

Project Update: July 2014

Under the Rufford project, the Center for Education and Development (CED) worked in partnership with the Research Center for Educational Technology (The Vietnam Institute of Educational Sciences) to organise the workshop “Environmental Education for students through field activities”. The workshop took place on 24th May 2013 at the Biodiversity Station in Me Linh (Me Linh district – VinhPhuc province). There were two parts to the workshop – in the first part the results of the implementation result of the Rufford project were evaluated and there was also a discussion on how the quality of subsequent activities could be improved. In the second part, the workshop participants joined a field trip to Tam Dao National Park.



Left: Dr. Prof. Nguyen Thi Hoang Yen - Deputy Director VNIES discussed at the workshop. Right: Participants from the workshop.

Many people from the educational research sector participated in this workshop – this included senior experts of the Ministry of Education and Training who are developing innovative education schemes, as well as teachers, scientists and rangers. There were a total of 41 participants - this included 21 teachers, nine scientists from the Vietnamese Institute of Educational Science, one university lecturer from the Hanoi University of Education, one parental representative, two rangers from Tam Dao National Park and seven employees and volunteers of CED.

During the workshop, the participants were informed about the results of the past 5 months of project implementation and pictures from recent activities were shown. In addition, the presentation focused on the following topics: education for students; international experience and practice in education in Vietnam; literacy for environmental justice; programme on field trips dealing with literacy for environmental justice; benefits for students of learning from field trips and the schools’ recent implementation of these programmes.

Additionally, a presentation on the educational reform programme was held by the Research Center for Secondary Education, which is the consulting agency of the Ministry of Education and Training (MOET). It focused on the role of educational activities in creating innovative education post-2015. The presentation included information about education after 2015, which emphasises innovative teaching and modern learning techniques and

building frameworks that enable students to participate in activities and work creatively. Each class will have an average of five or six lessons of creative activities per week, which will accumulate to 175 to 210 lessons per year. Students in 10th grade, will have eight lessons per week which will accumulate to 280 lessons per year. This is why it is important to maintain and expand the project in the future. Discussions and Q&A sessions focused on assessing attitudes and effective learning for students when organising field trips and how to maintain and expand its operations when the project ends.

Assessment methods: Student evaluation forms were distributed during the trip. Afterwards, they were evaluated by either a small group or an individual in the classroom. In contrast to previous programmes, this programme offered a lesson plan for before and after the field trip so teachers can participate actively in the learning process. The project also organises a training workshop, which offers teachers guidance about how to understand this method.



Teacher field visit at Me Linh biodiversity research centre

Maintenance and expansion: The project is desirable for a number of reasons – it offers the possibility of travel, while the content, the general arrangement and the implementation is also desirable. In order to expand and sustain these activities in the long run, parents, teachers and other organisations should continue to support the programs, and even participate in them. CED will continue to support to develop more curricula for different grades and training to enable related organisations (forest protection and conservation research institutes) to deliver contents of the curricula. One of the difficulties that the programme faces is in arranging a time that children are able to go on field trips, because their school has a rigid timetable. Therefore, the project will need strong support from the schools' administrators.