



## Literacy for Environment Justice

To Kim Lien - Center for  
Education and Development



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# Environmental Health & Justice Concept

*“Environmental justice is the right of all people to have equal access to their basic needs. This includes safe energy, healthy food, clean air and water, open space, non-toxic communities, and equitable access to educational and employment opportunities.”*

## **High levels of Pollution**

Solution: Small steps to reduce pollutants, e.g. increased efforts to recycle or remove litter from local streets/ rivers.

## **Poor access to Education**

Solution: Increasing local education for all ages to try and reduce poverty for the next generation.

## **Unsafe energy**

Solution: more stable wires and energy infrastructures.

## **Poor Diet**

Solution: providing healthier meals at schools for underprivileged children and making healthier foods more affordable.

**Environmental  
health & injustice**

# Activities

- Development of curriculum (based on environment justice concept, linked with subjects at different grades)
- Training for teachers and staff involved
- Support field trips for primary and secondary school students (3-8 graders)
- Workshops for educators and teachers



# Me Linh Biodiversity Research Station (ML)



# Museum of Nature (MON)



# Tam Dao National Park (TDNP)



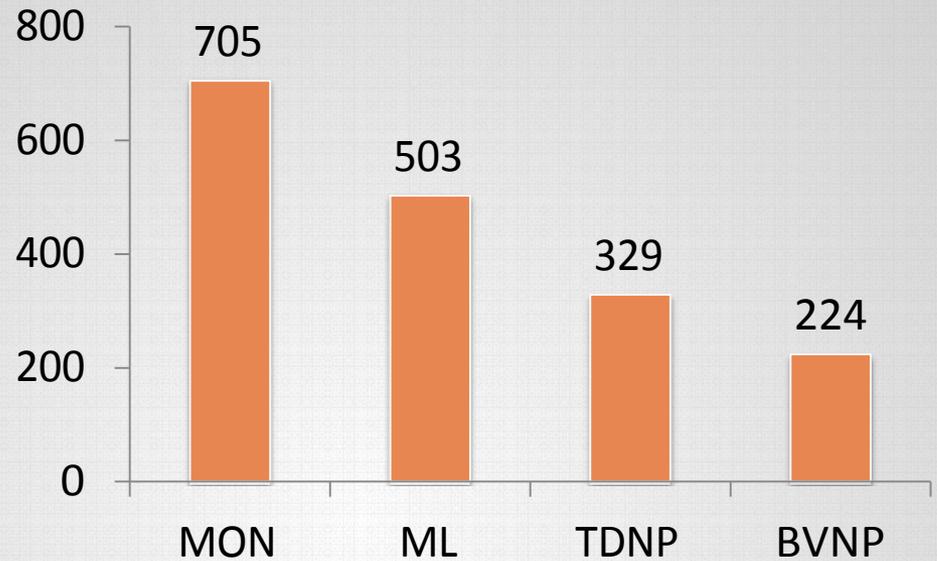
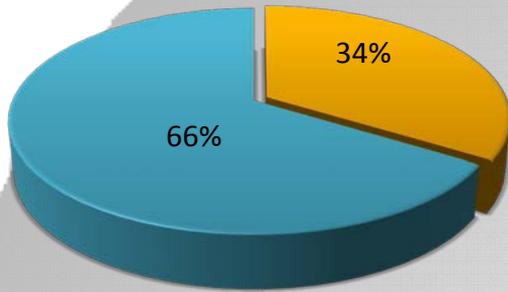
# Ba Vi National Park (BVNP)



# Number of students participated in the program

1761 Students

- Secondary School
- Primary School



# Student's evaluation



**95%** enjoyed learning at the museum



**98%** enjoyed learning through field trips

**100%** students are willing to participate in activities to protect environment

# Assessment from teachers, parents, and research staff

- **Teachers:** Very effective, students are benefited, help students and teachers learn more about nature and environment, students have chances to observe and experiences what they have learned in the class-room, students are excited...
- **Staff from research institutions:** Relevant for students and capacity of the receiving institutions. However, these trips could be more effective if students have more time to explore and interact with scientists and researchers,...
- **Students:** interesting programs, relevant for students and expect to have more activities for their children,...

**General assessment:** Active learning help students gain a lot knowledge on conservation, environment protection, understand real-life problems and have actions in the future to protect environment.

# Lesson learnt

- These learning activities are new to students and teachers (not familiar with learning environment outside the classroom)
- Class-size is big (50-60) – need a lot of volunteers to support to ensure students really participate in learning activities
- Volunteers, scientists, researchers, forest rangers have limited skills to deal and work with students
- Need strong coordination among different organizations for effective programs
- Teachers should be more proactive to link field trips activities and lessons in the classroom
- Strong support from the parents and volunteers

# Going forward

- ✓ Provide further guidance for teachers for active learning and explore opportunities to learn outdoor (based on hands-on, independent exploration, research skills)
- ✓ Explore opportunities for children to do and learn about sciences (work with research institutions, labs to design learning tours for students,...)
- ✓ Expand to other locations and identify more options for learning outdoor and connected to nature
- ✓ Strengthen cooperation and support among organizations for implementation of field trips and out-door learning.
- ✓ Parents support (costs for transportation and learning materials) in urban areas
- ✓ Raising funds for students in poor areas to have access to these learning activities

# Thank you!

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