



# 同心一生一師系列



## 越廣 南西



續篇



同心教育基金會(香港)  
Concentric Education Foundation (Hong Kong)



# The Chinese and Vietnam Education



Having a highly-reputed representative, Concentric Education Foundation, from one of the developed special zones in the world like Hong Kong, China coming to Viet Duc High School, Hanoi, Vietnam was such an honor to all of our teachers and students. Although the Concentric Education Foundation's school trip to our school only lasted one day, it has left us valuable experiences on culture expansion, as well as education methods.

Our public high school is very lucky to have greeted a lot of different high schools from several countries such as Germany, Japan, South Korea, Myanmar, Philippines, Hungary, and now China. Undoubtedly, we are able to gain so much delight and knowledge each time, so we could make sure your arrival was not an exception. The visit was a success to both sides and we would not forget to mention it to other school councils in upcoming meetings. The most remarkable moment during the days was when we got the opportunity to see your great cultural performances, which you had to spend much time for, and to perform something in return as part of our respect for your committee. We were emotionally touched by your friendliness and enthusiasm. Through words and melodies, the diversity of Chinese and Vietnamese interesting cultures was further expressed, more than what we have known from papers and the Internet, tightening the long-lasting friendship between the two countries.

Another massive gift we received from Concentric Education Foundation was ample of helpful advices and wise opinions on the current education system of Vietnam. According to our information, Hong Kong education system is largely based on the United Kingdom model, which is divided into primary education (six basic subjects are studied) and secondary education (history, geography, science are added throughout junior and senior years). One thing in common between China education and that of Vietnam we have noticed is that they are all extremely competitive, even from the primary level of education. Fortunately, the heavy amount of workload for students, one of the typical learning traditions in Asian education, has gradually been adjusted to innovative methods of teaching in-class and reducing unnecessary homework as to help students obtain knowledge in a considerably easier way without having to spare too much time for unpractical assignments. For us, we ourselves acknowledge that schools in Vietnam bear an important mission of catching up to your country's

education policy about focusing on children's physical and out-class activities. This means adding more practical lessons into our lecture as some schools pay too much concentration on the sole academic exercises, omitting the need of enhancing life skills (sports, communication, cooperation, leadership, etc.) among youngsters. We also know that your school and many others are starting to bring technology into daily lessons due to its convenience and high interaction between lecturers and students.

In addition, there is a difference, and perhaps the most important, is our approaches to education. China has a elaborate system of exams, their schools teach a unified curriculum that is disciplined and rigorous. They start with callisthenics at 8 AM and stay in class until 4 PM. We did not see any children that were not in school. Vietnam schools seem to have a fluid start time. Some children go in the morning and others in the afternoons. We saw this approach in Cambodia as well. We suspect that it is partly because the population explosions in Cambodia and Vietnam might have over-crowded the existing schools. In order to accommodate all the children, they might have chosen to teach partial days rather than build more schools. The Vietnamese also seem to see education as optional, especially in the villages. Free school ends after middle school rather than high school or college in China.

Above all, Concentric Education Foundation is leaning towards quality over quantity, and is clearly a right path to education achievements for Viet Duc High School to follow. Your golden points of view have enabled us to better understand our speed of educational development, our position in worldwide education, and other nations' perspective on our approach towards technological education.

Along the road, the whole trip was not just about this one time of meeting. What we truly hope for is the durability of the promising relationship between our schools, along with new improvements in our education project as we continue to stay in touch for bigger future plans. In the years to come, Viet Duc High School may take a chance to visit your beautiful educational environment, or to send our students there for exchange programs because we are really happy to know that we would be welcomed with the same warm attitude you brought us. We are looking for the future and to say we are excited would be an understatement.

**Nguyen Boi Quynh**

**Vice Principal of Viet Duc High School**



# 主編的話



2017「一生一師」同心遊是同系列活動的第二屆。活動設計的背後理念是希望參加者既能感受中國之情，亦能開拓世界視野。因此，活動選址必定包含國內及國外的地點。唯兩屆均不約而同選取了廣西南寧及越南河內兩個城市，此非就其方便或選址困難，實是因緣牽引，致有2016「一生一師」廣西越南同心遊後，再有2017「一生一師」廣西越南同心遊續篇。

先是同心教育基金會過往幾年在香港接待了百多位來自廣西貧困縣初中中學的校長。去年9月，同心理事應邀回訪幾所在廣西南寧附近的中學。訪校之餘又得到接待單位廣西協力扶貧基金會的細意安排，往距離南寧市百多公里外的北京大學崇左生物多樣性研究基地，拜訪了中國生物學界泰斗、聞名中外的潘文石教授。

人稱潘爺爺的潘教授熱情款待我們這群不速之客，80歲的他，手舞足蹈的為我們娓娓道來半世紀以來如何走在崇山峻嶺間，保護瀕危的大熊貓、白頭葉猴和中華白海豚。潘爺爺對地球的愛護、對生命的熱愛，深深打動我們。各理事一致決定第二屆「一師一生」同心遊中國境內不作他選，潘教授崇左生物多樣性研究基地是想當然的地點。而崇左地處越南邊境，因利乘便，國外地點亦如第一屆，以越南河內為對象。

構思越南行程時，不忘參觀越南學校的可行性。幸獲越南華僑友人協助，最終成功聯絡了位於河內市中心的一所著名公立學校——越德高中（Viet Duc High School）。參觀時間需只有短短幾小時，但透過觀課、與當地同學對談，以至在球場上互顯身手，對越南教育的認識，自有另一番體會。

《2017一生一師廣西越南同心遊續篇》記載了老師與同學對行程的反思。

內容上，有以歷史、文化、教育的感性題材、亦有環境保護、經濟發展的理性分析；更有以生命教育為題，探討生命的價值。形式上，有專文單獨以廣西、越南為對象、亦有中越兩國互為對照；更有把香港插入，香港、內地、越南三地互較。總之，題材多樣化，反映了同學全心的投入與及敏銳的觀察。

最後，憑祥市第一中學黃文土校長及老師對我們的探訪作出真誠的回饋，在此致以衷心的感謝。而越德中學副校長Nguyen Boi Quynh女士在百忙中為本書賜序，亦為本次行程劃上一完美的句號。

**邱國光博士**

**2017「一生一師」廣西越南同心遊領隊**

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