

**An Educational Approach to
Environmental and Sanitation
Improvement:
A Vietnamese Case “Environmental Education
Through Child Participation”**

For Follow-up Conference of the International Year of Sanitations
January 26th, 2010

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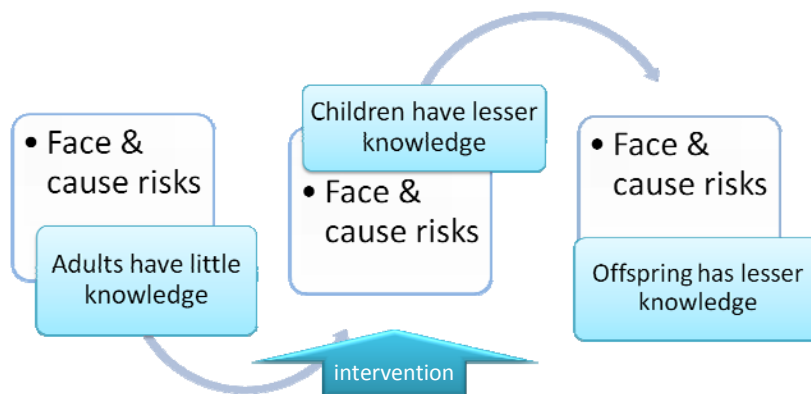


1. The purpose of the presentation

To introduce an example of an educational approach to environmental and sanitary improvement efforts

2. Background of the project

Children in rural areas are particularly vulnerable



3. General information on the project

“Environmental Education Through Child Participation” (Child to Child)

Time	January 2007 — July 2010
Site	Yen Binh dist. in Yen Bai province in Vietnam
Main Beneficiaries	2007-2008: 4 secondary schools appx. 1,400 children + teachers 2008-2009: 8 secondary schools appx. 2,600 children + teachers 2009-2010: 12 secondary schools appx. 3,400 children+teachers
Supported by	INAX, VINAX
Budget	Annually approx. US\$30,000
Counterpart	Yen Bai Department of Education and Training, Bureau of Education and Training

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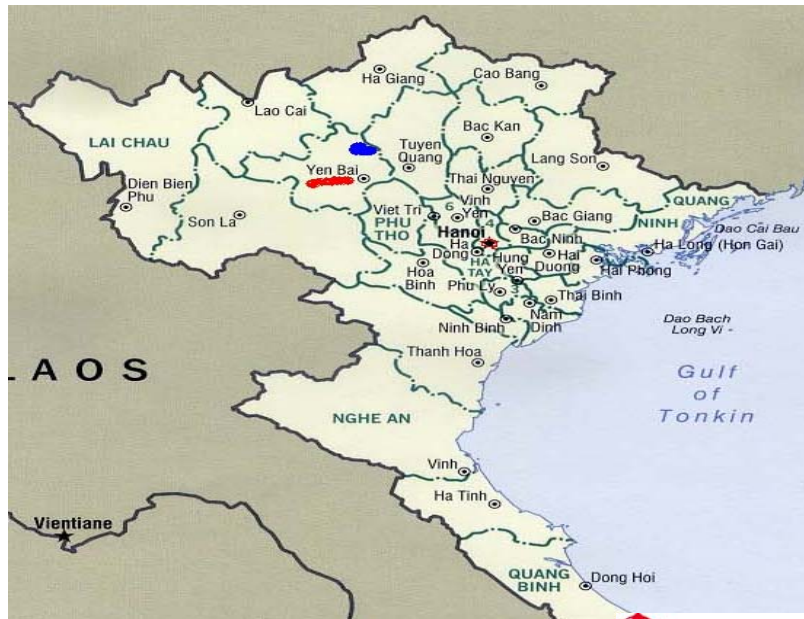
Child to Child (CtC)

Mutual learning: creating materials +
facilitating workshops from children to children

- ➡ Children’s learning increases
- ➡ Children’s behavioral change
- ➡ Ripple effect from children to other children
- ➡ Ripple effect from children to adults
- ➡ Improvement in the communities

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4. Objectives of the project

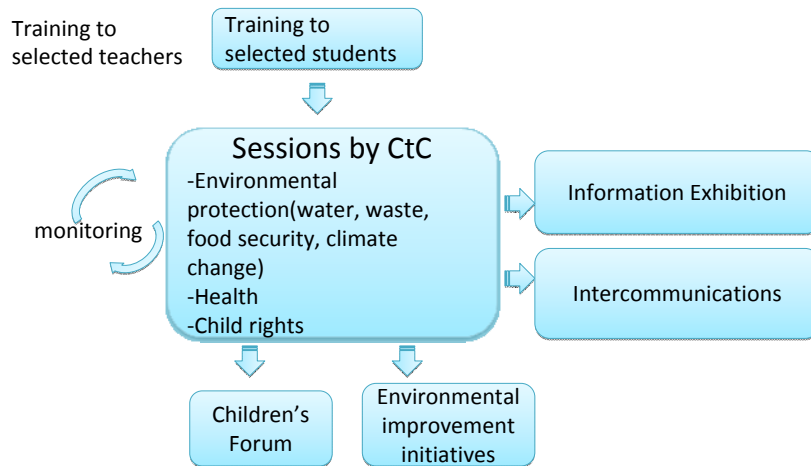
To improve 'life skills' of children through CtC

To raise children as environmental protection leaders through efforts in establishing sustainable knowledge on and behaviors of environmental protection in locals

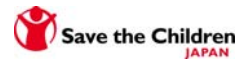
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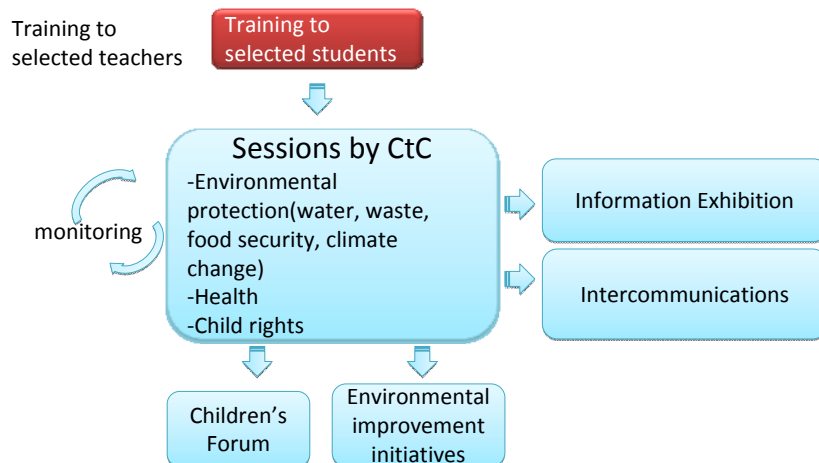
5. Main Activities of the Project



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5. Main Activities of the Project



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Trainings to selected students



Presentation by students



Group activities

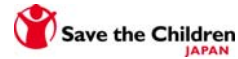


Learning on the use of water quality test kit

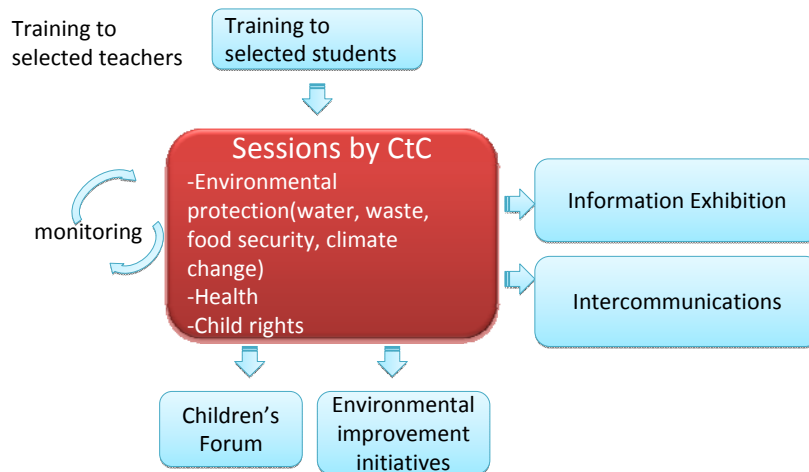


Checking on knowledge acquisition by play test kit

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5. Main Activities of the Project



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Sessions by CtC (preparation)



Discussion preparation



Practicing in pair

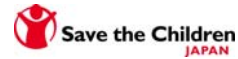


Activity preparation to promote children's participation



Visual aid made by students

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Sessions by CtC (1)



Explanation on water environment



Game activity

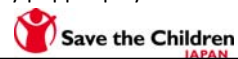


Using water quality test kits



Explanation by puppet play

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Sessions by CtC (2)



Discussion in the class



Discussion on environmental issues

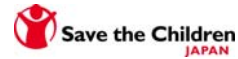


Making environmental protection plans

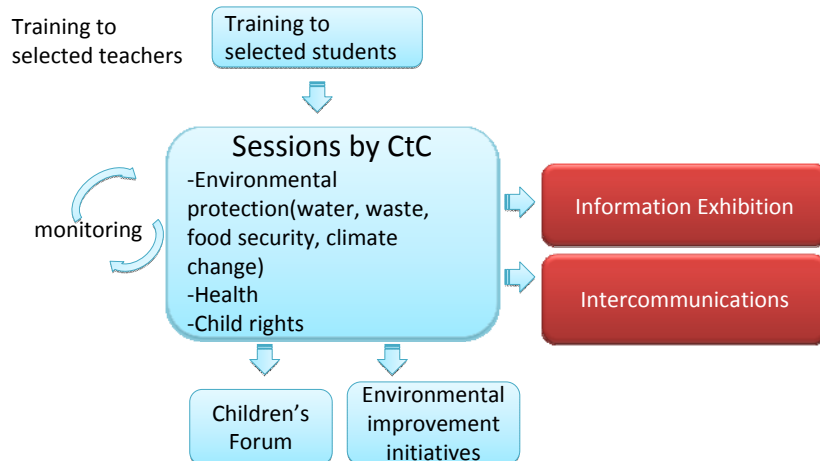


Presentation of a group work

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5. Main Activities of the Project



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Information Exhibition + Intercommunications



Information Exhibition for sharing



Children looking at Information Sharing Board

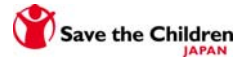


Community home visiting by children facilitators

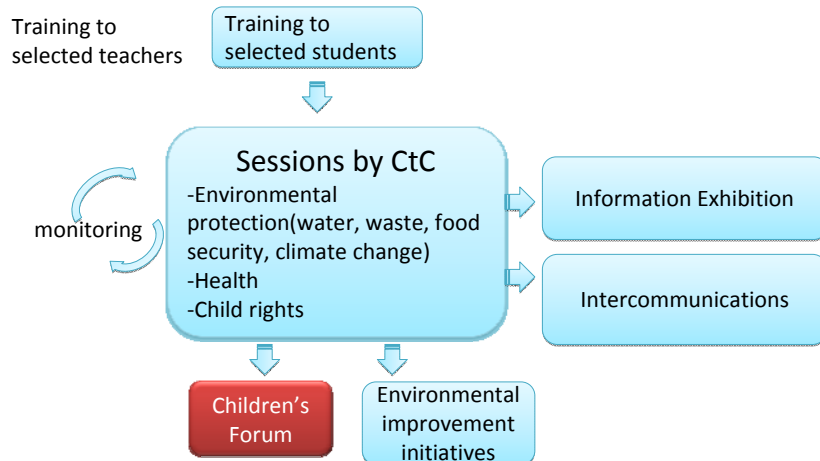


Session at a neighbor primary school

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5. Main Activities of the Project



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Children's Forum



Children's play at the forum



Exhibition work outside

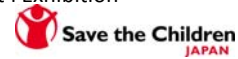


Judges, reviewing children's work

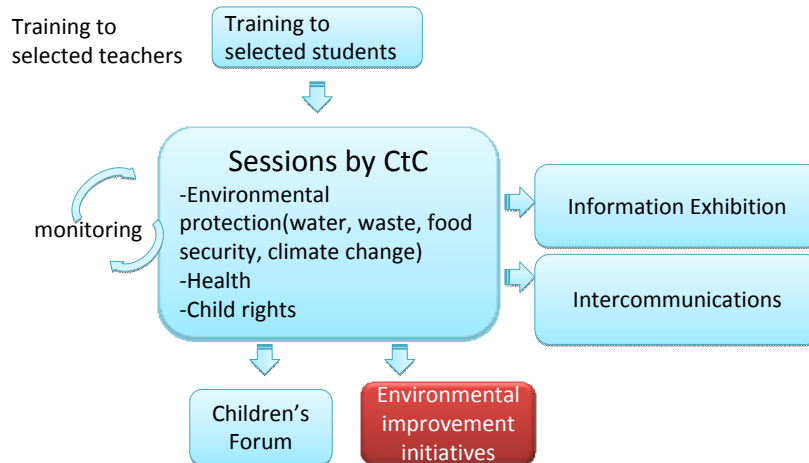


Presenting at Int'l Exhibition

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5. Main Activities of the Project



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Environmental improvement initiatives



Environment and Friendship Festival



Children, cleaning in the village

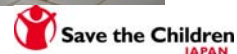
Typical school toilets



Improved toilet



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6. Effect of the project

To improve 'life skills' of children
through child participation (CtC)

- Children obtained knowledge and life skills
- Children's learning on school subjects has improved
- Children's attitudes have been improved
- Adults recognize children's changes
- Teachers have come to listen to children more

To raise children as
environmental protection
leaders through efforts in
establishing sustainable
knowledge on and activities of
environmental protection in
locals

- Adults around the children understand as their own problems and have started to change their behaviors
- Children's concern on environmental protection has risen
- Children take actions against insanitation and environmental issues

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- “I was very worried about children’s presentations to be presented in front of the leaders of the villages and the communities. However, I am very happy with the results and impacts that they gave. I wish children’s sessions were more frequently presented in the villages and the communities.”

(Mr. Nguyen Van Thinh, People’s Committee in Tan Nguyen Village)

- “The activity is changing children’s attitudes. ...Children have become to give opinions and take initiatives in the class. ...Children have began to clean the school and the market. As the activity continues, I hope children’s attitudes will change more”

(Mr. Tran Duc Hung, Teacher in charge of Youth Union, Bach Ha Secondary school)

- “I was very worried on our activities because it is new to us. We used to simply follow the instructions from teachers. However, I am confident, now. I enjoy participating in the activities at school and the communities”.
(Tran Thi Thuy Linh, 2nd grade in Vu Linh Secondary school)

7. Strengths of the project

- The purposes of the project meet the demand for schools and education sector.
- Schools, teachers and children are very interested in the project.
- Children and teachers are satisfied with the trainings.
- The activities have been frequently monitored and supported by the project and local authorities.



- CtC gives impact on children’s learning.
- CtC brings sustainability with children and adults in the communities.

8. Issues to be improved

- The levels of resources are limited at each school and community.
- Traditional teaching method hinders CtC introduction in the beginning.
- The capabilities of children facilitators vary.
- The time of sessions is short (45min) for insightful discussions and applications to the practices.

9. Conclusion

CtC approach opens up the possibilities of establishing sustainability in awareness raising and behavioral changes in the communities.