



## Educating students on the tradition of valuing learning in the context of international integration today

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### Abstract

Vietnam stands as a nation with a profound respect for learning. This appreciation for education has evolved into a cherished tradition within the cultural framework of the Vietnamese people. The tradition reflects the practical experiences of nation-building and development. While the tradition of valuing education in Vietnam has remained consistent, it is not static; it adapts in response to changing socioeconomic conditions. Deeply intertwined with the nation's history of state-building and defense, this educational tradition continues to be enriched, especially in the current context of Vietnam's socio-economic advancement. As the pace of scientific and technological progress accelerates, nurturing a spirit of inquiry among students becomes essential. Learning not only equips students with knowledge and access to cutting-edge scientific expertise but also fosters noble life ideals that guide them on their paths to personal success.

**Keywords:** Education, tradition, tradition of studiousness, Vietnamese students, integration

### Introduction

The tradition of valuing education is deeply embedded in Vietnamese culture. For the Vietnamese, learning represents a process of acquiring and internalizing knowledge. From the earliest days of Northern domination, the Vietnamese selectively adopted elements of Han culture imposed by their rulers, using this knowledge as a means to resist foreign invaders. During the period of independence, the Vietnamese actively engaged with various civilizations to enrich the nation's cultural heritage and strengthen efforts for building and defending the country. Consequently, every Vietnamese individual consistently demonstrates a profound thirst for knowledge. This educational tradition stands as a proud and respected facet of Vietnamese culture, emphasizing the pursuit of knowledge, personal intellectual development, and the advancement of social philosophy. This article aims to cultivate appreciation for this educational tradition among the students' current generation within the context of international integration. The author employs research methods, including data collection, analysis, and evaluation, to illuminate the manifestations and significance of the educational tradition in today's context. Through this exploration, we can better understand the value of this tradition and contribute to its preservation and promotion in the era of globalization.

### Contents

#### 1. The studious tradition of the Vietnamese people

Every nation and ethnic group possesses a rich cultural heritage, including unique customs and esteemed traditions. These values have endured for centuries, preserved and promoted by successive generations. Traditions are intrinsically linked to individual existence and development. When considering tradition, people often perceive it as a collection of practices established in the past and transmitted to the present, resulting in various interpretations of the concept. According to the Vietnamese dictionary, tradition is "a habit cultivated over an extended period in lifestyle and thought, handed down from generation to generation." The Dictionary of Philosophy

elaborates that "traditions encompass customs, rituals, social institutions, ideologies, values, and standards of behavior that have emerged throughout history and have been inherited across generations." These elements remain integral to societal cohesion and the identity of specific social groups over long historical periods.

The studious spirit inherent in Vietnamese culture has long been established as a cherished tradition. Vietnamese individuals recognize that education represents not only a right but also a personal obligation. The term "learning enthusiasm" describes the human desire to acquire knowledge, reflecting a natural endeavor aimed at improving living conditions. An inscription on the stela of doctoral laureates from the Year of the Dog, during the third Dai Bao era at the Temple of Literature, Quoc Tu Giam, states: "Talented and moral individuals constitute the core of the state; when this core remains strong, the nation thrives, whereas its weakening leads to national decline. Therefore, wise leaders and sages strive to cultivate talent and nurture this vital essence in every individual." The tradition of learning enthusiasm in Vietnam manifests through an enduring spirit of perseverance, enabling individuals to overcome challenges when pursuing education. This spirit has deeply permeated the psychology, habits, and customs of the people. Even during times of scarcity, parents have consistently made every effort to ensure their children can attend school. Many families possess a long-standing tradition of producing scholars, and certain regions are renowned as "cradles of talent" and centers of education. Moreover, respect for education and scholars further exemplifies this learning spirit.

#### 1.1. The studious tradition of the ancient Vietnamese people

The studious tradition of Vietnamese people has been formed for a long time. From ancient times, learning and the pursuit of knowledge were strongly encouraged through village and state regulations. The monarchs of that era implemented rigorous selection and examination systems,

such as the Huong, Hoi, and Dinh exams, with the purpose of identifying individuals of great learning and talent to hold important positions in the royal court. Those who passed the doctoral exams were honored by having their names engraved on stone steles, serving as a lasting memorial for future generations. In smaller localities, such as villages and communes, the support for education was reflected in the custom of welcoming the top scholars back to their hometowns. Individuals who excelled in the imperial exams were celebrated by their communities, who organized grand processions for their return, thus honoring their academic achievements before the local populace. The intertwining of village customs and state laws fostered a mutual reinforcement of the value of education, further cultivating the Vietnamese people's long-standing tradition of academic dedication <sup>[1]</sup>. Vietnamese historical records highlight the remarkable achievement of Nguyen Hien, the first doctoral candidate in the first contest that established the three highest academic titles including imperial examination first, second, and third (Trang Nguyen, Bang Nhan, and Tham Hoa), held in February 1247 during the reign of King Tran Thai Tong. Nguyen Hien was the first Trang Nguyen and the youngest in the history of Vietnamese examinations, earning the title at the age of 13. In that same year, Le Van Huu, at 17, placed second as Bang Nhan, and Dang Ma La, at 14, ranked third as Tham Hoa. Another notable example is Nguyen Thi Due, who, at the age of 20, passed the Doctoral exam in 1594, becoming the top scorer while her teacher ranked second. Despite the strict patriarchal norms of feudal society, which favored men over women, her dedication to learning enabled her to rise above these constraints and become the first—and only—female Doctor in Vietnam's feudal era <sup>[2]</sup>.

### **1.2. The studious tradition of the Vietnamese people today**

With the understanding that "An ignorant nation is a weak nation," President Ho Chi Minh, during the first government meeting on September 3, 1945, proposed launching a campaign to combat illiteracy. On September 8, 1945, he promptly signed a decree establishing the "Binh dan hoc vu" (Mass Education Campaign), which was responsible for eradicating illiteracy nationwide. This movement was initiated shortly after the formation of the Vietnamese government. Thanks to the awakening of the nation's tradition of valuing education through this campaign, by 1958, the North of Vietnam had largely eliminated illiteracy. Despite its economic hardships, Vietnam achieved significant educational milestones. Figures such as Le Ba Khanh Trinh and Dang Thai Son, renowned internationally for their exceptional achievements in mathematics and music competitions, respectively, have made Vietnam known on the global stage. More recently, Ngo Bao Chau brought further distinction to Vietnam by winning the prestigious Fields Medal in mathematics. Additionally, the Vietnamese national mathematics team has garnered numerous gold medals at the International Mathematical Olympiads (IMO). Other notable accomplishments include the development of a rapid COVID-19 test kit, recognized by the World Health Organization (WHO), and Ha Anh Phuong's achievements, honored among the top 10 global educators, for her innovative English teaching methods for students in rural areas <sup>[4]</sup>.

### **2. The inevitability of educating students on the tradition of academic excellence in the context of integration**

Vietnamese university and college students are individuals pursuing academics at higher education institutions. This phase of their lives marks the beginning of their awareness of social responsibilities as citizens toward the nation. Becoming a student signifies their preparation for acquiring a foundational knowledge base that will shape their future. Today, students benefit from living in a peaceful, independent country, with ample opportunities to learn, contribute to society, and develop their potential. Universities offer in-depth education and research opportunities, allowing students to engage with the Party's policies and the State's cultural values. This education provides them with a clear understanding of national traditions and Vietnamese cultural heritage. The students' current generation consistently respects the contributions of past generations, who fought for national independence and unity, establishing the country's enduring values. In challenging times, students' sense of responsibility, awareness, and national spirit become even more pronounced.

By participating in both formal education and self-study, students gain opportunities to explore, learn from, and engage with the cultures, lifestyles, and educational systems of various nations and ethnic groups worldwide. With their dynamic and creative nature, and in the context of increasing globalization and deeper international integration, today's Vietnamese students are exposed to humanity's most advanced and progressive values. Through this exposure, they gain a deeper understanding of their own nation's educational traditions and its emphasis on learning, while also comparing these traditions with those of other cultures. This comparative approach allows students to recognize both the strengths and limitations of their heritage, enabling them to preserve and cultivate core values that enrich their cultural and intellectual foundation. This process of assimilation not only reinforces but also expands the nation's long-standing tradition of valuing education. In the context of increasing international integration, the rapid development of AI technology significantly impacts various aspects of life. The swift changes in the global landscape encourage students to adopt greater creativity and proactivity in their studies and daily activities while enabling them to keep pace with evolving trends in global education. However, as young individuals with limited life experiences who have recently gained independence from their families, students face numerous challenges alongside these positive influences. These challenges include the tendency to embrace foreign lifestyles, prioritize materialism, neglect their studies, and exhibit a lack of interest in self-directed learning. Such factors can lead students to pursue financial gain and material benefits, often causing them to overlook the importance of spiritual values and their nation's cultural traditions. Therefore, fostering a spirit of academic dedication—rooted in national pride and the resilience inherent in independence—will provide a strong foundation, encouraging students to rise above difficulties, take control of their lives, cultivate a love for learning and hard work, and embrace a sense of responsibility toward themselves, their families, and their communities. This approach will also contribute to preserving the positive values of the Vietnamese way of life in the modern era. The spirit of learning will lay a solid

foundation for developing a future intellectual workforce, thereby enhancing human resources in the current context.

The processes of international integration and the knowledge wave have created a dynamic interplay between traditional and modern values, resulting in both complementary interactions and conflicts. The influx of Western ideas and perspectives on morality and lifestyle frequently contrasts with the nation's cherished ethical values and, in some cases, undermines its cultural identity. This shift has fostered a self-centered lifestyle in which materialism becomes the primary criterion for evaluating values such as diligence, perseverance, intelligence, and loyalty. This transformation presents challenges for the older generation; however, the youth exhibit greater sensitivity to novelty and the unfamiliar, demonstrating remarkable capacity and eagerness to embrace new ideas and lifestyles. Consequently, these changes have intensified generational conflict.

The processes of globalization and international integration, along with the knowledge-based economy, profoundly influence all aspects of social life, including the traditional education system that values learning as a means to cultivate a new lifestyle and equip students with essential knowledge. This environment enhances students' access to a modern educational framework characterized by contemporary ideas and philosophies, allowing them to pursue opportunities for personal development, interaction, and learning, thereby enriching their cultural capital. Consequently, this environment serves as a foundation for orienting traditional education toward promoting a culture of learning, which shapes new lifestyles for students in their studies, careers, political engagement, and daily social interactions. However, rapid international integration, without sufficient filtering, poses a risk of leading students to adopt hybrid lifestyles that may dilute their national identity, resulting in a chaotic mimicry increasingly evident across various dimensions.

Today's tradition of studiousness among students must closely link education with action. Ultimately, learning aims to facilitate action and support practical endeavors; therefore, education should emphasize pragmatism. In the context of developing a socialist-oriented market economy and actively integrating into the international community, the necessity for students to engage in practical, action-oriented learning becomes increasingly evident. The market economy, governed by inherent objective laws, necessitates that students adopt an action-oriented mindset; those with unrealistic or fanciful perspectives will inevitably face elimination and obsolescence. Within this market economy framework, the spirit of diligence in learning disseminates increasingly across all social strata, largely due to the Party's leadership role in education and training. The Party's 8th Congress Resolution (1996) emphasizes that, alongside science and technology, education and training represent the foremost national policies aimed at enhancing public intellect, developing human resources, and nurturing talent. This guiding ideology continues to evolve and refine itself to meet practical demands through various Party congresses. Notably, the 10th National Congress of Education has placed significant emphasis on fostering the comprehensive development of individuals, particularly the younger generation. At the 9th Congress, the Resolution concerning education and training explicitly stated: "... Continue to enhance the quality of comprehensive education... Promote

the spirit of independent thinking and creativity among students, elevate self-learning and self-improvement in knowledge and skills, and bolster the self-learning movement among the populace through formal and informal education, implementing 'education for all' and transforming the country into a learning society."

The 10th Congress has set the objective of education to instill in youth a spirit of patriotism, national pride, socialist ideals, compassion, respect for the rule of law, a desire for knowledge, determination to advance, and ambition to succeed rather than succumb to poverty. This objective seeks to develop a workforce equipped with essential knowledge and skills that are both effective and practically oriented, politically aware, and motivated to excel in science and technology.

The aforementioned policies and viewpoints have catalyzed academic competition and scientific creativity among university students, motivating them to innovate and pursue their passions. Numerous exemplary students have emerged in the realm of scientific and technological innovation, including individuals who have surmounted challenges to achieve prestigious awards in international competitions. Notable figures include Dang Phuong Khoi Nguyen, a first-year student at Da Nang FPT University, and Nguyen Dac Phuc, a third-year student at the University of Economics and Technical Industry, both of whom participated in the ICT Huawei Competition 2023-2024 and other esteemed events such as the Hoa Trang Nguyen Award and the Eureka Award 2018. The initiative titled "Student of Five Merits" aims to foster an environment where students can develop their skills across five dimensions: ethics, academic achievement, physical fitness, volunteerism, and integration. This movement has rapidly gained traction among students, evolving into a regular practice. The title "Student of Five Merits" represents a reputable student status and serves as a testament to each individual's efforts and determination to enhance their capabilities across the five criteria of "Good Study, Good Morality, Good Volunteerism, Good Integration, and Good Physical Fitness." These outcomes indicate that Vietnamese students today actively engage in learning and innovative research, thereby inheriting, preserving, and promoting the longstanding tradition of academic excellence established by their ancestors in a contemporary context.

Numerous exemplary figures embodying a strong spirit of learning have received recognition and high regard both domestically and internationally. Notable among these individuals is Nguyen Anh Hao from Kien Giang, who has achieved remarkable success in the United States. His accolades include the Outstanding Student Award in Literature and the Outstanding International Student Award from Pierce College, as well as the Inorganic Chemistry Award in 2020. Another distinguished figure is Vu Phan Viet Hoa, born in 1996, who currently serves as a Ph.D. candidate at the French National Aerospace Research Agency (ONERA). Additionally, Le Tan Dat, a student in the Data Science program at Ho Chi Minh City University of Technology, has faced significant challenges since birth due to health issues stemming from exposure to chemical agents, which resulted in muscle atrophy in his legs and an inability to walk. Throughout his university studies, Dat received scholarships and support from the VietSeeds Scholarship Fund, enabling him to steadfastly pursue his dreams. In his journey, Dat and his teammates secured a

position in the top six of the “Data Science Talent Search” competition organized by Foreign Trade University. These individuals exemplify resilience in overcoming difficulties in their educational pursuits, showcasing a spirit of self-directed learning and determination to achieve academic excellence in the context of globalization.

In addition to the positive manifestations of inheriting the tradition of valuing education, such as self-directed learning and students' determination to excel academically, significant limitations persist within this inheritance. Many students currently perceive university knowledge as extensive and challenging, leading some first-year students to regard their academic journey as a period of “relaxation.” This attitude results in a lack of motivation for meaningful study, insufficient study planning, and, ultimately, disciplinary consequences for numerous students, including failing courses and even expulsion from their institutions. Furthermore, initiatives such as research competitions, which aim to foster students' creative potential, attract only a small fraction of the student body. This situation starkly reflects the challenges faced by the ongoing tradition of valuing education among today's students. The repercussions of this reality have prompted many students to engage in social vices and, in some cases, commit serious legal offenses, ultimately harming themselves and negatively impacting both the student community and society at large.

### **3. Enhancing the effectiveness of educating students about the tradition of learning in the context of current international integration**

In the context of the digital economy and the demands of contemporary international integration, enhancing the quality of human resources—particularly high-quality human resources—serves as a cornerstone for the nation's rapid and sustainable development. This enhancement represents a crucial prerequisite for establishing effective learning models that contribute to implementing the Party's policies on promoting education and talent development. Furthermore, it fosters the movement toward building a learning society, advancing the educational and training sectors, and facilitating socio-economic growth. Ultimately, this focus on improving public knowledge and human resource quality aims to meet the nation's evolving demands in the new era.

Promoting the nation's studious tradition, grounded in the Party's policy and the State's guiding principles for the 2021-2030 period, involves mobilizing all societal resources and potentials to ensure regular and lifelong learning opportunities for all individuals. This initiative requires the establishment of comprehensive conditions, including legal frameworks, policies, infrastructure, and educational materials, as well as mechanisms that facilitate learning anytime and anywhere. Such efforts aim to ensure sustainable and harmonious development across economic, socio-cultural, and environmental dimensions. To achieve these objectives, effective and consistently directed implementation is essential, demanding the persistent and long-term commitment of all relevant stakeholders to successfully execute Conclusion No. 49-KL/TW issued by the XII Party Central Committee and Decision No. 1373/QĐ-TTg by the Prime Minister regarding the “Building of a Learning Society for the Period 2021-2030.” The establishment of innovative learning models and the

construction of a learning society in the current context must continue to enhance quality, particularly by aligning with the Fourth Industrial Revolution and the National Digital Transformation Program. Developing a model of learning citizens, a critical component of these learning models, is essential for determining their quality and achieving the objectives of establishing a learning society during the 2021-2030 period. Each individual and organization must cultivate a strong sense of self-directed learning, engaging in continuous, lifelong education both in formal and informal settings to enhance intellectual capacity, competencies, and skills. This cultivation of “learning citizens” represents a vital strategy for improving the overall quality of the Vietnamese populace and workforce, ensuring alignment with the country's developmental needs while integrating into the global trend of building a modern learning society.

Firstly, continuing the thorough implementation and effective execution of the XIII National Congress Resolution of the Communist Party of Vietnam, alongside the Party's guidelines, policies, and the State's legal regulations regarding the promotion of learning and talent, is essential for constructing a learning society in the current context. This effort includes focusing on Conclusion No. 49-KL/TW, dated May 10, 2019, issued by the Secretariat, which addresses the ongoing execution of Directive No. 11-CT/TW from the 10th Central Committee of the Communist Party. This directive emphasizes the necessity of strengthening the Party's leadership in promoting learning and talent while building a learning society. Additionally, Directive No. 14/CT-TTg, dated May 25, 2021, from the Prime Minister, aims to enhance the promotion of learning and talent and establish a learning society for the period 2021-2030. These initiatives must be translated into specific activities that align with the responsibilities and functions of the relevant associations. Furthermore, intensifying awareness-raising efforts is crucial to enhance understanding and accountability among various levels, sectors, organizations, units, and society at large regarding the significance of promoting learning and talent and building a learning society.

Secondly, attention must focus on developing and consolidating robust and comprehensive grassroots organizational structures, particularly within residential communities, government agencies, enterprises, educational institutions, and military units. This initiative aims to foster a tradition that values education and invigorates the movement for lifelong learning and talent development across the province. To implement effective educational and talent promotion initiatives, the education and training system requires fundamental and comprehensive reform to improve overall educational quality, nurture talent, and produce high-quality human resources that support the province's rapid and sustainable socio-economic development in the new era. All organizational levels must continue innovating content and methods, enhancing the quality of activities, and reinforcing their core role in connecting, coordinating, and advancing educational and talent development initiatives. This effort includes establishing a learning society and diversifying learning formats within schools, families, clans, and communities, while improving the effectiveness of community learning centers to ensure that all citizens, particularly the elderly, have opportunities for continuous education.

Thirdly, it is essential to continue promoting socialization efforts in educational encouragement and talent cultivation. Educational Encouragement Associations at all levels should enhance their roles in providing consultation and social critique. These associations must advise party committees and government authorities on developing and implementing effective mechanisms and policies that attract resources from both within and outside the province, thereby strengthening the establishment of funds for educational encouragement and talent cultivation. Additionally, the associations should launch campaigns and movements advocating for educational encouragement and talent cultivation, contributing to the creation of a learning society. The effective execution of the Prime Minister's "Wave and Computer for You" program is paramount. Furthermore, promptly recognizing, honoring, and rewarding exemplary models, individuals, and innovative contributors to learning and the construction of a learning society is crucial. This recognition should include outstanding examples of academic achievement, families, clans, and communities committed to education, as well as organizations and individuals who significantly contribute to the movement for educational encouragement and talent cultivation, thereby fostering the development of a learning society.

Fourth, various levels of associations must collaborate closely with the sectors of Education and Training, and Labor, Invalids, and Social Affairs to diversify learning methods based on an open, diverse, and flexible education model. This model should integrate online learning with face-to-face instruction, emphasizing self-directed learning as its core principle. Consequently, schools must innovate and enhance the quality and methods of educational support through a variety of rich and dynamic approaches, particularly in the context of safely and flexibly adapting to and effectively controlling the COVID-19 pandemic. This includes providing support for educational equipment and learning materials, constructing classrooms for students in disadvantaged areas, awarding scholarships to academically talented students, and recognizing excellent teachers, while also placing significant emphasis on self-learning and online learning methods. Furthermore, promoting training forms that combine work and study, distance learning, and guided self-study remains crucial to facilitating access to vocational education for workers, especially those in rural areas, individuals with disabilities, homemakers, and the elderly. At a higher level, universities and research institutes will establish communities that generate and regenerate intellectual labor, creating spaces for knowledge exchange and interaction, and utilizing information technology to manage and transfer knowledge.

Fifth, promoting education and nurturing talent are critical responsibilities that underscore the necessity for learning and the enhancement of skills to ensure the holistic development of individuals and society. I propose that various levels of party committees, government authorities, the Vietnam Fatherland Front, and social organizations continue to innovate their thinking and elevate the awareness of officials, party members, civil servants, and workers regarding the significance and importance of educational promotion and talent development. Active participation in continuous learning and lifelong education is essential for improving skills, supporting work, and meeting the increasingly high demands of professional responsibilities.

Sixth, this article aims to elevate students' awareness of the learning traditions inherent in their culture. It emphasizes the importance of fostering a proactive, dynamic, and creative approach among students in educational activities related to these traditions, which contributes to the establishment of a new lifestyle. This process involves students engaging in self-directed learning and actions aligned with societal values and standards that support the development of the community. The proactive and creative spirit of students is also reflected in their eagerness for knowledge. Students must recognize that the pursuit of progress through learning is a continuous, lifelong endeavor. The primary and direct significance of students' enthusiasm for learning and their desire for improvement is to enhance their scientific understanding, professional competence, political integrity, and ethical standards. These attributes are essential to meet the demands of the educational and training sector during the national industrialization and modernization era, as well as to actively engage in international integration.

Seventh, the close integration of family, school, and society in fostering a traditional culture of learning among students is essential. The family serves as a nurturing foundation that transmits cultural and social values from one generation to the next. Therefore, it is imperative to cultivate a cultured family environment and promote a civilized lifestyle. Grandparents and parents should set a good example and be aware of the importance of respecting and instilling the family's cultural traditions in their descendants. This guidance helps children and grandchildren understand the spirit of learning, its manifestations, and the values associated with a commitment to education within the family context.

School education serves as a main way for shaping the worldviews and philosophies of life of students, fostering their awareness and deep understanding of the value of lifelong learning as manifested in local communities, political and social organizations, and the state. Through this process, school education nurtures the emotions, beliefs, and revolutionary ideals of students, transforming these sentiments and convictions into actions through their personal cultivation and training. The social environment also plays a significant role in imparting traditional values of learning to students. Therefore, it is essential to cultivate a cultural lifestyle and a new, civilized way of living throughout society.

Each individual and student, must understand the history and traditions of their nation. The history of the construction and defense of the Vietnamese nation has given rise to numerous admirable traditions. Among these, the tradition of valuing education and respecting teachers stands out as one of the quintessential values of the Vietnamese people. In the current context of integration and globalization, profound transformations are occurring across all facets of social life, particularly in the lifestyle of youth and students. This situation underscores the urgent need to enhance the cultivation of a spirit of learning among students more than ever before. Knowledge is the key to successful integration. Educating students in a spirit of learning provides them with a foundational level of knowledge and understanding, enabling them to filter and distinguish right from wrong, good from bad, prior to taking action. This capability empowers them to make informed choices, embrace progressive and civilized values, and simultaneously reject regressive values, thereby fostering the development of a new lifestyle in contemporary society.

## Conclusion

The spirit of curiosity and knowledge acquisition of Vietnamese people has been formed thousands of years ago and will certainly be preserved and promoted until the future. In order to enhance this valuable tradition, contemporary Vietnamese individuals must continuously seek knowledge, break personal limits, and assimilate the achievements of other nations to elevate Vietnam's intellectual standing to a global level. For the Vietnamese people, learning is considered a fundamental need of life. In the current context, this pursuit contributes to the provision of advanced knowledge for individuals, while preparing the necessary material and spiritual conditions for the process of integration. The recent emphasis on instilling a tradition of diligence in learning among students is reflected in their self-awareness, enthusiasm, and resilience in academic pursuits and scientific research. This has positively contributed to raising awareness of the importance of learning and has consistently enhanced students' overall proficiency. The thirst for knowledge and a passion for creativity have become some of the admirable qualities of Vietnamese students. This serves as an important foundation for students to grow, equipping them with the capabilities, qualifications, and character necessary to fulfill their future roles as leaders in society.

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