Programmes/ Courses on ESD in Hanoi National University of Education

I. BACKGROUND INFORMATION

- Name of “researcher”: Tran Duc Tuan. I am a lecturer of the faculty of geography, at the Hanoi National University of Education, Hanoi, Vietnam. At the same time I work as Vice Director of Center of Research and Promotion of Education for Sustainable Development (CEREPROD). Our CEREPROD was established in 2007. Innovation and cooperation to create new chance, new responsibility and new sustainable development is main guidelines and principles for activities of the CEREPROD.

- What is your understanding of ESD? ESD is an essential tool for achieving sustainability that guides and motivates people to development the knowledge, skills, perspectives, values and attitudes to seek sustainable livelihood to participate in decision about sustainable development and live in sustainable manners. ESD is not an exclusive subject or discipline, a new, innovative and holistic education movement with that the millennium Development Goals (MDGs) and the Education for All goal can be achieved.

- Languages used in medium of instruction: Vietnamese.

- Is there a national curriculum on teacher training in your country? Yes. In Vietnam a national curriculum on teacher training is realized in universities and colleges of education, in which Hanoi national university of education and national university of education are the greatest. Ones. These two universities include 64 pedagogical colleges and 2 educational institutes.

- Level of education that your institution trains teachers for? Teachers at all levels of education (from early childhood primary and secondary teachers to tertiary level lecturers -school level to higher education)

- How many teachers training institutes does your country have? 64 pedagogical colleges distributed in all provinces, 10 universities, in which Hanoi National University of Education and National University of Education in Ho-Chi-Minh city are the greatest ones and 2 faculties of education belonging to Hanoi National University and National University in Ho-Chi-Minh city.

- Does your country have a national policy on sustainable development? Yes. On August 2004 the prime minister promulgated decision on the issuance of the strategic orientation for sustainable development in Vietnam (Agenda 21) Vietnam Agenda 21 provides a framework development strategy to
implement and coordinate various actions in or to ensure the country’s sustainable development in the 21st century.

- Does your country have a national policy on education for sustainable development? Yes. The Vietnamese National Committee for the UN Decade of ESD was established in the beginning of 2006 and has already completed in collaboration with the Vietnamese National Commission for UNESCO a draft of the national action plan in the for the UN Decade of ESD.

- Does your country have programs on education for sustainable development in its teacher education institution? Not yet.

- Does your country have programs on education for sustainable development in its school? Not yet.

- Is ESD featured in your institute? Describe how your institute gives attention to ESD? Yes. Since the year of 2000 my university pays attention to ESD and considers the orientation of teacher education to address sustainability as one of the most important tasks of innovating and modernizing our university. In the faculty of geography some courses for graduates and postgraduates containing issues on SD and ESD have been designed.

- Has your institute attempted to consciously build in ESD (either in terms of its content, approach and pedagogy, or any one of them) in its curriculum? What are the difficulties and barriers encountered if there is such an attempt? Yes. To promote ESD in our university, we have undertaken some significant activities. They are for examples: the organization of conferences and seminars on ESD, the establishment of a Center for Researching and Promoting of ESD, designing courses on ESD in some faculties (e.g. a special course on ESD methods for students of geography faculty has been designed and will be implemented since autumn 2007). Beside this, HNUE promotes students, particularly postgraduates, to choose issues related to ESD as researching theme in the framework of master or bachelor thesis. Obstacle is the lack of materials and human resources on ESD. Moreover, we have little discretion in changing teacher education programs since the curricular for teacher education are regulated by the Ministry of Education and Training.

II. AIMS & OBJECTIVES

1. What is the overall mission of your institution’s training curriculum?

It is incumbent upon the HNUE to train a contingent of teachers at all levels, ranging from early-childhood, primary and secondary teachers to tertiary level lecturers for the Hanoi capital and the northern provinces of Vietnam; to offer postgraduate training and refresher courses; and to diversify its forms of training with a view to enhancing people's academic standard and intellectual development, training human resources, and grooming individual talents. HNUE is also considered as a National Key Center for secondary education system reforms, especially in curriculum development, textbook design, and innovative teaching methodologies.
2. **What are its official explicit aims and objectives?**

Providing teacher student with fundamental and modern knowledge, skills, values, behaviour and lifestyle in order to train them to be gut qualified teachers and education experts.

3. **Do any of these objectives cover the concerns of SD/ESD? If yes, explain/clarify how these aims/objectives deal with SD/ESD?** Yes. Since the aim of ESD is to provide people with knowledge, skills, values, behaviour and lifestyle required for a sustainable future and for positive societal transformation.

4. **Are the ESD/SD related objectives implemented? Describe how these objectives are implemented (e.g. as topics within existing courses, specific courses, separate training workshops etc.). Assess the achievement of the SD/ESD related aims/objectives.** Yes, by separated and integrated courses in SD/ESD in geography; workshops in ESD with topics: Education for all, Education in schools, Education for tourism.

5. **Assess the achievements of SD/ESD:** There are some initial successes in implementing objectives of ESD.

III. **APPROACH**

1. **How would you describe institution’s approach to including ESD in its curriculum?**

We have included SD/ESD in our teacher education curriculum by integrating content of SD and ESD into some existing curricula as well as designing specific courses on ESD. For example, in faculty of geography topic “sustainable agricultural and rural development” has been become a integrative component of the course “Vietnamese economic geography” and the specific course “Education for Sustainable development in geographical lessons” has been designed and realized since the study year of 2007/2008.

2. **Is the “Whole School/Institution” approach adopted? If yes, describe how your institution implements the “Whole School/Institution” approach.**

No, only a few people of institution get involved in including ESD to the curriculum,

- **Which are the various groups involved?** There is no specific group involved so far.
- **How are they involved?**
- **Describe the work, roles and relationships of these various groups** (school principal, teachers, students, parent – teacher association, community – e.g. immediate milieu, alumni).
- **What are some of the insights and lessons arising from the implementation of this approach?** It is very significant to implement the Whole School/Institution” approach in ESD actions, but is not easy to complete it. Therefore, projects should be designed to help teachers promote whole school approach to ESD in their schools, because it is considered as a broader approach and not easy to adapt it.

3. **How far does the community, parents, religious and other social groups get involved in the work of your training institute vis-a-vis ESD??**
Social groups have not get involved in our work.

4. How does your institution involve/use the resources of related organizations (e.g. environmental, consumer, human rights, and women’s organizations) in your educational/training activities?

Environmental, consumer and women organizations provide us with information and materials through inquiries, workshops…

5. Are there opportunities for staff and students to engage in research during training?

There are always opportunities for them to engage in research which focuses on reduction of poverty, relationship between socio-economic development and environment, population and sustainable development, tourism and sustainable development popular kind of inquiry: surveys in local communities on various aspects.

6. Does your institution continue to provide follow-up support or/and continuing professional development to teachers after graduation?

Yes, there are postgraduate and teacher training programs and provision of numerous kinds of materials to students after graduation.

E. CONTENT

1. Does your institute’s training curriculum give any attention to ESD (directly or in directly)?

Yes, we have separate and integrated courses in SD/ESD in the teacher education curriculum of the faculty of geography.. By now separate courses are designed for 4th year students, covering concepts, objectives, contents, pedagogical methods… of SD/ESD within 30 hours. SD/ESD is also integrated and infused in courses on population and environment education.

2. Is your training curriculum subject centered, or are there opportunities for cross-disciplinarity?

In our teacher training subjects are centered. However some are designed for cross-disciplinarity.

3. Describe what is covered in the cross-disciplinary areas and its mode/mechanisms of delivery.

Philosophy, educational psychology, general didactic, population education and environmental education are covered in the cross-disciplinary areas. They are designed as a separate course and infused into the teacher education programmes of faculties (e.g. faculty of geography, faculty of biology, faculties of politic education…).

4. Do these cross-disciplinary opportunities include coverage of ESD?

Population education and environmental education as components of ESD are covered in the cross-disciplinary areas. They are build up as a separate course and infused
into the teacher education programmes of some appropriate faculties (e.g. faculty of geography, faculty of biology, faculties of politic education…). 

**5 Name the disciplines and their respective subjects where concerns of ESD are addressed.**

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<th>In faculties of geography</th>
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<td><strong>Disciplines</strong></td>
<td><strong>Respective subjects</strong></td>
</tr>
<tr>
<td>1. Population education</td>
<td>Poverty, human rights, gender equality</td>
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<tr>
<td>2. Environmental Education</td>
<td>Climatic changes, pollution, sustainability/ sustainable development</td>
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<td>3. Vietnamese Geography</td>
<td>Sustainable development, pollution, poverty</td>
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<td>4. World Geography</td>
<td>Sustainability/sustainable development, pollution, international understanding, globalization</td>
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<th>In faculty of Vietnamese Study</th>
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<tr>
<td><strong>Disciplines</strong></td>
<td><strong>Respective subjects</strong></td>
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| 1. Environment & Development | - Relationships between Human & environment  
- Global environmental Issues,  
- Human environment & Sustainable development in Vietnam, environmental Education in schools |
| 2. Tourism in Vietnam | Development of sustainable tourism in Vietnam |
| 2. Cultural Tourism | Cultural Tourism as an instrument of sustainable tourism |
| 3. Vietnamese culture in ASEAN | - Specific characteristics of ASEAN culture  
- Vietnamese culture and international integration |

**6 Is ESD offered as a separate specialization?**

In the faculty of Geography, lecturers of the discipline “Didactic of Geography” have proposed to infuse a new course “ESD in geography education” into the teacher education curriculum of the faculty. The aim of setting up the separate course for ESD is to promote activities studying ESD in the faculty of geography. The new course is designed in basis of innovating population education and environmental education to address ESD.

**7 Does your institute’s curriculum address wider global issues e.g. international understanding, climatic changes, pollution, sustainability/sustainable development, peace, poverty, human rights, gender equality etc?**

In new teacher education program of our faculty of geography implemented since 2005, global issues e.g. international understanding, climatic changes, pollution, sustainability/sustainable development, peace, poverty, human rights, gender equality etc are addressed wider, extended regarding content and being taught with strengthening cooperative and interactive pedagogies.

**8 Are local issues and concerns reflected in the teaching and learning?**

Reflecting local issues and concerns in teaching and learning disciplines or subjectives related to ESD is taken into consideration in the HNUE. For example, in disciplines or subjectives related to ESD taught and learnt in the faculty of geography local issues e.g. Air population in big cities like Hanoi, Ho-Chi-Minh city, sea population in tourism centers in Halong Bay, in Vungtau, poverty in remote and rural regions are always dealt
with and analyzed. Studying such the local issues student are able: a) to come toward a better awareness of the risk, danger of unsustainable development in local levels, b) to have good opportunities to development their abilities to analyze local issues of unsustainable development to find out suitable solutions to solve problems at local, c) to gain methods and skills organizing school students to study local issues and concerns related ESD.

F. PEDAGOGY & ASSESSMENT

1 List and elaborate on the main types of teaching methodologies that your institute employs in presenting the curriculum to students.

The main types of teaching methodologies employed by my faculty of geography in presenting the curriculum to students are as follows:

1. Formal lecture (unidirectional monologue)
2. Interactive lecture with student active breaks (bilateral exchange)
3. Audio visual materials (CD ROM, video tapes, etc)
4. Case studies
5. Individual research (internet, Cochrane review, local data sets, literature review etc)
6. Group discussion, Focus groups
7. Field work (observations, discussions with adolescents etc)
8. Promotion of attitudes such as ‘openness’ and ‘introspection’
9. Guidelines for good practice (including check lists and handouts)

2 To what extent do you employ mixed modes of delivery, and in what contexts and why?

Mixed modes of delivery are employed in most faculties of the HNUE. Applying Mixed modes of delivery in training teacher is the requirement of innovating the teacher education initiated in the HNUE since some passing years.

3 If ESD is included in the curriculum, what teaching and learning styles are being employed?

Why are these styles of learning adopted? Describe each of them, emphasizing on the learning process and pedagogical principles. Are there some more effective than others and why? Which of these are more effective?

4 Elaborate on how teacher trainees are assessed and monitored during training both inside and outside the institution (ie during the practicum)?

Teacher trainees are assessed and monitored during training both inside and outside the institution through examinations and presenting their behaviour as well as final study outcomes.

5 To what extent is student self assessment practiced, specify where possible.

Student self assessment is practiced in group works to implement projects as well as case studies in the field.

G. RESOURCES

1. List the resources/material that you/your institute have used and found useful in teaching ESD. Are there some more effective than others and why?
- UNESCO (2005): Education for All. The Quality Imperative..

2 Has your institute/staff developed any material/resources that are useful/effective in the teaching and learning of ESD areas?

Until now our staff of the HNUE have developed a lot of books and materials for population and environmental education, but a small amount of material/resources related ESD are published.

H. OUTCOMES

1 What outcome/s does your institute expect from the ESD related parts of the curriculum?

We expect that after studying the ESD related parts of the curriculum student have positive changes in awareness, attitudes and behaviour regarding SD and ESD and step by step develop their ESD competences

2 From your observation/assessment what capabilities and skills are fostered in the ESD part of the curriculum?

From my assessment, some key capabilities and skills should be fostered in the ESD part of the curriculum. They are as follows:

- competence in forward-looking thought
- competence in trans-cultural understanding and cooperation
- competence in networking, planning and implementation
- capacity for empathy, compassion and solidarity
- competence in motivating oneself and others

3 What are/would be the main barriers in developing ESD as (a) a separate discipline (b) as part of an interdisciplinary curriculum in your institute?

In our institute the main barriers in developing ESD as
- (a) a separate discipline is the lack of experiences in designing and developing a separate ESD course,
- (b) as part of an interdisciplinary is not much platform for infusing ESD content into the existing

4 Describe the kind of sustainability literacy you think your institute is addressing in the current curriculum.

I think that kinds of sustainability literacy such as knowledge, issues, perspectives, skills and values related ES and ESD should be addressed in the current teacher education curriculum of faculties in the HNUE.

5 Would your institute be interested to incorporate ESD (more if there is already) into its present curriculum.

Our university and my faculty of geography are interested into the teacher education curriculum of various faculties. The organization of conferences and seminars on ESD, the establishment of a Center for Researching and Promoting of ESD, the designing of pilot courses on ESD in some faculties are some of the existing efforts/initiatives. In the
coming time, the HNUE will build up the ESD-network and at the same time will provide much better human and financial resources to consolidate further these efforts

6 What programs/action can be initiated to foster further interest in ESD in your institute?

In the coming time, our Center for ESD at the HNUE can initiate some programs/actions to foster further interest in ESD. They are as follows:

- Building and developing a cooperative network in researching and implementing an Education for Sustainable Development in Vietnam at national level.
- Implementing the project “Study and research on current status and prospective of ESD in Vietnam” in 2008.
- Organizing a ESD training workshop at national level in 2008