“Learning to Live Together: 
Reorienting Teacher Education to Strengthen School-based Initiatives”

Co-organized by UNESCO Bangkok and APCEIU 
26-29 October 2009 
Ha Long, Vietnam

Workshop Evaluation
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All the participants consider their expectations met.

\[29 \text{ yes} / 29 \text{ participants}\]
All the participants consider the meeting useful.

(29 yes / 29 participants)

Which part/s of the meeting do you find most useful?

- All.
- Peace and Environment are important, but international friends are the most important.
- Show cases and concepts in the sessions.
- Application to the national contexts.
- The Education for International Understanding, group discussions, the Beyond Schooling.
- A holistic of Education for international Understanding.
- It provided opportunities to participants to review and reflect their current activities
related to school based initiatives.

- Environment.
- Activities for the classroom and show cases.
- All the sessions.
- Group work.
- Presentation at each presenter, activities discussion.
- The presentation on Environmental Education of the Malaysian invited speaker.
- Invited speakers from Laos and Malaysia.
- Eco-boat and environmental education.
- All parts of the meeting are useful, meaningful (especially the cultural night).
- Culture night, group discussions, design of the project.
- The sessions on sustainability and environment. Of course the show cases too.
- Environmental protection and every.
- Some lectures of EIU, Peace Education, Environmental Protection, the case study from Malaysia.
- The introduction to sustainability is useful because we learn the ways on how to sustain the programmes that have been carried out from time to time.
- Show case session for Education beyond schooling by Mr. Sombath Somphone.
- Environmental Protection.
- I love Peace Education Session most.
- I preferred Environmental Protection Session.
What are some of the questions you have now?

- How do I plan the project and help my colleagues to understand EIU, ESD clearly?
- I need pictures that can raise the awareness of teachers in each topic.
- How do I keep network among sub-regional participants.
- Can sustainable development really happen?
- The willingness to arrange national workshop training raised above is challenging with the limitation of financial support. Do UNESCO and APCEIU can assist this challenge?
- How can I bring ESD/EIU to implement successfully?
• How do we correct and contact with others to share ideas? How should we be helped by international Organizations?

• How do I make the director and colleague understand ESD and EIU?

• How are we connected with UNESCO, APCEIU’s experts of ES, if we meet difficulties or challenges who can we refer to doing ESD?

• Why don’t we organize the workshop next time in Central of Vietnam?

• Now I think I am clear in all aspects, but when start doing I’ll face more questions and I’ll get answers later.

• How can I run my project smoothly and successfully? I will contact you soon.

• How to get support from the leaders or my university, faculty to apply to Education.

• Do hope to have more chances to participate in this type of workshops for my time being.

• I wonder that if our school can get any donation from UNESCO, if we carry out related projects.

• How to often do this workshop?
Sessions' Evaluation

![Figure 4](image.png)
### Feelings and questions about EIU/ESD

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>How do I plan the project and help my colleagues to understand EIU, ESD clearly.</td>
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<td>How do I make the director and colleague understand ESD and EIU?</td>
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[Photo of workshop participants]