

COMPLETION REPORT

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【Subject of Research Project】

Training Pre-Service Teachers on Education for Sustainable Development (ESD)

Reorienting teacher education is essential for sustainability, requiring teacher education institutes (TEIs) to update their standards and programs. In Vietnam, education reforms have incorporated Education for Sustainable Development (ESD) into both formal and non-formal education. The 2018 General Education Program promotes student-centered, competence-based education and interactive pedagogies, which align with ESD principles, enhancing pre-service teacher training. Japan has supported Vietnam's sustainable development through various organizations, providing capacity building, technical advice, and educational materials to improve ESD competencies. Collaborative efforts between Vietnam and Japan have advanced ESD at local levels, emphasizing the importance of national policies for effective educational shifts. Despite these efforts, there is limited information on the evolution of national ESD policies in pre-service teacher training in both countries. This research aims to review and compare these policies, identify gaps, and align them with global trends.

This research utilized qualitative and quantitative methods. A desk review of secondary data and ESD-related teacher training policies in Japan and Vietnam informed the development of interview protocols and a questionnaire. The team conducted interviews with 10 lecturers and 5 policymakers and surveyed 150 pre-service teachers to examine ESD training policies and identify gaps. Two workshops in Vietnam and Japan shared key findings and discussed solutions for enhancing ESD in pre-service teacher training.

The policy analysis highlights similarities in teacher training for sustainable development in Japan and Vietnam, including integrating the 17 SDGs into curricula and adopting transdisciplinary approaches. Key topics are climate change, natural disasters, waste reduction, biodiversity, and the green economy. Both countries emphasize active teaching methods like project-based, inquiry-based, and experiential learning. Policy development involves education agencies, teachers, and experts. In Vietnam, international organizations and NGOs significantly support ESD activities.

Differences in implementation include Japan's substantial resources, diverse teaching materials, and local volunteer involvement, while Vietnam faces financial and capacity constraints, limited societal interest, time issues, and an overloaded curriculum. ESD is not a separate subject, leading students to focus on exam-related topics. Experiential learning is rare in Vietnam, mainly in private and international schools.

Workshops recommended building learning communities, creating an ESD teaching material hub, and establishing connections between schools and TEIs to share resources.

Publication of the Results of Research Project:

Verbal Presentation (Date, Venue, Name of Conference, Title of Presentation, Presenter, etc.)
Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.)
Book (Publisher and Date of the Book, Title and Author of the Book, etc.) 1. Book chapter: Climate change education through local education programs: a case study in Vietnam Authors: Thi Kinh Kieu¹, Thi My Thi Tong², Ha Thu Nguyen³, Thoa Kim Do⁴, Laura Stamp⁵ (1) The University of Danang University of Science and Education (email: ktkinh@ued.udn.vn) (2) Vietnam Institute of Economic, Vietnam Academy of Social Science (3) The Vietnam National Institute of Educational Sciences (4) Master of Climate Change and Development, Vietnam Japan University (5) Science Teacher in Oak Park Elementary School District 97, Oak Park, Illinois, US (Accepted to be published) 2. Academic paper: Theoretical framework for evaluation on education for sustainable development policy in Vietnam Authors: Kieu Thi Kinh¹, Nguyen Thu Ha² and Le Anh Vinh² (1) The University of Danang University of Science and Education (email: ktkinh@ued.udn.vn) (2) The Vietnam National Institute of Educational Sciences (Accepted to be published)