

*Cau Giay, March 20, 2017*

## **REPORT**

on the implementation of the ESD project  
phase 2016-2018 (as to March, 2017)

In order to carry on with the good results from the cooperation project between Umea City, Sweden and Cau Giay District, Vietnam on ESD, phase 2012-2015 period, the two parties have continued to register and have been granted sponsor for the next phase 2016-2018. By the end of 2016, the two parties continued to have working visits, setting implementation goals with scheduled plans. As for Cau Giay District, the district leaders have had close instruction and have assigned the Division of Education and Training to implement the project in all schools at all three levels of the district, to regularly sum up the results of implementation, and report them to the District People's Committee. After gathering data from all the school levels and opinions from leaders and specialists, we would like to report the project implementation from October 2016, after the training session from the Swedish specialists until the end of March 2017, as follows:

### **I. Instruction:**

- Cau Giay DOET has advised to set up Cau Giay District's Project Steering Committee, which includes district leaders, leaders and specialists of the Cau Giay DOET and some other related departments.
- Issue Plan No. 36 / KH-PGD dated 23/11/2016 on communicating the ESD phase 2016-2018; Official Letter No. 433 / PGD-VP dated 25/11/2016 on the implementation of the ESD Project phase 2016-2018 in all schools in the district.
- Require schools to set up a school-level project steering committee
- Provide training materials, require schools to organize training sessions to all staffs and teachers with lecturers who are representatives of the school boards and key trainers who have been trained in the training session with the Swedish experts in October 2016.
- Instruct schools to maintain monthly reporting on the implementation of the project, assign specialists of the Cau Giay DOET to monitor and give support to schools at different levels.
- As the request of Umea City about reporting on the implementation of the project, Cau Giay DOET issued Official Letter No. 96 / PGD-VP dated 15/3/2017 on scheduled reporting of the project

### **II. Content**

#### **1. Feedbacks on the Swedish experts' training in October 2016:**

##### **1.1. Good points:**

- Regarding time and place of the training session:
  - + The training session had suitable time and length the organization time, appropriate for the trainees to acquire knowledge of the course.
  - + The venue well met the requirements of area and hygiene.
- Materials, facilities and materials needed for each trainee were well prepared.
- Form of organization:
  - + The specialists divided the trainees into 2 groups. Each group was instructed by one trainer. This was highly effective.
  - + Trainers communicated the knowledge to trainees by having 100% of trainees to participate in hands-on activities, developing the activeness, creativity and proactivity of each trainee.

- Regarding content of the training session:
- + Bring trainees knowledge about the content of ESD
- + Help trainees have a better understanding of the purpose, content, conditions for organizing outdoor activities and expand some outdoor activities under the advanced education method.
- + Through the content of ESD, trainees become more aware of their roles and responsibilities in the project.
- + Bring the trainees some visual materials of the environment, conditions and learning space of some kindergartens in Sweden

### **1.2. Limitations: None**

### **2. Organization of implementation:**

- The schools have communicated the contents of the training session to the staff of the school in early November 1977.
- Choose to apply some activities learned after the working visits: On facilities, the ways for the students to be exposed to nature, school manners...
- Apply the knowledge gained on the "Ecological footprint" into such activities as reducing purchasing, reducing the use of energy. This was communicated to parents and educate students by appropriate contents.
- Participate in the launching ceremony on environment: "World Environment Day", "Earth Hour".
- Schools have their teachers integrate the contents of the project into their lessons, especially in outdoor activities bringing students closer to the natural environment. Namely:

#### **+ Democracy in schools:**

Democracy is clearly shown in the schools' activities. The schools consider democracy is the key factor that helps schools effectively implement the motto "everyone knows, every one share, every one works together, and checks together"; thereby ensuring the legitimate interests of all the staff in the school, promoting the activeness, creativity of the school staff.

*For students:* Students are given equal rights, are respected, satisfied with the need to have fun and study. They are given the right to choose activities according to taste. In particular, children are encouraged to participate in group activities, collective activities that contribute to life skills, arousing their compassion, confidence, solidarity in the community.

*For the staff:* The implementation of policy regimes and staff assessment is carried out in accordance with the principles of publicity and democracy. The staff are clearly aware of their role in developing strategic plans for school development, dynamic, creative in expressing self-responsibility for their activities. The staff have a right to vote on the principle of minority submitting the majority in order to decide on school activities namely: emulation, staff evaluation, revenue and expenditure, regulations, ... They have the right to exchange and discuss about school facilities, curriculum of education and training, professional training ... At the same time, they are the people who supervise and evaluate the activities of the school according to the development objectives. They are protected on their legitimate legal and material rights.

*For parents:* Parents can actively contribute ideas to the school activities. 100% of the parents participate in evaluating the performance of the school and the school activities to help students develop comprehensively. They can choose whether or not to allow their children to participate in elective activities, excursions, field trips and other school activities.

*For the community:* The community is informed of the schools' activities, and can actively contribute ideas to build the school, monitor the implementation of the school's working plan.

#### **+ Education on environmental protection:**

Create a green - clean - beautiful, safe, friendly environment in the school: The school is always kept clean green, the trash bins are placed in many places in the school yard, convenient for garbage disposal and classification, build vegetable gardens.

Improving staff quality: In addition to professional activities, to participate in the project, teachers can take part in professional training courses such as "*Education on how to use*

*energy economically and efficiently*", *"Live green"* and attend seminars, professional activities to be provided with knowledge, skills, and methods about Environmental protection, response to climate change.

Organize abundant environmental education activities for students and teachers

Provide students with knowledge on environmental education to help them learn about garbage and their value; have them learn about soil properties and the factors needed to help plants grow through such experiments as *"What are the basic components of soil?"*, *"What organisms are involved in the decomposition process?"*... or organize monthly discussions on such theme as *"What are my family doing to protect the environment? "How does garbage affect the development of the baby and family"*, *"My mode of transportation"* ....

Have students utilize safe, cheap waste materials to make home-made toys for home decorating, such as making a "family photo frame" from waste materials such as ice cream sticks, pebbles ..., making "family tree" from plastic bottles, coconut shells .... have students participate in the such contests as *"painting about environment"*.

Organize for students to experience the work of environmental sanitation workers, to build a water-purifying system from the bottles, gravels, sand. Have them take care of the schools' vegetable gardens, flower pots. Have them participate in field trips to increase contact nature, thereby sending them messages about environmental protection.

Increase students' contact with nature, enhance physical development activities such as organizing for students to participate in learning games, physical development games such as geometric wire, Rolling the ball into the hole ... to help children develop their cooperative skills and mutual trust.

Implementing the movement *"Building Friendly Schools"* through which helps the staff and students to show their skills in environmental protection.

#### **+ Gender equality work:**

For students:

Schools ensure that all boys and girls are cared for and are engaged in the same activities. Teachers work closely with parents in eliminating gender stereotypes in society and in education so that students understand that they can do whatever they like, whether boys or girls, as long as their activity does not affect other people and society.

All classes have separate male and female toilets.

Incorporate sex education into educational activities.

For the staff:

Ensure gender equality in schools.

In addition to professional work, the schools focus on strengthening education on reproductive health, home economics... 100% female staff members in the school receive regular medical check-up and other perks.

Every staff member is really a propagandist of gender equality to bring about a balanced society.

- Continue to focus on staff training to guarantee that the project of education for sustainable development is implemented intensively and effectively at schools.

- Continue to raise awareness of the staff, students and parents, urge them to join hands in environmental protection and ecological footprint reduction.

- Improve the quality of education in the school, contributing to the success of the project "Education for Sustainable Development".

- Share experience and knowledge gained in the project with the schools in the District through organizing activities by grade level (Preschool level on 3/3/2017).

- The school board makes regular observation, evaluates the learning and teaching process to learn by experience.

- The school board and teachers propose measures to implement the project in the best way in accordance with school and classroom conditions.

- Classes periodically report the results of the project implementation in the monthly plan.

- Keep evidence, documentation of the project implementation.

#### **4. Advantages, difficulties in implementation process:**

##### **4.1 Advantages:**

- The district People's Committee has paid much attention to the training of knowledge and skills for the staff of the schools participating in the project.
- Compared with the common ground, the intellectual level of the area is high, so it is convenient for implementing the project of education for sustainable development.
- Teachers and staff of the school have been trained so the project can be integrated with environmental protection issues; Democracy and Gender Equality in Key Lessons and Collective Activities. After thorough training, teachers and staff are able to deliver the information to the students, parents and residents in their residence.
- Teachers are serious and responsible for integrating some issues in education for sustainable development. Young teachers have the ability to access and use modern equipment and quickly receive modern teaching methods.
- The schools have adequate facilities to meet the demand of the project, especially focusing on environmental protection, democracy and gender equality.
- All schools receive positive support from teachers, parents and students when implementing the project. The school board and the staff are all sensitive, professional and well-qualified.
- The school board and its teachers are well aware of the meaning and role of the Education for Sustainable Development Project in human life.
  - Young teachers with good qualifications, pedagogical skills and well-trained teachers should be flexible in implementing new forms of teaching organization.

##### **4.2. Difficulties:**

- The number of students in the class covers a whole range of new forms of teaching.
  - 100% of Swedish educational methods cannot be applied to Vietnamese students due to cultural differences, class size, inadequate facilities and quality of Vietnamese teachers.
- Teachers' foreign language level does not meet the demand of regular communication.
- There is no synchronization between the school and other parties outside the school when implementing the project.
- The campus of some schools is small, not close to the park so teachers often have difficulty taking students out to explore and learn about the nature. Students do not have many opportunities to experience real-life lessons outside the school.
  - Parents still highly estimate the importance of studying Mathematics and Vietnamese so they pay little attention and encourage their children to participate in other activities related to sustainable development. Therefore, teachers receive little support from parents. And more importantly, students do not have the opportunity to apply what is learned in class to life. For example, students are taught to sort garbage but all trash is thrown into one garbage can.
- This is a project that was implemented in phase 2, but for teachers, it is quite new and difficult to put the information from the project into their lesson plans. The expected effective integration will take time of the original lesson plans.
- There are laws for the issue but the sanction is still weak, especially the problem of littering without control.
- The document on teaching sustainable development is rich but does not focus on a specific age or age group. There are no clear instructional materials for teaching this content.
- Environmental education is only available in schools, but outside the school there are still many people lacking sense of environmental protection. The local environment is not really good. The environmental protection awareness of a part of the population and in the residential area where students live is limited.
- Planned area of the playground in the school has no specialized area and rich forms, planting trees only create landscape. Organizing outside the classroom is difficult due to the lack of space, schools are not close to places with good conditions for field organization such as parks, gardens ....

## 5. Suggestions:

- In order to implement the project more effectively, the school would like to propose to teachers at all levels and classes to participate in training with foreign experts.
- Schools are looking forward to more specific orientation on teaching sustainable development as a reference material for high efficiency projects, The main theme is to integrate teaching content in the model of education for sustainable development so that the schools learn and exchange experience.
- Addition of teacher materials, video lessons that your country has taught and implemented; Provide additional materials, videos to support the propaganda related to the project.
- Have a website or forum to share learning materials, teaching methods and forms of sustainable development for teachers.
- There should be a unified professional teaching content for sustainable development in the curriculum and extracurricular.
- The communication between leaders and experts between the two partners should always be maintained closely and regularly, ensuring the content of the project is strictly implemented and has a spillover effect.

**HEAD OF CAUGIAY DoET  
(Signed)**

**Pham Ngoc Anh**

## APPENDIX MATERIAL DATA

Level	Number of Schools	Training courses	Participants
Kindergarten	51	51	2297
Primary School	18	18	1281
Secondary school	14	14	969
<b>Total</b>	<b>83</b>	<b>83</b>	<b>4547</b>