

Im Sinne von nachhaltiger Entwicklung organisiert die Rosa-Luxemburg-Stiftung mit dem Projektpartner CEACE bereits seit 2003 Workshops und Seminare zum Thema nachhaltige Entwicklung. Vom 12.-17. Mai 2008 fand ein Kurs zum Thema Umweltbildung für Lehrer von Mittelschulen in Cam Thuy, Provinz Quang Tri in Mittelvietnam statt. Die Rosa-Luxemburg-Stiftung entsandte einen Experten von ufu (Unabhängiges Institut für Umweltfragen e.V., Berlin), Malte Schmidthals, der in Abstimmung mit der RLS bereits seit einigen Jahren die Trainingskurse zum Thema Umweltbildung für Lehrer fachlich begleitet.

Im Folgenden gibt der Experte Prof. Nguyen Van Hop von der Universität Hue, ebenfalls Referent während des Trainingskurses, eine Beurteilung des Trainingskurses ab.

**TRAINING COURSE
“ENVIRONMENTAL PROTECTION EDUCATION FOR TEACHERS AT
SECONDARY SCHOOLS – EXPERIENCE OF FEDERAL REPUBLIC OF GERMANY”
(Supported by Rosa Luxemburg Foundation – Federal Republic of Germany)**

**ASSESSMENT OF THE TRAINING COURSE
ORGANIZED AT CAM THUY COMMUNE, CAM LO DISTRICT,
QUANG TRI PROVINCE, CENTRAL VIETNAM from 12 to 17 May 2008**

I was invited by organizer of the training course (Mr. Nguyen Nguyen Cuong – Director of Center for Education and Communication of Environment - CEACE) as a lecturer for the course with the lecture named “Integration of environment protection education into teaching-learning a subject *Technology*”. I was also asked to conduct an external assessment of the course.

1. Introduction

This six-day training course was organized with the aim of enhancing environmental awareness and improving the method of integrating environment protection education into teaching-learning process for the teachers coming from the five secondary schools (Le Loi, Khoa Bao, Che Lan Vien, Nguyen Hue and Tran Hung Dao Secondary Schools) in Cam Lo district, Quang Tri province. The participants in the course were selected from the teachers who had been teaching the school subjects such as Physics, Geology, Technology, Biology and Citizen Education.

2. Preparation and organization

Smoothness of the training course process showed that preparation and organization of the course was conducted with care by CEACE (Hanoi/Vietnam) and Malte Schmidthals from Independent Institute for Environmental Concerns (UFU), Federal Republic of Germany.

The place selected to organize the course (Le Loi Secondary School at Cam Thuy commune) was suitable for the participants, because it had enough conditions and facilities for the course (learning and discussion rooms, electricity, projectors and computers, place of lunch for the participants...), and it was easy for the participants to be gathered. Materials included lectures relevant to the course contents were delivered to the participants. The materials were good reference for the participants not

only during the course time, but also in the future. Detailed requirements for the lectures, relevant materials and especially expected outputs of the course were given to selected lecturers one month before the beginning of the course. This contributed to the clearing of the course objectives. Especially, German experiments of wind and solar energy offered the school teachers of the five secondary schools participating in the course support in their teaching and stimulate learning process of the school pupils. This was a more proof of careful preparation of the organizers of the course.

The six-day course process was well organized and fitted for the target group (the secondary school teachers). The course schedule consisting of lectures, tour and study at field and group discussion provided the beneficiaries with necessary information and skills.

However, if the course schedule was regulated so that more time was used for group discussion (consisting of lecturer and the school teachers) and less time for giving lectures, it would lead to more benefit to the beneficiaries and therefore, more success of the course.

3. Lecturers

Lecturers invited to the training course were of good quality, experience and enthusiasm. The six lecturers consisted of one coming from UFU (giving lectures on Physics), two from Hanoi city (one from CEACE – lecture on Environmental Policies and AGENDA 21) and one from Hanoi Teachers' University – lecture on Integration of Environment Protection Education into teaching-learning in the secondary schools in Vietnam and lecture on Geology), and three from Hue University of Sciences (one from Chemistry Department – lecture on Technology, one from Biology Department – lecture on Biology, and one from Center for Social Science and Humanity – lecture on Citizen Education). Their lectures and activities responded to the course objectives and expected outputs of the course. It was good to invite the three lecturers working in the local near to Quang Tri province. Due to their understanding of situation and environment in the province, it was helpful for the participants to communicate with the lecturers and get more information relevant to the environment problems at the local.

It was a limitation of the course lectures that only little information was given to the participants about local environmental problems (Cam Lo district and Quang Tri province). Because of this, it was difficult for the school teachers to offer examples of environmental problems in the area.

4. Target groups (beneficiaries)

Target group of the training course were the teachers of the five selected subjects coming from the five secondary schools. The objectives and expected outputs of the course were clearly specified and directed mainly to the beneficiaries. For this reason, the course drew the attention of the participants and stimulated their hard study. Studying seriously and on time of the participants was also a proof of necessity of the course for the beneficiaries.

It can be seen that, the less a total number of participants in the course are, the better it is in term of training efficiency. According to me, however, the number participating

in the course should be about forty (the number in this course were 36), regarding both training efficiency and financial issue.

In fact, environmental awareness and skills to integrate environmental education into teaching-learning process at the secondary school were improved in the target group. Outputs of the course that were practically recognized by the target group went from receiving the knowledge of environment and environmental protection education to understanding the knowledge and then being able to communicate the knowledge to the other groups. This was recognized by the attendants (lecturers and teachers of the same speciality). Especially, the physics experiment models offered by the UFU teacher (Malte Schmidhals, Mitarbeiter von ufuf, *Anm. d.Red.*) rose admiration and interest.

Obviously, owing to the course, participants have understood and learned the method to integrate contents of environmental protection education into their lectures.

5. Conclusion and suggestion

It can be seen that, the training course gained the expected outputs and contributed a small effort to achieve environmental protection education in Vietnam generally and in Quang Tri province particularly. The course has systematically provided the target group with basic information on environment and environmental protection education. Also, the course has supplemented knowledge and method of integration of environment protection education into the secondary school subjects (Physics, Geology, Technology, Biology and Citizen Education) to the teachers. I believe that the knowledge obtained from the training course will be applied by the teachers to the teaching-learning at secondary schools.

This training course was successful in all issues such as organization, working and time schedule, selected lecturers and expected outputs... The course seemed to have benefited from the experience gained in previous courses organized by CEACE and UFU with the help of Rosa-Luxemburg-Foundation.

Due to the recognized importance of environmental protection education in schools (primary and secondary) and success of the training course, the same courses should take place in the other places in Vietnam, especially in the rural areas, where people, teachers have little conditions to obtain environmental information and environmental protection education. Moreover, the public should be informed about the course and its success in appropriate way(s) as an active stimulus for integration of environmental protection education into teaching-learning at the schools in Vietnam.

If the agreement between Rosa Luxemburg and CEACE will be continued for the coming time, I think that the following issues should be paid attention and implemented:

- A network of environmental communication should be established at both the Central and the local levels, and it acts as a typical model to promote more actively environmental protection activities, focusing on the vulnerable and risk areas such as the coastal zones, the poor upland areas... in Vietnam. The members involved in the network are able to put their lectures/presentations on environment protection education into conferences/workshops on development;

- Apart from general environmental education offered to the teachers in primary and secondary schools, objectives of the next training courses should include selected environmental issues such as safe use of pesticides in agriculture, environmentally-friendly energy forms, collection and classification of solid wastes from sources... The target groups of the courses should be broadened to the other ones such as chairman/head of commune, chairman/head of woman association, director of small and medium business... especially in the rural and suburb areas in Vietnam.

Hue city, 20 May 2008

Assoc. Prof., Dr. **Nguyen Van Hop**

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