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REPORT

COMPLETION OF TRAINING PROGRAM

Service: **Developing training courses to improve capacity and deliver certificates to central-level trainers on community-based disaster risk management**

Number: **RFP200301 - C. 2020-05-01**

Project: Improving the resilience of vulnerable coastal communities to climate change related impacts in Viet Nam (GCF-funded UNDP Project)

Hanoi, May 2021

MINISTRY OF AGRICULTURE AND RURAL DEVELOPMENT

THUYLOI UNIVERSITY

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UNDP

CONSULTANT AGENCY

Thuyloi University

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TABLE OF CONTENTS

I. BACKGROUND, OBJECTIVES OF PROJECT	4
II. PARTICIPANTS	7
III. ASSESSMENT OF RESULTS.	8
IV. DIFFICULTY IN CONTRACT IMPLEMENTATION	16
V. EXPERIENCES FOR FUTURE COURSES	17
VI. ANNUAL TRAINING COURSES	18
VII. CONCLUSIONS AND RECOMMENDATIONS.....	19

ABBREVIATION

CBDRM	Community-based disaster risk management
GCF	Green Climate Fund
MARD	Ministry of Agriculture and Rural Development
TLU	Thuyloi University
UNDP	United Nations Development Programme
VNDMA	Viet Nam Disaster Management Authority

I. BACKGROUND, OBJECTIVES OF PROJECT

1. Background

In recent years, the frequency, intensity and irregularity of natural disasters have increased resulting in higher property damage, habitat destruction and loss of life. The damage caused by natural disasters can impede the socio-economic development of a country.

The Party, State and Government of Viet Nam shall direct relevant ministries, provinces and localities to develop a master-plan on disaster risk management for areas that are frequently impacted by natural hazards. For effective disaster preparedness and response, it is essential to raise public awareness and community-based disaster risk management.

The project "Improving the resilience of vulnerable coastal communities to climate change related impacts in Viet Nam" is funded by the GCF. The project implementing partner is the MARD, while the UNDP in Vietnam acts as the GCF-accredited entity. The project is designed to contribute to increasing sustainability and resilience to climate change through the adoption of an integrated approach. The project aims to strengthen the climate resiliency of houses, strengthen natural protection measures through mangrove regeneration and improve planning through integrating climate risk information. The project aims to rebuild 4000 houses and restoration of 4,000 hectares of mangroves. The project also aims to improve the quality and accessibility of climate risk information and thereby enhance the effectiveness of decision-making.

Over the course of 2017-2021, the GCF project is supporting MARD and 7 coastal provinces to implement the Community-Based Disaster Risk Management (CBDRM) training program in localities. This process involves disaster risk assessment and contributes to building disaster risk information to support local decision-making. This activity is also consistent with the Government's Program 1002 on "Community Awareness raising and Community-Based Disaster Risk Management". One of the specific objectives of the 1002 program is to ensure that "70% of the population in disaster-prone locations receive information about various hazards and how to reduce risks".

To achieve the aforementioned objective, 1002 program includes a number of activities which are being carried out, including:

- Building a training system on community-based disaster management at all levels.

- Developing training materials on policies, mechanisms and implementation of the community-based disaster risk management at all levels (including a set of materials for trainers and trainees).
- Organizing training programs on policies, mechanisms and steps for implementing community-based disaster risk management for lecturers, agencies, local officials and staff who directly implementing disaster risk management at all levels.

2. Partnership between UNDP and Thuyloi University (TLU)

UNDP and TLU signed a partnership agreement in 2020 to implement a number of CBDRM-related training activities to the following audiences:

- Central level trainees who will be able to conduct TOT (Training of Trainers).
- Provincial trainees who will conduct TOF (Training of Facilitators) at the commune level) for commune officials at their localities.

The provincial trainees are selected from members of the provincial technical support team (who are decided by the provincial disaster management agencies). Many of these trainees had participated in TOT training classes organized by the Vietnam Disaster Management Authority (VNDMA) or the Projects on CBDRM support for 1002 program/ VNDMA (GCF Project, WB5), but did not receive a certificate.

For central-level trainers, there is no official guidelines for determining the standards. Currently, the central-level trainers are selected through the GCF project criteria, particularly for those, who have many years of experience in training on CBDRM. Those trainings were formerly established by the Red Cross and international cooperation programs. They coordinate with provincial-level trainers to organize CBDRM training courses at the commune level.

In line with the objectives of the Government's 1002 program in maintaining central-level trainers to support training and capacity, a standing agency is required to train and certify the standards of central-level trainers. Therefore, the organization in charge of developing training courses for improving capacity and delivering certificates for central-level trainers on CBDRM under the GCF project” plays a very important role.

2.2. Objectives of the service package

The overall objective is to build a team of central-level certified trainers, to participate in teaching at central, provincial, district and commune training courses on CBDRM. The team members will be the core group to build capacity for government in disaster management at all levels. They will train government officials to disseminate knowledge about disaster risk reduction to the people of the communes, particularly in disaster-prone areas.

2.3. Key contents of the partnership agreement:

On May 13, 2020, TLU signed a contract C.2020-05-01 with UNDP to implement the bidding package. The main contents of the contract include:

- Develop a curriculum on community-based disaster / climate risk management;
- Conduct one advanced CBDRM training course for existing national trainers in disaster risk management; equip them with further knowledge and skills in climate change, adult teaching methods and gender integration, conduct examinations and issue certificates to eligible lecturers;
- Organize one technical CBDRM training course for new trainers including provincial trainers and graduated students who desire to become trainers in disaster and climate change management;
- Continue annual training courses using development resources of the institution.

2.4. Reporting obligations

According to the agreement, the TLU had to report on the progress and results of implementation and organization of 2 training courses for central-level trainers on climate change /disaster risk management to build a professional team of trainers on disaster risk reduction and climate change for 7 target provinces under the GCF project.

- Report on detailed outline of subjects.
- Report on lectures of the courses.
- Synthesize, analyze and evaluate the results after implementing the training courses.
- Suggestions and recommendations for the next courses to be more effective.

2.5. Main results reflected in this report

- Develop and complete a standard set of lectures on CBDRM for different areas affected by natural disasters and climate change in Vietnam.
- Develop a practical training program for trainers who deal disaster management, and who already have some basic training knowledge and experience.
- Organize training and verified certification to 53 central level trainers in 2020 to 2021 and is expected to train about 100 trainers each subsequent year.

2.6. Attached reports

- Inception report.
- Report on completion of training course 1.
- Report on completion of training course 2.

- Appendix for all reports

II. PARTICIPANTS

2.1. Lecturers of training courses

TLU has collaborated with the VNDMA to select lecturers who have expertise of the courses, methods and skills required to ensure the high achievement.

A total of 15 lecturers were selected, with 7 of them being female (accounting for 47%) and the remaining 8 were male (accounting for 53%). Majority of the lecturers have a doctorate degree or higher and many years of experience in their respective teaching fields, including one lecturer with a professor's title (Prof. Dr. Pham Thi Huong Lan). She has worked or chaired many research projects at the ministry and state levels in the field of disaster management and mitigation. She has over 10 years of experience as the Head/Deputy Dean and Head of the Disaster Management and Mitigation Department at the Master and Bachelor levels of TLU.

The list of lecturers for the two training courses are in Appendix 6 attached.

2.2. Trainees

2.2.1. Trainees of the first course

Based on the requirements of the trainers and the target of the first course, UNDP and the VNDMA have selected and recommended trainees for the first course from the candidates for TLU to organize a training course. According to the original plan of the advanced training course, 15 trainees with experience in teaching were supposed to be selected to attend the first course. However, due to the high demand for training, UNDP selected and recommended 28 people (13 more than the original target) to attend the course in order to best meet the training needs. The trainees were selected from experienced officials from the VNDMA, the Red Cross Associations of the provinces, the Women's Unions of the provinces.

There were 20 female trainees (accounting for 71.4%). With 71.4% of female participants, it means the large number of women's interest and women's influence on community-based disaster risk management and mitigation. 22 trainees representing 78.6% were between 30-40 years of age. The rest were above 40.

The trainees attended the training program, actively contributed ideas, exchanged and learned experiences.

2.2.2. Trainees of the second course

After issuing the second course notice to the agencies, TTU received CVs of 40 applicants. Based on the requirements of the trainees and the target of the second course,

UNDP and the VNDMA selected and recommended 25 trainees, including 8 female students (accounting for 32%) and 17 male students (accounting for 68%).

The trainees of the course were officials who work at the provincial Red Cross chapters, the Women's Unions of the provinces, at the University, as well as government agencies from the national and sub-national levels. All trainees have knowledge on disaster management or are participating in teaching about CBDRM.

The total number of trainees in 2 courses was 53 people who have a background in disaster management, have teaching experience in the field of CBDRM and community based disaster risk assessment. There are 28 female trainees (accounting for 53% of the total), and the remaining 25 are male (accounting for 47%). The large proportion of women participating in training demonstrates the important role women play in CBDRM. A total of 75% of trainees were aged between 30-40, and the rest were over the age of 40.

III. ASSESSMENT OF RESULTS

3.1. Performance against contract

TLU has implemented all activities according to the set schedule and achieved the following results:

- Developed training programs, detailed course outlines and lectures of two basic and advanced training courses for central-level trainers on CBDRM. Details are in Appendix 1 and Appendix 2).

- Successfully organized two training courses for on CBDRM for 53 trainees. The list of trainees of the courses is in Appendix 3 attached.

- Completed the application for submission to the MARD requesting permission for TLU to organize CBDRM trainings and issue certificates of trainers in the future.

3.2. Evaluation of implementation progress

TLU believes organizing courses for trainers on CBDRM is one of the key tasks required for climate and disaster risk management. Therefore, TLU has selected an experienced teaching and organizing team to develop the courses. The opening and closing ceremony of the courses had a large number of trainers, lecturers, representatives of TLU and coordinating organizations such as VNDMA and media agencies. The opening and closing ceremony were highly appreciated by the participants, lecturers and trainees. The communication of the courses has been effectively carried out by TLU through the opening and closing ceremony, course activities to and students of TLU and the community.

According to the contract, TLU organized 02 training courses from May 2020 to May 2021. TLU successfully organized the first course in July 2020 according to the planned schedule. We have sent a report on the organization and results of the first course to UNDP. The second course was expected to be held in October 2020. However, due to the Covid-19 epidemic and disasters, including floods and landslides severely affected the central provinces which lead to a delay in organizing the second course. Many officials of the central provinces (selected as trainees) had to focus on epidemic fighting and resolving any flood effects. Therefore, the course was behind schedule. By March 2021, the Covid-19 epidemic was relatively under control and TLU was able to successfully organize the second course within the extended time.

Despite the difficulties faced during the implementation due to disasters and COVID-19 epidemic, TLU actively coordinated with VNDMA to develop the training program and successfully organized two training courses to meet the requirements of the Contract with UNDP.

3.3. Evaluation of the work done by TLU

At the end of the courses, TLU carried out evaluation of the trainings to collect feedback and suggestions from trainees about the content, curriculum, teaching staff, learning materials, course organization and lecturers. In general, the training course was highly appreciated by trainers and lecturers.

3.3.1. Evaluation of trainers

TLU has summarized the evaluation results of the training course from trainers on the contents, most of trainees provided the following feedback:

- **Training contents:**

- The content is diverse and consistent with the course objectives but focused on clarifying teaching content, ensuring trainers have the necessary information.
- The training content is relevant, practical and highly applicable to trainers.
- The training course consolidated knowledge on community-based climate change and disaster risk management.
- The training contents are clear, easy to understand, highly practical and good quality.

- **Training program:**

TLU's experts with extensive experience in disaster management, teaching methods and skills to develop training programs suitable for each course. The training program was evaluated by trainers as follows:

- There are many new, useful and necessary topics for trainers.

- The training program helps trainers acquire useful knowledge about CBDRM, teaching methods and communication in the community. Trainers can discuss and practice with visual aids.

- The duration of the course is relatively suitable in the actual conditions of the trainers. However, some trainers suggested the course should be longer to make it more effective with the training program.

- **Training document:**

TLU has developed the training program and detailed outline on Appendix 1, lectures on Appendix 2 and provided them to trainers before the start of the courses. TLU has received positive feedback from trainers:

- Training materials are complete, clear, logical in theory and practice.
- The language used in training materials is easy to study and understand.
- Trainers received all the required training documents to continue implementing after the end of the course.

- **Team of lecturers and administrators:**

- Highly qualified lecturers with expertise, skills and experience in teaching.
- Lecturer's method of communication is appropriate, easy to understand and easy to absorb. Trainers firmly grasp and remember the content for a long time.
- Instructors are very meticulous and enthusiastic to help students apply in lectures in their community after finishing the course.
- Specific teaching instructions with accompanying documents, intuitive and complete teaching aids.

Lecturers organize group activities and group discussions very well, making the sessions always lively and attracting the participation of trainers during the study period.

- **Organization:**

TLU has coordinated closely with UNDP, GCF and VNDMA organizing the implementation and exchange of information with trainers. TLU regularly acknowledges opinions to create the most favorable conditions for trainers during their studying time at TLU.

- Well-organized training course, sufficient documentation and tools.
- Careful, professional organization, full of facilities for teaching and learning of lecturers and trainers.
- Arrange meals and accommodation for trainers and lecturers, with adequate facilities for healthy living during study time at TLU.

- The venue is equipped with convenient modern equipment to meet all training requirements.

- **Expected results:**

Most trainers were satisfied with the training course as it met their expectations. Trainers are looking forward to participating in further training courses. Trainers evaluate the knowledge and teaching methods for adults who learn from the training course. They are very useful and will apply to their future teaching work.

- **Trainers' contributing suggestions:**

- Most trainers want a longer training time to learn more about specialized knowledge for their future teaching work.

- Add practice and discussion, sharing experiences of trainers in different localities to make the course more effective.

- Training program and content should be diverse and suitable for many different types of trainers.

Suggestions of trainers will be seriously considered and corrected by TLU when developing the future training courses.

3.2.2. Evaluation of lecturers

In addition to trainers' evaluations, TLU also collects opinions from lecturers about trainers as follows:

- **Evaluation of trainees' input and output:**

- Trainees are people working in different units from many provinces. This demonstrates that the issue of training lecturers on community-based risk, disaster and climate change management is of interest to many agencies, units and people. TLU, the organizers and lecturers team always expects the number of trainers to attend the next training courses to increase to meet the training needs of future trainers on CBDRM for many provinces.

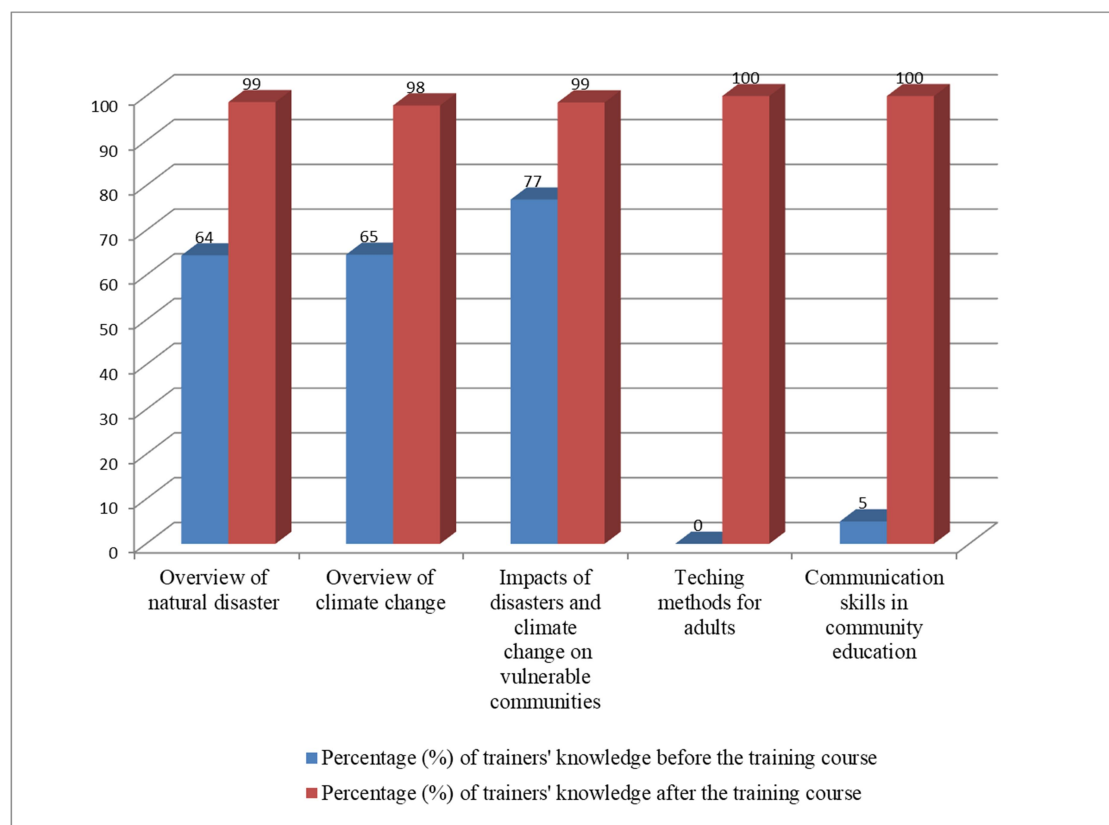
- The organizers team has conducted a survey of trainees' knowledge (the evaluation form is in Appendix 5). From the evaluations, it is evident that trainees entering are experienced but not fully equipped with the skills and knowledge required to serve their teaching work. The results of trainee survey are as follows:

No	Survey content	Percentage
1	How to understand disaster risk?	
	Answer: risk that can cause damage to people, properties, works, living environment, economic and social activities.	100%

No	Survey content	Percentage
2	What types of disasters are common?	
	Answer: tropical depressions and storms, floods, inundations, droughts, landslides/ rockslides, thunderstorms and lightning, cyclones, saltwater intrusion and earthquakes.	100%
3	How to understand about CBDRM?	
	Answer: raise awareness of natural disasters and disaster response capacity in disaster prevention and control; contribute to building a safe community, capable of adapting to climate change; forming a culture of prevention, proactively and actively participating in disaster, minimizing damage to people, property and the environment caused by natural disasters. Strengthen propaganda, education to raise awareness; capacity building, and skills for the community-based disaster risk reduction	100%
4	Have previous knowledge about teaching methods for adults	
-	I have studied	0%
-	I have not studied	100%
5	Have previous knowledge about communication skills in community education	
-	I have studied	5%
-	I have not studied	95%
6	Training courses on CBDM attended	
-	Training on CBRM in the context of climate change	40%
-	Training on disaster risk assessment in the community	80%
-	Training of trainers on CBRM	100%
-	Community awareness and CBRM	12%

- At the end of the courses, trainees are fully equipped with pedagogical skills, teaching skills, especially teaching for adults, communication skills in the community, institutions, policies, and international activities of CBRM. TLU has organized the

assessment of trainees before and after the completion of the course with knowledge according to the proposed training program, the evaluation results are as follows:



All trainees considered the knowledge learned as practical and necessary for the trainers' work in the future. The results that the trainees achieve reflect the course that has achieved the goals set out from the beginning. TLU conducted a survey of trainees' initial knowledge before the training course and the knowledge after the training course is completed according to the set of questions in the assessment sheet (Appendix 7 attached). TLU has summarized the assessment of trainees' knowledge as follows:

Question in the evaluation sheet (Appendix 7)	Number of trainees do the evaluation sheet	Before taking the course		After taking the course	
		Number of people who answered correctly	Percentage (%)	Number of people who answered correctly	Percentage (%)
1	53	25	47	50	94
2	53	36	68	53	100
3	53	31	58	53	100
4	53	34	64	53	100
5	53	38	72	53	100
6	53	50	94	53	100
7	53	25	47	51	96
8	53	30	57	53	100

Question in the evaluation sheet (Appendix 7)	Number of trainees do the evaluation sheet	Before taking the course		After taking the course	
		Number of people who answered correctly	Percentage (%)	Number of people who answered correctly	Percentage (%)
9	53	35	66	51	96
10	53	34	64	53	100
11	53	40	75	53	100
12	53	26	49	50	94
13	53	39	74	53	100
14	53	42	79	52	98
15	53	41	77	53	100
16	53	21	40	49	92
17	53	39	74	53	100
18	53	38	72	52	98
19	53	41	77	51	96
20	53	45	85	53	100

- The course is highly practical as trainees are provided with hands-on conditions under the guidance of lecturers and detailed documents prepared by the organizers. At the end of the courses, trainees are equipped with practical skills and group activities. Trainees are guided to practice the steps of CBRM so they are able to carry out future research and evaluation according to the requirements of their work in the localities.

- The results of the trainee survey at the end of the course are as follows:

Training content	Good	Fair	Average	Poor
1. The training content is very useful for my work	100%			
2. The course has provided me with new/useful knowledge and information	90%	10%		
3. My time spent on training was worthy	90%	10%		
4. My purpose in the training course has been fulfilled	92%	8%		
5. Would recommend the training course to others	92%	8%		
6. The knowledge/ skills trained can be applied in practice	92%	8%		
7. The acquired knowledge/ skills can be applied to my work	92%	8%		

Training materials	Good	Fair	Average	Poor
8. The language used in training materials is easy to study and understand	92%	8%		
Training materials	Good	Fair	Average	Poor
9. Materials to help understand the training content better	92%	8%		
10. The document is very useful for my work	92%	8%		
Training Methods	Good	Fair	Average	Poor
11. The training method is suitable	92%	8%		
12. Illustrative examples clarify and close to the topic	90%	10%		
13. Time for practice/exercise/discussion is reasonable	92%	8%		
14. There is a level of comfort and equality in the discussion, contribution and sharing of ideas during the training process	100%			
Comments about lecturers	Good	Fair	Average	Poor
15. Lecturers' preparation for training through presentations	100%			
16. Lecturers have good knowledge of the training topics	92%	10%		
17. Lecturers have good skills to encourage students to participate in discussions	100%			
18. Lecturer's presentation is clear and easy to understand	100%			
19. Lecturers are enthusiastic about the training course	100%			
Support/ logistics activities	Good	Fair	Average	Poor
20. Level of satisfaction with the location of the training course	100%			
21. Level of satisfaction with the services provided (beverage, cleaning, rest room, meeting room, etc.)	100%			
22. Level of satisfaction with the visual aids and machines in the training, documents, stationery, and studying supplies	100%			

- **Evaluation of trainee quality:**

- Most of trainees have experience in teaching CBRM, have practical experience as well as professional knowledge. Therefore, the absorption of the lecture has many advantages, exchange experiences among trainees is highly effective.

- The trainees are serious and enthusiastic in studying activities, discussing and contributing ideas, the knowledge gained from the course can meet the trainers' future work. At the end of the course, 100% of the trainees assessed stated that they could work as lecturers in local training courses.

- **Contributions of lecturers:**

In order to be more confident in teaching, the next courses need to equip trainees with more contents as follows:

- + Most trainees have not been equipped with teaching skills. Therefore, the training program should focus on training pedagogical skills, especially teaching methods for adults. These are practical skills that help trainees to confidently conduct lectures in the community.

- + All lecturers of the course suggested to equip trainees with more in-depth communication skills in community education, methods and steps for planning communication in the community.

- + Increase teaching time for disaster risk management, practice methods and steps to plan CBRM.

- + The information technology application should be added to natural disaster prevention and control, response to climate change.

Some of the suggestions about lecturers from the first course were absorbed by TLU and adjusted into the training program of the second course. This included teaching more in-depth content on CBRM, increasing the practice time, action of community-based risk management planning methods and steps.

IV. DIFFICULTY OF CONTRACT IMPLEMENTATION

TLU has difficulty mobilizing the list of candidates to register for the training courses and collecting personal information of the trainees because there is no available list of contact with the units. However, as the results of the coordinations and support from GCF project team and VNDMA, a comprehensive list with full personal information of trainers was made available to TLU. Most of the trainers are currently working at agencies in many other provinces and cities, making it difficult to arrange a time to attend the training course.

The training course has many different trainers in their respective fields of work, age, and so it is difficult to receive the knowledge imparted by the lecturers. The lecturers

of TLU have tried to overcome this by deploying many different methods of communication so trainers are able to comprehend the lecture well.

The time of the course is limited, so lectures must be arranged continuously to ensure the correct training program and lecture content. The continuous study of lectures puts pressure on the trainers which may affect the quality of training.

During the implementation of the second course, historic floods in the central region (belonging to the category of dangerous natural disasters which are of very high risk to Vietnam) had far-reaching effects and caused damage to the central region. In addition, the complicated situation of the Covid-19 epidemic across our country made it difficult for the organization of the course at TLU. The training course had to be postponed several times in order to ensure all trainers were able to fully attend the course and to ensure epidemic prevention at schools as required by the Ministry of Education and Training.

V. EXPERIENCES FOR THE NEXT COURSES

5.1. Preparation

- One month before the organization of the training course, the organizer team needs to discuss with the units about collecting information about the target audience. Therefore, training programs and teaching content are developed suitably for trainers.
- The training program, content and lectures should be regularly updated with information in accordance to the actual situation before providing them to trainers.
- The timing of the courses should be arranged in a manner that is suitable for trainers who are currently working as officials in the agencies. This will ensure the full number of participants.
- Teaching methods need to be flexible, for example teaching online to actively implement the training organization plan in the event of epidemics and large-scale natural disasters.
- Actively recruit lecturers so that the training organization is not befuddled, if there is a change in lecturers.

5.2. Course organization

- Set up classroom rules and notify trainers at the beginning of the courses which will give trainers adequate time to prepare lessons and attend training programs. Therefore, lecturers understand the needs of trainers and apply teaching methods and deliver content suitable for trainers.
- Organize games or practice questions and answers at the beginning of each class to enhance the class atmosphere.

- Divide trainers into groups and assign group leaders to monitor and prompt group members, conduct group discussions and practice sessions.

- Record the information of the lessons by filming, taking photos, saving learning materials to serve the teaching of the future courses as well as to propagate about the class to students throughout the school and the community. Dissemination of the course is important to carry out the mission of CBDRM.

- Have a meeting with the organizers and lecturers after finishing the courses to share advantages and disadvantages, propose solutions to improve the effectiveness of the next training courses.

5.3. Receive information from lecturers and trainees

- The organizer team needs to keep in close contact with the lecturers and trainees during and after the training process in order to receive feedback. This will help overcome any weaknesses or difficulties in a timely manner as well as adjust the curriculum and teaching methods to be more suitable for trainees to achieve higher effectiveness.

- Regularly gather information from trainers who have attended the course and have directly taught in localities. This information will equip trainers to be more effective in their CBDRM work

- Determine the demand for trainers in community-based disaster risk and climate change teaching at central and local agencies in order to have a pool of trainees for the next training courses.

- Disseminate information about the course to all lecturers and students in the university, receive feedback from lecturers and students to gradually integrate teaching content of CBDRM to students in other fields of study at TLU.

VI. ANNUAL TRAINING COURSES

TLU recognizes the training program is very suitable to build a professional team of trainers on disaster risk reduction and climate change management to support the National Program on Disaster Risk Management and Decision 1002 on Community – based disaster risk management. Therefore, based on the experiences achieved through the two training models, we will regularly enroll and organize training courses for future trainers in all campuses of TLU in Hanoi, Ho Chi Minh city, Binh Duong province, Ninh Thuan province and Hung Yen province. The training courses increases the number of knowledgeable trainers in disaster risk / climate change management to the community. It contributes to environmental protection and to the socio-economic development of Vietnam.

For the future, we will develop regular training courses for students currently enrolled in our university, who are interested in disaster risk management. Upon completion of the course, they will have the skills and certificate to train their communities. Therefore, the knowledge of disaster risk management will spread quickly throughout the community.

In the following years, we will update information about disaster risk / climate change, technology, media, methods of education, etc. in Vietnam and the World to adjust the training program according to actual conditions and trainers. Therefore, trainees of the following courses always accost new information and curriculum and training programs.

VII. CONCLUSIONS AND RECOMMENDATIONS

7.1. Conclusions

Developing training programs, detailed course outlines, lectures and organizing courses to strengthen the capacity of central-level lecturers in CBDRM and mitigation are important in the implementation of the Government's Project 1002. Recognizing the importance of the mission in the contract with UNDP, TLU has arranged highly qualified and experienced experts in the field of CBDRM to develop training programs and detailed outline of two courses. Detailed outlines of the courses can be found in Appendix 1 attached. The set of lectures and learning materials are fully edited before each course. Details of the lecture series are located in Appendix 2. The documents of the courses have been fully provided to trainers by TLU.

TLU organized two training courses according to the content and plan as detailed in the contract with UNDP to ensure quality requirements and to be highly appreciated by the trainers. There are 53 trainers in two courses, the list of specific trainers of the courses is in Appendix 3 attached. Trainers of the course implement lecture content at the request of the lecturers. At the end of the course, trainers are equipped with new knowledge about CBDRM, policy regimes in disaster prevention, control and mitigation, teaching methods for adults and communication skills in the community. It is useful knowledge for trainers' future work.

In the process of organizing the training courses, TLU, GCF, UNDP and the VNDMA had smooth and effective coordination. With the efforts of the organizers, lecturers and trainers, the courses were organized, highly effective and met the requirements of the course and trainers.

However, at the end of the courses, lecturers and trainers had suggestions and comments on some issues that need to be adjusted and supplemented to develop future

courses that are more convenient and effective for the trainers. TLU is grateful and earnestly receives all contributions of trainers and lecturers as they consider it valuable experience in developing and organizing future training programs.

7.2. Recommendations

At the end of the courses, most of lecturers and trainers found the course really useful and appreciated the organization and teaching of TLU. Trainers are committed to participate in local teaching after the completion of the course. In addition, trainers want to regularly participate in training courses to improve their professional qualifications and expertise. Therefore, TLU has recommendations to relevant agencies as follows:

7.2.1. For the next course organization

On the basis of the built-in materials, lecturers and the experience of the training organization of TLU and to successfully implement the next training courses, stakeholders need to focus on implementing the following contents:

- In order for the organization to be convenient and the trainers to take the initiative in their study time, it is suggested that the stakeholders select and provide a list of trainers for the next courses in a timely manner.

- Regularly organize training courses to meet the needs of trainers to improve their qualifications and update their knowledge.

- It is necessary to strengthen the content of communication skills, teaching skills for the next courses to ensure trainers are equipped with proper teaching after the course ends.

- Training period should be longer as that would ensure trainers are equipped with more specialized knowledge and skills to meet their teaching needs.

TLU is committed to secure faculty lecturer resources on CBDRM for provinces and localities across the country.

7.2.2. For the implementation of the national strategy on natural disaster prevention

TLU is a university with a mission to train high-quality human resources, conduct scientific research, develop and transfer advanced technologies in the fields of science, engineering, economics and management, especially in the fields of water resources, environment, natural disaster prevention and mitigation. With our strengths in the field of natural disaster prevention and mitigation, TLU wishes to participate in tasks for the national strategy on disaster prevention such as:

- Training to raise awareness on natural disasters and disaster risks, strengthen CBDRM.

- Research, apply science and technology to improve the effectiveness of natural disaster prevention and control; apply advanced technology, digital technology, monitoring, automation, remote sensing in monitoring, forecasting and warning disaster.

- Research and consume water resources effectively in accordance with natural conditions and suitable to natural disaster characteristics in each region and adapt to climate change.

- Establishing a center for CBDRM training at TLU in the future.

TLU commits to mobilize suitable lecturers and best facilities of TLU to complete the tasks if assigned in the future.