3 percent of them follow the law; 84.5 percent of them showed their sympathy and sharing to people in difficulties; 76.2 percent of them knew that respecting themselves, those things mean the expressions of respecting all. They also understood that looking down on women and racial and religious discrimination are not the expressions of respecting (table 2);

2) Over 90 percent of primary and secondary students understood expressions of rejecting violence, these include: the solidarity and friendship among nations, and countries; dealing with disputes by talks and negotiations; respecting other people, and other nations, and showing solidarity and friendliness with other people. Expressions, such as waging wars, armed conflicts, fighting, quarreling with friends and neighbors, using violence with other

people are not the expressions of rejecting violence (table 2);

3) Over 75 percent of them knew the expressions of sharing as showing sympathy, helping other people in difficulties, saying congratulations, exchanging information with other people (table 2);

4) Over 81 percent of students understood that expressions of listening to understand as listening to other people, understanding and showing sympathy to others, always putting their positions on others (table 2);

5) Over 84 percent of them knew some solutions of protecting the environment and the earth, such as: planting trees, reprocessing rubbish to micro fertilizer, cleaning streets, limiting the use of nylon packages, and putting waste at authorized locations (table 2);

6) Over 90 percent of them understood the expressions of solidarity: working together for the same purpose, supporting, sharing and cooperating with each other to fulfill assigned tasks, using peaceful measurements, and dialogues to deal with disputes and contradictions, every country spares no effort for a common peace for the world (table 2);

7) Especially, over 86.6 percent of students gave correct answers on the expressions of equality, including every children have the right to go to school, everybody is equal before the law, every one is treated equally, no racial discrimination, no gender discrimination, no religious and cult discrimination, no profession and social status discrimination, every body has the same rights and obligation, and everyone is given opportunities to develop their talents; and

8) Over 56 percent of the students knew that respecting the law, not violating other people 's rights and benefits, freedom of speech, freedom of election and candidacy for elections, and freedom of religion and cult are the expressions of democracy (table 2).

In short, most of primary and secondary students showed their understanding on the contents of the culture of peace. However, some other expressions of democracy, and sharing seemed to be difficult for them, especially those at primary schools.

Table2. Vietnamese students ' understanding on a culture of peace

No	Expression	Content	Primary	Lower Secondary	Mean
1	Expression of culture of peace	Respect all life	83.5%	72.9%	78.2%
		Disarmament Reject violence	100.0%	92.7%	96.4%
		Share with others	79.4%	78.1%	78.8%
		Listen to understand	84.5%	71.9%	78.2%
		Protecting the earth	79.4%	92.7%	86.0%
		Tolerance, solidarity and international understanding	79.4%	97.9%	88.6%
		Leading to equality in the society	94.8%	95.8%	95.3%
		Participate in democracy	89.7%	88.4%	89.1%
2	Expression of Respect all life	Women discrimination	5.2%	1.0%	3.1%
		Acknowledgement of other people, nations, cultures	83.5%	91.7%	87.6%
		Law execution	100.0%	90.6%	95.3%
		Sympathy and help for people in trouble and misfortune	83.5%	85.4%	84.5%
		Racial and religious discrimination	5.2%	6.3%	5.7%
		Self respect	72.2%	80.2%	76.2%
		Force others to submit to self decisions	0.0%	5.2%	2.6%
3	Expression of Disarmament Reject violence	Wage wars, armed conflicts	0.0%	1.4%	0.7%
		Build union and friendship among nations.	100.0%	89.6%	94.8%
		Use negotiation and dialogue to resolve contradiction	100.0%	87.5%	93.8%
		Respect other people, other nations resolve contradiction	94.8%	84.4%	89.6%
		Fight and argue with friends and neighbors	0.0%	2.4%	1.2%
		Like to play and encourages violent games	0.0%	1.5%	0.7%
		Be united and friendly with others	100.0%	85.4%	92.7%
		Use violence to treat others	6.3%	4.6%	5.0%
		Not bully friends	83.5%	91.7%	87.6%
		4	Expression of Share with others	Sympathize and help people in trouble and misfortune	100.0%
Congratulate friends in happiness	82.5%			90.6%	86.5%
Exchange information with others.	93.8%			55.2%	74.6%
Envy when friends are better than oneself	0.0%			10.4%	5.2%
5	Expression of Listen to understand	Always interrupt others ' speeches.	23.7%	7.3%	15.5%
		Concentrate on speeches of others	100.0%	93.8%	96.9%
		Understand and sympathize with others	91.8%	89.6%	90.7%



No	Expression	Content	Primary	Lower secondary	Mean
5	Expression of Listen to understand	Always stand in others ' situations to understand them	87.6%	76.0%	81.9%
6	Expression of Protecting the earth	Throw waste uncontrolled	7.2%	1.0%	4.1%
		Deforest	5.2%	6.3%	5.7%
		Plant trees, afforest	93.8%	88.5%	91.2%
		Throw animals carcasses to rivers, lakes	5.2%	12.5%	8.8%
		Recycle waste into fertilizer	68.0%	77.1%	72.5%
		Spill industrial waste water into rivers, lakes	16.5%	7.3%	11.9%
		Tidy streets	78.4%	90.6%	84.5%
		Hunting wild animals	16.5%	10.4%	13.5%
		Limitedly use of nylon bags to pack food.	83.5%	78.1%	80.8%
		Overuse pesticides	16.5%	9.4%	13.0%
7	Expression of Tolerance, solidarity and international understanding	Put waste into indicated places	100.0%	96.9%	98.4%
		Join hands for common purposes	94.8%	91.7%	93.3%
		Never oppose to contrary opinions	0.0%	37.5%	18.7%
		Defend friends in all cases	21.6%	19.8%	20.7%
		Set up groups or factions to fight in violence with other over interests	0.0%	6.3%	3.1%
		Always support, sharing and cooperate to accomplish assigned works	100.0%	91.7%	95.9%
		Use peaceful methods to resolve contradiction and conflicts	88.7%	92.7%	90.7%
8	Expression of Striving for an equal society	All nations are striving for a common peace for the world	92.8%	93.8%	93.3%
		All children can go to school	100.0%	97.9%	99.0%
		People are equal before the law	88.7%	96.9%	92.8%
		Everybody is treated equally	92.8%	96.9%	94.9%
		No racial discrimination	100.0%	100.0%	100.0%
		No gender discrimination	100.0%	100.0%	100.0%
		No religious discrimination	94.8%	100.0%	97.4%
		No status and professional discrimination	100.0%	99.0%	99.5%
		People have equal rights and duties	78.4%	99.0%	88.7%
Everybody has opportunities to fully bring into play all potentials	78.4%	94.8%	86.6%		
9	Expression of Participate in democracy	Respect the law	71.1%	80.2%	75.6%
		Do not violate others ' rights and interests.	69.1%	78.1%	73.6%
		Be free to do whatever they want	5.2%	28.1%	16.6%
		Freedom of speech	68.0%	53.1%	60.6%
		Freedom to stand for election and to vote.	75.3%	57.3%	66.3%
		Freedom of religion and worship	63.9%	51.0%	57.5%
		Freedom to judge and interfere in others ' business	5.2%	6.3%	5.7%

b The necessity of the education of a culture of peace for school students

We interviewed teachers on the necessity of the education of culture of peace for school students. All of them agreed that it is essential for the education of culture of peace for students at schools.

Most of the teachers and students said that the education of culture of peace helps the students understand the meaning of culture of peace towards the country’s development; understand the contents of culture of peace; having respect and respecting others; living with integration and showing sympathy and sharing with other people; respecting the law regarding the citizens’ duties and tasks in protecting and building peace; knowing how to set up and keep culture of peace at schools, community, families and society; developing communication skills, integration abilities and cooperation with individuals and groups.

It is essential and urgent to educate culture of peace to young children since they will be the country’s future masters, and those who will deal with natural and social disputes which are becoming more and more severe and complicated. They are also playing as activists on culture of peace in their families and in community. Furthermore, the education of culture of peace will help them improve their living and studying environment in order to live and study better.

Table3: Opinion of students and teachers on “ the necessity of the education of a culture of peace for school students ”

Reason	Student	Teacher
1. Help students know many things about peace culture	90.2%	80.5%
2. Help students understand the meaning of peace culture to country development.	94.3%	100.0%
3. Provide students self-esteem and respect to others.	83.4%	73.2%
4. Help students sympathize, understand and help people.	84.5%	82.9%
5. Respect the law on rights and duties of citizens in preserving peace	89.6%	92.7%
6. Know how to set up and keep peace culture in schools, community, family and society.	83.4%	90.2%
7. Develop communication skills, abilities to integrate and cooperate with individuals and groups	75.4%	92.7%

## c Targets of education of a culture of peace at Vietnamese schools

The education in Vietnam is developing in line with the country's strategic direction on industrialization and modernization and trying to integrate into the development tendency of the world education.

The form of education comprises formal and non formal education. The levels and degrees of Vietnam national educational system comprises: 1) Infant education composed of crèches and preschool education; 2) General education comprises: primary education, lower secondary education; higher secondary education; 3) Vocational education comprises: vocational secondary education and job training secondary education; 4) Higher education trains: college degrees, university degrees, master's degree and doctorate.

The 2005 Education Law identified that "The aim of education is to train Vietnamese into all-round developed persons with good ethics, firm knowledge and good health, a sound aesthetic sense and a firm professional level, who are loyal to the ideal of national independence and socialism; to form and foster the personality, quality, and capacity of citizens in order to meet the need of building and defending the Fatherland". "The contents of education have to ensure its fundamental, comprehensive, practical, modern and systematic characteristics, attaching the special importance to the education of citizens' thoughts and awareness; upholding and developing the country's fine traditions and cultural characteristics, as well as learning from the mankind's cultural quintessence....".

In order to achieve the targets, Vietnamese schools have implemented fields of education, and the contents of education, including the education of culture of peace synchronously. It's obvious that the education of culture of peace is completely in line with the Vietnamese traditions as well as its education's targets.

The targets of the education of culture of peace for Vietnamese students include:

## PRIMARY SCHOOLS

### • Knowledge

- Understanding the necessity of building a culture of peace in the world, in each country and each family
- Understanding the tolerance, sympathy and mutual understanding, and ensuring people's (including children) fundamental rights are the basis of setting up a culture of peace
- Understanding that their duties and tasks are to contribute to the building of a culture of peace in their families, community, country and the world

### • Attitudes

- Helping students have correct and positive directions and attitudes, such as loving peace, resenting violence and wars, respecting other people, being open-minded, and showing sympathy towards people in difficulties
- Respecting legal regulations on citizens' duties and tasks on protecting and building peace, respecting and supporting right actions, and rejecting violence which infringe citizens' rights

### • Skills

- Being able to recognize signs and expressions of culture of peace in families, at schools, in community, country and in the world
- Living in harmony, solidarity, showing love and helpfulness to others, loving children, respecting and obeying their grandparents, parents, teachers and older people
- Developing communication skills and abilities to integrate and cooperate with individuals and groups
- Actively and positively taking part in groups activities, and seeking solutions in order to set a culture of peace.

## SECONDARY SCHOOLS

### • Knowledge

Providing pupils with knowledge relating to values and behaviors:

- Respect and protect the human rights, fight against all forms of

- violation and discrimination against freedom of democracy.
- Lead a life of humane, tolerance and solidarity.
- Respect the diversity of culture, intensify understanding, exchanges and cooperation among nations.
- Against wars, conflicts and violence.
- Fight against poverty and ensure sustainable development.
- Protect the environment.
- **Attitudes**
  - Pupils must be friendly, have self-respect, and respect others, do not discriminate among nations and cultures.
  - Respect standards of culture of peace, concur with behaviors conforming to requirements to build a culture of peace and oppose contrary behaviors.
- **Skills**
  - Pupils have communication skills: polite, sympathetic and able to cooperate and address conflicts by dialogue
  - Actively take part in both domestic and international cultural activities at schools and localities.

## HIGHER SECONDARY SCHOOLS

- **Knowledge: Help pupils understand**
  - What does a culture of peace mean?
  - The meaning of a culture of peace towards sustainable development of individuals, people and nation.
  - Responsibility of each individual, people, nation and international organization in building and protecting a culture of peace.
- **Attitude: Forming following attitudes for pupils**
  - Love peace, against violence and unjust wars.
  - Always pay attention to studying to acquire quintessence of other cultures and thoroughly understand cultural characters of other nations.
  - Respect and love others, and respect the cultural diversity among nations.
  - Respect justice, freedom, democracy, sovereignty of each country, and international laws as well as laws of each country.
  - Tolerant, conciliatory in relations with other people, countries as

well as in social and family relations.

- Solidarity and cooperate with others, and do not discriminate among nations, religions and skin color.
- Respect nature, oppose activities undermining natural resources, the environment, peace, security, and life of each individual as well as the whole community.
- Criticize activities violating the culture of peace.

• **Skills**

- Pupils have skills of communications and behaviors: polite, sympathetic, and able to cooperate with others and handle conflicts.
- Actively participate in cultural activities of peace at schools and localities in both domestic and international scale.

The content of education of the culture of peace is diversified, therefore, schools have responsibility to implement this content and consider it as part of all-round personality education for pupils.

In Viet Nam, education of the culture of peace for pupils is implemented in two main ways: teaching subjects and extracurricular activities.

#### d Education of a culture of peace through subjects at schools

##### 1) Through the moral subject at primary schools and the Civics subject at lower secondary and higher secondary schools

The content of education of the culture of peace is currently integrated into a number of social and scientific subjects like Vietnamese, History and Geography, especially the Morals at primary schools and the Civics at lower secondary and higher secondary schools. However, the teaching of the culture of peace will vary depending on each lesson such as the contents in table 4.

Table 4. Content to educate for a culture of peace in moral and civics program

No	Topic	addresses			
		Grade	Lesson		
1	Respect all life	1	- To be polite and obey teachers - You and your friends - Say thank you and sorry - Greetings and good bye		
		2	- Being polite when receiving phone and calling - Being polite when coming to others ' house		
		3	- Respecting others ' letters and properties - Respecting foreigners - Respecting funeral - Loving uncle Ho - Being grateful at wounded soldiers and paralytics		
		4	- Being grateful at teachers - Respecting and being grateful at labours - Being polite to everyone		
		5	- Respecting the elderly and loving children - Respecting women		
		6	- Being courteous - Being polite and delicate - Respecting laws		
		7	- Self-respecting - Venerating teachers and respecting laws		
		8	- Respecting others - Respecting and learning from other nations		
		2	Disarmament/ Reject violence	5	- I love peace
				9	- Friendships among nations in the world - Protecting peace
12	- Laws and peace, and development, advance of human being				
3	Share with others	1	- Being polite with brothers and sisters, making concessions for small children		
		2	- Caring and helping friends - Helping handicaps		
		3	-Caring and looking after grandparents, parents, brothers and sisters. - Sharing happiness and sadness with friends - Caring and helping neighborhoods		
		4	- Filial respecting grandparents and parents - Participating humanitarian activities		
		5	- Friendships - Associating with people around		
		6	- Living harmony with people		
		7	- Loving people		
4	Listen to understand	4	- Knowing how to present ideas and opinions		

No	Topic	addresses	
		Grade	Lesson
5	Protecting the earth	1	- Protecting flowers and tree in public places
		2	- Keeping order and hygiene in public area
			- Protecting animal
		3	- Saving and protecting fresh water resources
			- Protecting tree and animal
		4	- Environmental protection
		5	- Natural resources protection
		6	- Loving nature and living together with nature
6	Tolerance, solidarity and international understanding	7	- Environmental and natural resource protection
			- Cultural heritage protection
		11	- Resources and environmental protection policy
		3	- Solidarity with international children
		5	- Friendships
7	Participate in democracy	7	- Solidarity and interdependence
			- Being tolerant
		6	- International Convention on the Rights of the Child
8	Participate in democracy	12	- Equal citizenship to the laws
			- Equality among nations and religions
		8	- Enthusiastic participation in politic-social activities
		9	- Democracy and regulation
			- Having the citizen rights to participate in governmental management, social management
		11	- Democracy of socialist republic
		12	- Citizen and democracy

Methods and ways of education of the culture of peace through the Morals and Civics are flexible and diversified. Activities of individuals and groups, and usage of learning aids liked pictures, videos, maps and graphs, etc. are intensified, thus making the learning easier and more attractive.

- Combining various methods like analyzing and resolving situations, conversing, exchanging.
- Holding discussion on topics relating to the culture of peace.
- Raising situations relating to the education on the culture of peace (teachers describe it by lecturing or using pictures, videos) for pupils to analyze and assess and draw lessons by their own.
- Organize role plays.



- Organize games showing solidarity and cooperation.
- The forms of education of the culture of peace through the Morals and the Civics are diversified like the forms of group, class or the whole school. These activities can be organized in class, at the school ground or outside the school like museums.
- Methods and ways of organizing education of the culture of peace are very diversified and plentiful. We choose methods in conformity with specific conditions of each class, school and locality.

## 2) Through the teaching of other subjects

- The culture of peace is also taught through other subjects like Vietnamese language, History, Geography, Foreign languages and Biology.
- The History subject covers the history of nations, countries, peace and solidarity among nations and countries.
- In the Vietnamese language subject, the culture of peace is taught through lessons relating to the environment, the land and people of Vietnam.
- In the Geography subject, pupils are provided with knowledge relating to social and natural environment, the protection of the environment, the earth, people, nation and ethnic groups.
- Education of the environment, environmental and earth protection is also mentioned in the Biology subject.
- Meanwhile, Foreign language subjects mention the culture of peace through texts relating to people and culture of a number of countries in the world.

## e Education of a culture of peace through extracurricular activities at secondary schools in Vietnam

At present, the education of the culture of peace at high schools in Viet Nam is still integrated into main monthly activities and linked with events and holidays at localities, within the country or abroad.

The table 5 showed the content of education of the culture of peace through extracurricular activities at secondary schools in Vietnam

Table 5. Content to educate for a culture of peace in extra curriculum

No	Topic	addresses			
		Grade	Activity contents		
1	Respect all life	6	- Teachers at our schools - Remembering teacher's merit		
		7	- Holding the celebration the Vietnamese Teacher's Day 20th November		
		8	- Discussing topic "teacher and pupil relation" - Holding the celebration the Vietnamese Teachers Day 20th November - Competition of composing on "Teacher's merit"		
		9	- Discussing on Venerating teachers and respecting laws - Holding the celebration the Vietnamese Teacher's Day 20th November		
		10	- Emotional letters for teachers - The celebration the Vietnamese Teacher's Day 20th November - Lovable friends who are girls - Dealing with situations in communication and behavior		
		2	Disarmament Reject violence	9	-The youth forum on the topic "Peace and Friendships"
				10	- Entertainment "peace crosswords" - Comprehending the meaning of peace issues, friendships and cooperation - Discussion "Cooperate together"
		3	Share with others	10	- Questions and answers competition on friendships, love and family
		5	Protecting the earth	6	- The beauty of motherland and nation
				7	- Heritage, historic relic with children
8	- Students and globalization issues				
10	- Report " activities of protection environment" - Learn about heritage				
6	Tolerance, solidarity and international understanding	6	- Reporting on activities of environmental protection at local areas - Comprehending cultural heritage - Children from other countries is our friends - Friendship meeting		
		7	- Solidarity friendships		

Education for culture of peace through activities is the most effective way. Depending on aims, contents of education for culture of peace and condition, the activities of culture of peace are organized very diversified and numerous:

- Organize contests with various topics like “ We protect cultural heritages ” or contest on the culture of peace.
- Music performance: singing songs relating to the culture of peace.
- Performing traditional customs of various nations.
- Organize festivals.
- Organize painting contests on peace
- Discuss topics relating to peace.
- Role play.
- Exchanges between local schools or with international students.
- Design and implement projects.
- Raise funds to support children in disadvantaged areas.

A survey conducted on teachers, managers and pupils from 5 schools in Ha Noi showed that the content of education of the culture of peace has been taught through subjects and extracurricular activities. Especially the ASPs attach special importance to teach culture of peace than the other schools. Accordingly, the quality and efficiency of the education of the culture of peace have been considerably improved. However, for clearer understanding the context to educate for culture of peace in Vietnam general Schools, it is necessary to conduct a deeper research on a national scale at different economic areas.

## f. Advantages and disadvantages of implementing the education of a culture of peace for pupils at Vietnam general schools

We interviewed teachers and managers on Advantages and Disadvantages of implementing the education of the culture of peace for pupils at Vietnam general schools.

### **Advantages:**

- Vietnam has a peace-loving tradition. Accordingly, many activities relating to the culture of peace have been organized like a cultural festival of ethnic groups, preserving cultural heritages, building cultural families, international cultural festival, or “ For a green and clean environment ”....
- The Party and Government of Vietnam attach great importance to education, considering it as the top policy. Alongside equipping knowledge about science and technology, they also pay attention to humane and international education.
- The Ministry of Education and Training has issued many directions relating to the education of the culture of peace for pupils like strategy and policy on environment education.
- The teachers and managing staff are enthusiastic, qualified and responsible.
- The content of education of the culture of peace has been integrated into a number of subjects like the Morals/Civics, Vietnamese language/ literature, History, Geography and Foreign Languages among others and extracurricular activities.

### **Disadvantages:**

- Students in Teacher training College are not equipped enough with essential knowledge, methods and ways to organize educational activities relating to the culture of peace.
- Teachers lack of knowledge about the culture of peace.
- Lack of materials relating to the culture of peace, as well as essential equipment.

- The teachers are not regular trained about the content, methods and forms to organize education of the culture of peace
- Loose cooperation between the school and parents, and local authorities in organizing activities for pupils.

## g. Conclusion

- 1) Education of the culture of peace is conformable with Vietnam 's tradition as well as the goal of the education sector.
- 2) Education of the culture of peace for the young generation is very important as they are those who will handle the contradiction between the nature and the society. They are also active propagandists about the culture of peace at home and among the community where they live. Moreover, education of the culture of peace enables pupils to improve the living and studying environment in order to live and study better.
- 3) General schools play a key role in effectively educating pupils about the culture of peace, thereby helping them develop comprehensively.
- 4) Education of the culture of peace at schools in Viet Nam is implemented in two ways: through the teaching of various subjects, particularly the Morals/Civics, and through extracurricular activities, by a wide range of methods and forms, bringing in positive results: helping pupils understand the meaning of the culture of peace towards the country 's development; have self-respect and respect others; sympathies and understand other; respect the law on responsibility of each individual in protecting and building the peace; know how to establish and preserve the culture of peace at schools, home and in the society; and develop their communication skills.
- 5) General School in Vietnam, particularly in schools belonging to Associated School Project pay attention to the education of the culture of peace through teaching of various subject and extra activities. Accordingly, activities relating to the culture of peace

are held more usually and effectively at these schools. However, other schools not belonging to Associated School Project not pay attention to the education of the culture of peace.

## 5. Recommendations

- a. Education of the culture of peace is very necessary. Accordingly, it is essential to disseminate information aiming to raise awareness and improve understandings of teachers, managers, parents and the whole community.
- b. The selection and integrating the content of education of the culture of peace to schools need to be suitable with certain pupil and condition.
- c. It is necessary to renew methods and ways to organize activities in order to improve the quality and efficiency of the education of the culture of peace.
- d. It is essential to compile instructional materials for teachers, parents and the whole community together with training about the content, forms and methods of education of the culture of peace.
- e. The content of education of the culture of peace needs to be taught at teachers colleges because these colleges help train teachers, meeting the demand for education development of various sectors. They also help train managing staffs, and Party officials, State officials as well as authorities at all levels. The teacher staff and managing officials play a key role in implementing the education strategy, in building the relationship among people in the society. Therefore, equipping students from teachers colleges with essential knowledge about the culture of peace is an urgent task.
- f. UNESCO, the State and the Ministry of Education and Training need to pay attention to the education of the culture of peace like education of other issues such as drug prevention, environment,

and HIV/AIDS prevention and control.

g. In order to learn more about the implementation of activities relating to the education of the culture of peace at high schools, it is necessary to conduct a deeper research on a national scale at different economic areas, helping build and implement programmes relating to the education of the culture of peace at schools more effectively.

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## Appendix 1

### Questionnaire for Teacher

Dear,

Peace, friendship and cooperation for development among nations are the common trend in this era. To let us study on educational activities for peace culture in schools. We would like to find out the activities of education for a culture of peace in Vietnam general schools. We hope you will read carefully the following questions and answer them according to instructions. This questionnaire does not aim at judging you. All your answers will be appreciated and kept secret.

#### Part I. General personal information (Fill the.....with suitable information or mark X in )

1	School:		
2	Commune:	District:	Province:
3	Gender:	Male <input type="checkbox"/>	Female <input type="checkbox"/>
4	Ethnic:	Kinh <input type="checkbox"/>	Others <input type="checkbox"/>

#### Part II. Content

**Question 1.** In your opinion, is it necessary to educate peace culture to students? (you can choose *one answer* by circling the numbers in front of each answer)

1. Necessary                      2. Unnecessary

**Question 2.** In your opinion, why is it necessary to educate peace culture to students? (you can choose *one or more answers* by circling the numbers in front of each answer)

Educate a culture of peace to help students:

1. Know many things about peace culture
2. Understand the meaning of peace culture to country development.
3. Provide students self-esteem and respect to others.
4. Sympathize, understand and help people.
5. Respect the law on rights and duties of citizens in preserving peace.
6. Know how to set up and keep peace culture in schools, community, family and society.
7. Develop communication skills, abilities to integrate and cooperate with individuals and groups.
8. Others.

**Question 3.** In your school, contents to educate for culture of peace are taught in which subjects? (Mark X in the blanks):

	Vietnamese language	Morals/civics	Geography	History	Foreign languages	Biology	Extra activities
Respect all life							
Disarmament Reject violence							
Share with others							
Listen to understand							
Protecting the earth							
Tolerance, solidarity and international understanding							
Leading to equality in the society							
Participate in democracy							

**Question 4.** The school often organize educational activities on peace culture in what ways? (you can choose *one or more answers* by circling the numbers in front of each answer)

Listen to lectures	Group discussions
Class discussion	Students forum
Exchanges	Contest on studying peace culture
Games	Talking
Perform plays	Draw pictures, write articles, write poems
Perform show	Perform ethnic clothes
Go sightseeing	Design and carry out projects
Organize Festivals on National Cultures	Making-up festivals
Others	

**Question 5.** Do you have comments to improve the quality and effectiveness of culture of peace education at schools

1. Content

.....

.....

2. Methods

.....

.....

3. Condition (documents, equipments)

.....

.....

4. Time

.....

.....

5. Training Teacher

.....

.....

6. Other

.....

.....

## Appendix 2

### Questionnaire for Students

Dear,

Peace, friendship and cooperation for development among nations are the common trend in this era. To let us study on educational activities for peace culture in schools and your needs, we hope you will read carefully the following questions and answer them according to instructions. This questionnaire does not aim at judging you. All your answers will be appreciated and kept secret. Therefore, you can answer truly to your point of view, your thought and your feeling.

**Part I. General personal information (Fill the ..... with suitable information or mark X in**

1	Class:	School:	
2	Commune:	District:	Province:
3	Gender:	Male <input type="checkbox"/>	Female <input type="checkbox"/>
4	Ethnic:	Kinh <input type="checkbox"/>	Others <input type="checkbox"/>

**Part II. Content**

**Question 1. Mark X in ( which you think is the expression of peace culture**

1	Respect all life	<input type="checkbox"/>
2	Disarmament / Reject violence	<input type="checkbox"/>
3	Share with others	<input type="checkbox"/>
4	Listen to understand	<input type="checkbox"/>
5	Protecting the earth	<input type="checkbox"/>

- |                            |   |                          |
|----------------------------|---|--------------------------|
| 6                          | Tolerance, solidarity and international understanding | <input type="checkbox"/> |
| 7                          | Leading to equality in the society                    | <input type="checkbox"/> |
| 8                          | Participate in democracy                              | <input type="checkbox"/> |
| Your opinion (if possible) |   |                          |

**Question 2.** Mark X in the blanks corresponding to expressions of respect  
(You can choose one or more answers)

- |   |   |                          |
|---|---|--------------------------|
| 1 | Women disregarding  | <input type="checkbox"/> |
| 2 | Acknowledgement of other people,<br>nations, cultures     | <input type="checkbox"/> |
| 3 | Law execution   | <input type="checkbox"/> |
| 4 | Sympathy and help for people in trouble<br>and misfortune | <input type="checkbox"/> |
| 5 | Racial and religious discrimination                       | <input type="checkbox"/> |
| 6 | Self respect  | <input type="checkbox"/> |
| 7 | Force others to submit to self decisions                  | <input type="checkbox"/> |

**Question 3.** Mark X in blanks corresponding to expressions of violence  
renouncement. (you can choose *one or more answers*)

- |   |  |                          |
|---|--|--------------------------|
| 1 | Wage wars, armed conflicts.                              | <input type="checkbox"/> |
| 2 | Build union and friendship among nations.                | <input type="checkbox"/> |
| 3 | Use negotiation and dialogue to<br>resolve contradiction | <input type="checkbox"/> |
| 4 | Respect other people, other nations.                     | <input type="checkbox"/> |
| 5 | Fight and argue with friends and neighbors.              | <input type="checkbox"/> |
| 6 | Like to play and encourages violent games.               | <input type="checkbox"/> |
| 7 | Be united and friendly with others                       | <input type="checkbox"/> |
| 8 | Use violence to treat others                             | <input type="checkbox"/> |
| 9 | Not bully friends  | <input type="checkbox"/> |

**Question 4.** In your opinion, which of the following is an expression of sharing? (you can choose *one or more answers* by circling the numbers in front of each answer)

1. Sympathize and help people in trouble and misfortune.
2. Congratulate friends in happiness
3. Exchange information with others.
4. Envy when friends are better than oneself.

**Question 5.** In your opinion, which of the following sentences is an expression of understanding? (you can choose *one or more answers* by circling the numbers in front of each answer)

1. Always interrupt others' speeches.
2. Concentrate on speeches of others
3. Understand and sympathize with others.
4. Always stand in others' situations to understand them.

**Question 6.** In your opinion, which of the following sentences is an expression of protecting environment and the earth? (you can choose *one or more answers* by circling the numbers in front of each answer)

1. Throw waste uncontrolledly
2. Deforest
3. Plant trees, afforest
4. Throw animal carcasses to rivers, lakes.
5. Recycle waste into fertilizer.
6. Spill industrial waste water into rivers, lakes.
7. Tidy streets
8. Hunting wild animals
9. Limitedly use nylon bags to pack food.
10. Overuse pesticides.
11. Put waste into indicated places.

**Question 7.** In your opinion, which of the following sentences is an expression of solidarity? (you can choose *one or more answers* by circling the numbers in front of each answer)

1. Join hands for common purposes.
2. Never oppose to contrary opinions.
3. Defend friends in all cases.
4. Set up groups or factions to fight in violence with other ones over interests.
5. Always support, sharing and cooperate to accomplish assigned works.
6. Use peaceful methods to resolve contradiction and conflicts.
7. All nations are striving for a common peace for the world.

**Question 8.** In your opinion, what is equality? (you can choose one or more answers by circling the numbers in front of each answer)

1. All children can go to school.
2. People are equal before the law.
3. Everybody is treated equally.
4. No racial discrimination.
5. No gender discrimination
6. No religious discrimination
7. No status and professional discrimination
8. People have equal rights and duties.
9. Everybody has opportunities to fully bring into play all potentials.
10. All the answers above.

**Question 9.** In your opinion, which of the following sentences is democracy?

1. Respect the law.
2. Do not violate others ' rights and interests.
3. Be free to do whatever they want.
4. Freedom of speech
5. Freedom to stand for election and to vote.
6. Freedom of religion and worship.
7. Freedom to judge and interfere in others ' business.

**Question 10.** Where do you have the knowledge for each of the following point? (Mark X in the blanks)

	From subjects at school	From educational activities	From class, school activities	From communication with friends	From mass media
Always respect others					
Renounce violence					
Help people					
Listen to understand					
Protect the earth					
Be united and selfless					
Strive for social equality.					
Participate in democracy					

**Question 11.** The school often organize educational activities on peace culture in what ways? (you can choose one or more answers by circling the numbers in front of each answer)

1) Listen to lectures	2) Group discussions
3) Class discussion	4) Students forum
5) Exchanges	6) Contest on studying peace culture
7) Games	8) Talking
9) Perform plays	10) Draw pictures, write articles, write poems.
11) Perform show	12) Perform ethnic clothes.
13) Go sightseeing	14) Design and carry out projects.
15) Organize Festivals on National Cultures	16) Making-up festivals
17) Others	18)



**Question 12.** Why is it necessary to educate peace culture to students? (you can choose one or more answers by circling the numbers in front of each answer)

1. Help me know many things about peace culture
2. Help me understand the meaning of peace culture to country development.
3. Provide me self-esteem and respect to others.
4. Help me sympathize, understand and help people.
5. Respect the law on rights and duties of citizens in preserving peace.
6. Know how to set up and keep peace culture in schools, community, family and society.
7. Develop communication skills, abilities to integrate and cooperate with individuals and groups.
8. Others.

# Field Visit

As a representative of APCEIU, Dr. Seung-Mi Lee, Chief, Research & Development Team took a field visit on 21-24 November 2006 to Hanoi, Vietnam to carry out missions such as : 1) to award the researcher as a winner of 2006 Best Case Study of EIU Experiential Learning Programmes; 2) to give a guideline on finalizing the report of case study; and 3) to interview teachers, headmasters, scholars and students involved in the research and encourage them to continue and enhance further activities related to EIU.

- Discussion with research team on the background of the research



- ▲ Awarding ceremony with Mme. Luu Thu Thuy, Director (left) and Ms. Hoa Anh, chief researcher of the case study (right), Research Center for General Education Strategy and Curriculum, National Institute for Education Strategy and Curriculum (NIESAC).

- ▶ Interview with Headmaster and teachers in *Hoang Dieu* Primary School, Hanoi, one of the participated schools in the research



◀ EIU is taught as co-curricular activities in the subjects of ICT, music and fine art at the *Hoang Dieu* Primary School

- ▶ Interview with Headmaster, Vice Headmaster and teachers in *Tayson* Secondary School, Hanoi, one of the participated schools in the research



- ▲ A teacher had a class “International Cooperation” through ICT (left) and as one of the activities of the class, students presented a paired work on a culture of Vietnam at the Tayson Secondary School.

- ▶ As an extra-curricular activity on EIU, students learn Vietnamese culture and other cultures using dance and fine art at the Tayson Secondary School.



