



2009

SPERI YEARLY REPORT



MECO-ECOTRA & SPERI

SOCIAL POLICY ECOLOGY
RESEARCH INSTITUTE

SPERI

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MECO-ECOTRA PROGRAM - VN102011

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Farmers Field Schools (FFSs)

FFSs have its original name i.e. vocational training schools. Since the end of August 2007, SPERI adopted FFSs as the new uniformed name applied for the three school sites: FFS-Simacai in Lao Cai district, FFS-HEPA in Ha Tinh province, and FFS-Dong Le in Quang Binh province.

The reason for this change was derived from a strong priority SPERI wished to reach closer to the farmers' movement towards promoting eco-farming practices, better conducting farmers-training by field-based, hands-on, and have attached-farm sites as demonstration. The drive also came from when SPERI foresaw the need to build capacity for young indigenous followed the current MECO-ECOTRA farmers' networks. Presently, FFSs have trained 81 indigenous students coming from 10 different indigenous groups in Laos and Vietnam.

During the 2006-09, FFSs give training on basic skills in eco-farm, maintain the integrity of aspects of local culture, traditional studies, English and computing skills, and other farming techniques. FFSs encourage the application of local knowledge, revival of local seeds/species, and promoting local innovative practices/solutions.

In the future, *FFSs will be expanding at three levels* - household, community, and regional. Learning environment for indigenous youths would be best, particularly at the hands-on training and applied aspects, at their families and communities. To reach out at the Mekong regional level, the potential of developing a FFS site at community level in Luang Prabang province, Laos may be possible with Bread for the World.

In 2009-12, FFSs at all levels will be assisting MECO-ECOTRA's transformed networks in conducting studies, training, and application on three cross-cutting themes: (1) community institution in watershed resources management, (2) eco-farming, and (3) community-based eco-enterprise.



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Part I: Introduction of FFSs

Formation of FFSs

Through the stages of development, SPERI and sister organizations have maintained long relationships with grassroots communities including elders, women, farmers, and the young minorities. The period 2005-2015 is the timeframe that SPERI concentrates on the youths. SPERI set tied relationship with minority youths through strategic training environment i.e. Farmers Field Schools.

<i>Periods</i>	<i>The development of the relationship between target groups and SPERI and sister organizations</i>	<i>Target groups</i>
2005-2015	MECOECOTRA & YIELDS - SPERI -	Young minority groups are trained in FFSs
1997-2004	MECOECOTRA - SPERI -	Farmer groups and community
1989-1999	TEW-CHESH-CIRD	Community members including village elders, the spiritual leaders of the community, and different farmers' interest groups.

Strategy of FFSs

SPERI give FFSs strategy with long-term vision - desired FFSs will be a space, the democratic environment to transmit SPERI's priority issues to the youth groups (YIELDS¹). The priority issues include: rights of minority people, working approach towards empowering minority communities, ways to maintain minority knowledge and experiences.

FFSs maintain linkages with MECO-ECOTRA's community development activities in order to continue enhancing values such as cultural identity, customary practices, and voices of the youths. Minority youths are the future of the community and the future of world; therefore, FFSs see its stronger role in keeping closer contact with youth groups to ensure the maintenance of these values exist by the continuity of intergenerational lengths.

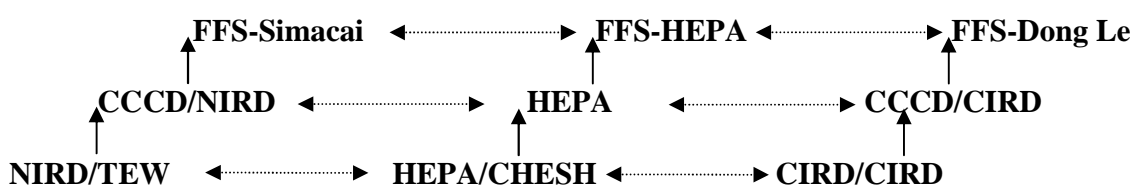
FFSs strategy is implemented, including what has been done:

- SPERI sets up a system of FFSs training environment which allocate at 3 different provinces, with long term land use right. At each province, FFS has good relationships with local authorities.
- FFSs training schools are operated by the local human resources. Our training classes target small sizes of students yet aim at high quality in the outcome and expecting students return to communities to make the most of applications.

¹ Young Indigenous Ethnic Leadership Development Strategies.

- FFSs sites have different space-scale practiced environment, with the advantage in the landscape that near areas of early yet sensitive ecosystem resources.
- FFSs infrastructure systems are relatively fine developed. Currently, FFSs are refining our attached-farm models (inside the FFSs) to be used onsite examples.
- FFSs' training sector has operated officially 1 year old; and will in the future improve the training processes towards professionalize better quality at delivering our training programs including organization, operation, and management of outcomes.

All the current FFSs sites have their platform development since the foundation of the old model CCCDs.

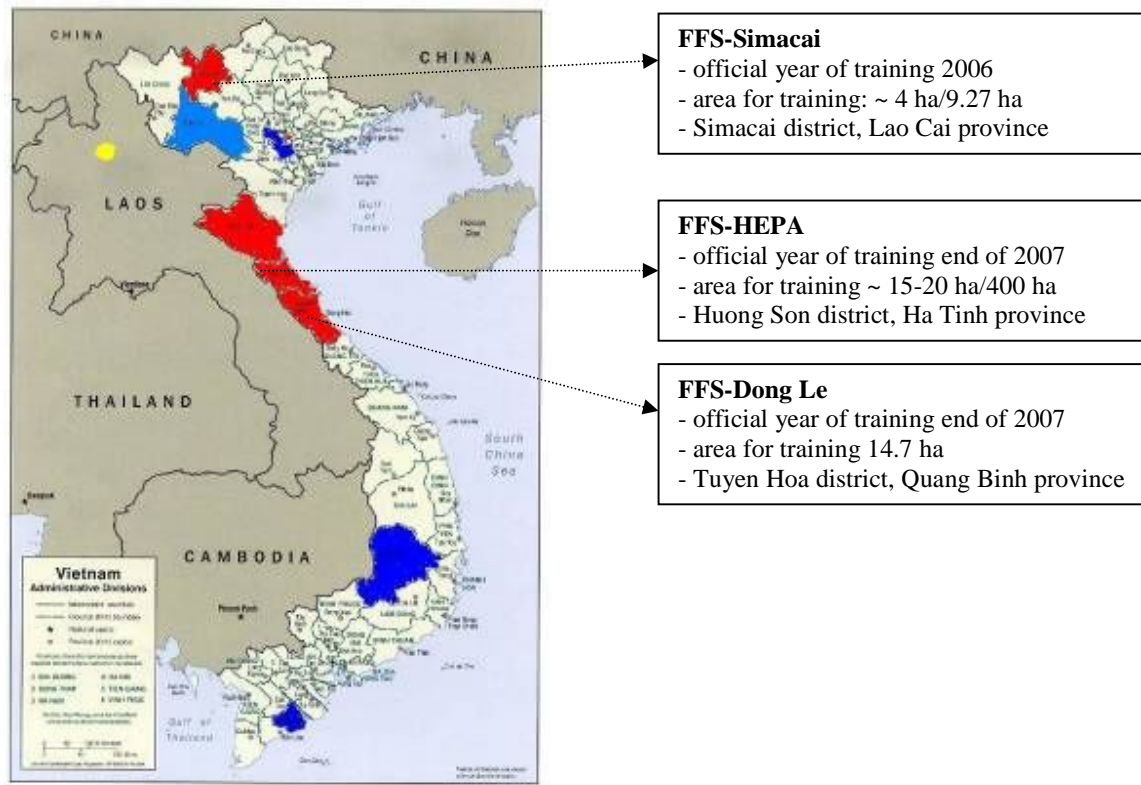


During the period 2006-08, many of the MECO-ECOTRA community development activities incorporated the training function and our search for youth resources. See table 1 on the collaborative activities between FFSs and other MECO-ECOTRA thematic networks.

In the 2008-09, FFSs focus on training functions including training programs and activities. In the future, FFSs will tight training activities together with development of our farm sites including varied farm satellites. FFSs aim at do well at the three interrelated functions: hands-on training, onsite trial and application, and also production aspect of all farms.

Who are FFSs?

FFSs is an English acronym for Farmers Field Schools. Vietnamese name is Trường Đào tạo Thực hành Nông dân Chuyên nghiệp. SPERI has a system of 3 FFSs, allocated at three provinces in the northern, northern central and central Vietnam.



Some of the current pictures illustrate students are training at different FFS sites.

FFS-Simacai



Students of the K6B class practicing making compost (Feb, 2009)

FFS-HEPA



Students of the K1A class practicing group work in terracing (April, 2009)

FFS-Dong Le



Ma Lieng students observing veggie garden (March, 2009)

Part II: Evaluating Training System in FFSs

Scoring FFSs

The FFSs have serious look and evaluate scoring. Retrieved SPERI philosophy as standard and used strategic focus on ecological agriculture training as a measure in a range of 0-100% (0%: lowest performance, 100%: highest performance); below is our internal evaluation marks (period 2006 – June, 2009):

Internal assessment of the FFSs education system		FFS-Đồng Lê			
INDICATORS		FFS-Simacai	FFS-HEPA	Term 1	Term 2
Training program					
	Rationale?	50%	70-80%		60%
	Practical operation?	50%	65-70%	90%	60%
Holistic training contents					
	Relevance to context?	60-65%	65-70%	80%	> 80%
	Interdisciplinary approach?	40%	50-60%	90%	95%
	Indepth level?	60%	60%	90%	70%
Training modules?					
	Quality of content?	50%	70-75%	80%	80%
	Quality of curriculum?	50%	< 50%	90%	90%
Training methodology					
	Students based approach		75%		
	Implementation of students based approach;	30-40%	75%	80%	80%
	Divide between theory and practical	70%	70%	> 80%	80%
Students intake					
	Target groups?	100%	75%	100%	100%
	Criteria?	60%	60%	50%	Based on context
	Selection approach?	70%	70%	30-35%	No selection
Course organization					
	Timing?	80%	Average	Relevant	Relevant
	Location?	80%	A bit fixed	Crises	Relevant
	Coordination between FFSs and farm sites	20%	20-30%	Not yet	Not yet
Students management					
	Self management	80%	60%	Yes	Yes
	Class rules	80%	Yes	50%	70%
	In line with FFS regulations	90%	60-70%	70%	70%
	With respect to SPERI rules	90%	60-70%	70%	70%

Evaluation of students outcomes?					
	Through marking system?	15-20%	Not yet		
	By onsite real works				
	(performance of practical skills, attitude in learning)		50-60%	90%	80%
	Through teachers' comments?	50%	Not yet	100%	
Quality of teachers? (farmers group, development workers, and outsource teachers)					
Farmers	Specialization, experiences?	Good	Very good	90%	
	Training method?	50%	80%	90%	
Development workers	Specialization, experiences?	Tốt	75%	60%	80%
	Training method?	50%	70%		
Outsource	Specialization?	90%	Not much		70%
	Experiences?	40%			70%
	Training method?	50%			70%
Other factors					
	Continuity	90%	No so well, 35%	40%	
	- rotation between modules				
	- seasonal training				
	- from one course to the next				
	Linkages with thematic networks	60%	35% with handicraft, and customary lw networks	20%	
	Inheritance from community development lessons learnt	K5A did better than K6B	Below medium, but potential is large	0%	
	Intergeneration (elderly, mid-age, and youths)	40%	45%	10%	20%
Evaluation of effectiveness (after graduation)?					
		only be evaluated after 5 years time	only be evaluated after 5 years time	only be evaluated after 5 years time	only be evaluated after 5 years time

Training Program

Training program is assessed at 2 sub-indicators: rationale of the training framework, and its actual operation.

- Basis of the rationale strongly reflects the volume and quality in rich in 15 years' experiences that SPERI has long worked with ethnic minorities. The training framework shows interests and desires in designing subjects as well as training method which are most relevant and closely feasible to students' concerns and needs. The training program, at both rationale and practical levels, well integrate the community aspect in development and the development value based strongly on the community.
- Designing the training program aims at addressing the current issues and give training towards finding solutions to the problems that are of worldwide attention. For example, the program search for local solutions to the global issues, local innovations on green and clean agricultural practices, and the ability to mobilize optimal local resources to solve local problems.

All FFSs have the training program in which have ensured factors that uniformly respect SPERI's philosophy yet still reflect each school's specialize features, specific circumstance, and actual operation.

If taken by SPERI philosophy as standard and content-oriented priorities in training in FFSs of ecological agriculture as a measurement point with 0-100% (0%, worst, and is 100% absolute), then, the difference now between 3 schools is:

<i>Training program</i>	FFS-Simacai	FFS-HEPA	FFS-Dong Le
Rationale?	50%	70-80%	60%
Actual operation?	50%	65-70%	60%

FFS-Simacai

The program is influenced by the framework set up by Lao Cai State-based Vocational College. Therefore, the rationale is only limited at 50% both at design and operation stages. The ability for SPERI to make influences is too minor. The running of the program is heavily dominated by resources from Lao Cai vocational college including curriculum, training content, training method, evaluation system, and also human resources.

FFS-HEPA

Designing training program for FFS-HEPA has a different foundation and involves mainly SPERI members. The program is designed to be a SPERI pioneering initiative that plays as a strategic step in transforming the 15 years of community development experiences to now become lessons for the community youths. Basis of the program reflected an approach in incorporating the 'macro vision' with local contexts, knowledge and practices to address many aspects of emerging issues concerning human

environment, human behavior with nature, and the future sustainability of the Earth and humanity.

Attempts in designing the training framework have reached 70-80% as the program does feature aspects of inheriting good, unique, and successful stories/lessons and advantages from SPERI's 15 years' working experiences. As 2008 is the 1st year to run this trial program so chances of successes are only at 65-70%. Many colleagues at FFS-HEPA still find the training program as the new front to be challenged with.

FFS-Dong Le

FFS-Dong Le is known as a centre for strengthening community capacity (CIRD); however, operate as functional depth of a training center to meet many demands is still limited in capacity. In 2008, FFS-Đồng Lê ran a training program specific for Ma Lieng minority youths and the program was divided into two terms. For self-assessment purpose, only 60% success rate at the program design and the actual deployment is about at similar rate.

Training Contents

This indicator is assessed by the three sub-indicators: relevance of the topics taught with relation to the context of community, the interdisciplinary approach among varied courses' contents, and the level of depth of each unit course.

- The relevance of topics taught is reflected through the content at teaching, timing to teach, and teacher resources whose knowledge and experiences expected to be profound. Teaching content put high focuses on practical aspects of ecological agriculture training (which existed from long tradition). Hands on practical units are conducted with good seasonal timing and in a closed to nature environment that allow students easily absorb knowledge. Open air teaching landscape also allows students create the more dynamic part of their learning process. Teacher resources are mainly experienced farmers and spiritual village elders whom are familiar with students, making students feel less strange in language they perceive and contents they wish to learn.
- Interdisciplinary approach among courses' contents is assessed at the very low level. To train at quality-focus of ecological agriculture training, the training contents must incorporate an interdisciplinary approaching i.e. linkages between livestock raising, fruit and vegetable gardening, and other necessary farm components. The nature of ecological agriculture is a system that includes components be linked together logically and interconnected. Therefore, training content in the future needs to improve this section.
- The level of depth of each unit course is addressed at low level. This mainly dues to the teaching staff do not have a strong background in agricultural farming. Their attendance at teaching is also low particularly with courses that are seasonal farming.

The difference between 3 schools is:

<i>Holistic Training Contents</i>	FFS-Simacai	FFS-HEPA	FFS-Dong Le
Relevance to context	60-65%	65-70%	80%
Interdisciplinary	40%	50-60%	95%
Specialization	60%	60%	70%

FFS-Simacai

As of the influences of Lao Cai vocational state-based training program, most of the courses show a lack of relevancy to contexts specific to students' studying needs, or address community concerns. Quality of the training content is so only at 60%. Interdisciplinary approach among courses' contents is very low 40%. The in-depth level reaches only 60% out of 100% desire.

FFS-HEPA

The training contents at HEPA attempt to incorporate the most practical aspects and familiar conditions in content delivery (i.e. close to the community, and students' contexts). 70% does not yet reflect the full 'quantity' and 'quality' of the school's effort; yet, expecting FFS-HEPA to continue improving the training contents that meet higher demands from the larger community. Interdisciplinary approach among courses is at low 50%. The depth level per course needs to be upgraded, only at 60%.

FFS-Dong Le

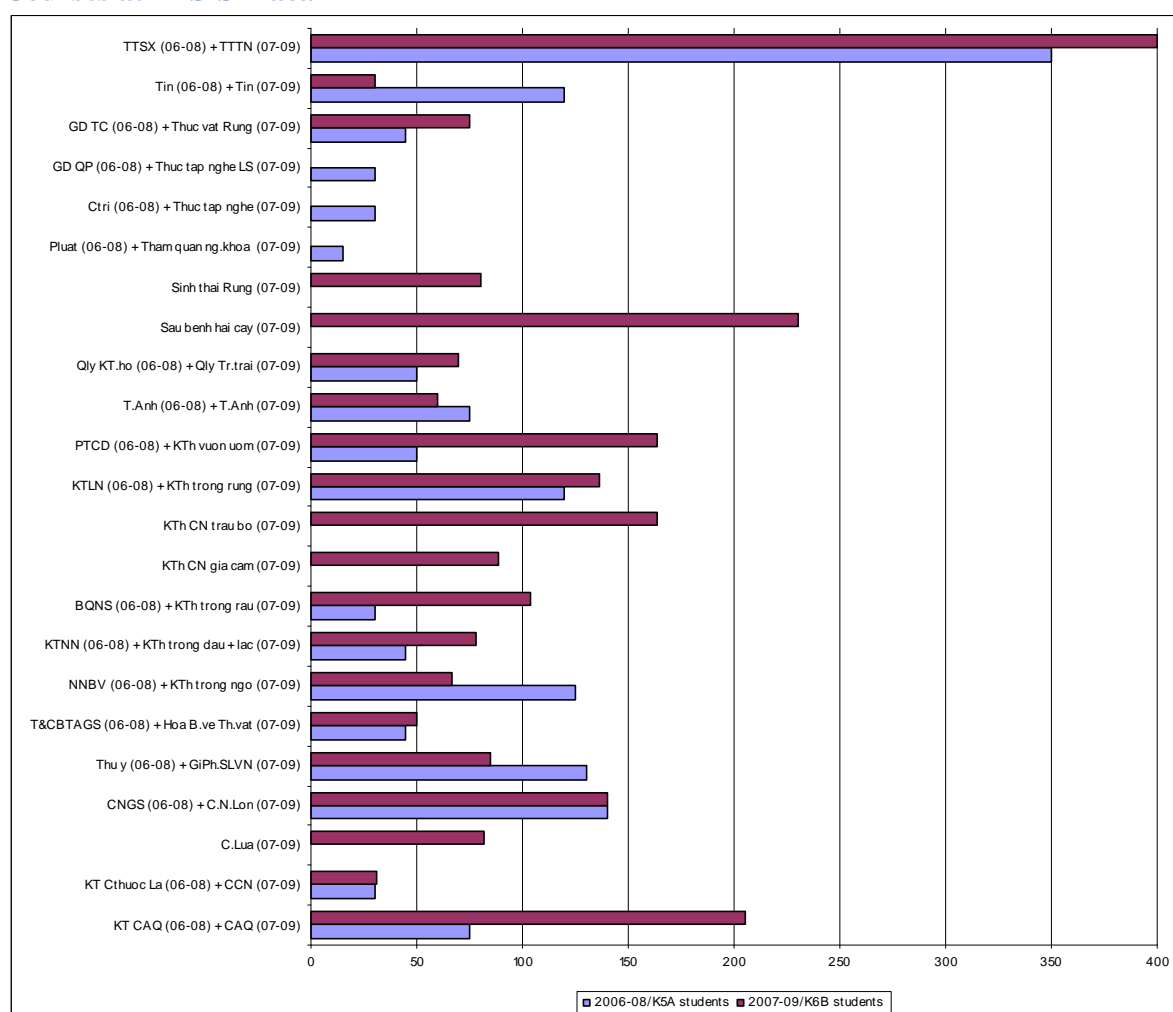
Total number of students in FFS-Dong Le is usually modest, small size classes does not mean low quality. The training coordinator in FFS-Dong Le has had experiences working with HEPA and Simacai; hence, when designing the training contents, many adjustment have been made to well suit with the students. The contents rich and appropriateness reach 80%. Dong Le is itself a production site with many functional sub-systems including irrigation, animal raising zones, fish ponds, gardening areas, nursery, crops system, and also waste processing. Interrelatedness between sub-systems is high, 95%. Setting of the site has an advantage that allows an easy conduction of many practical aspects of the training. The specialization per system component is however still low. FFS-HEPA and FFS-Simacai should increase their trips to FFS-Dong Le to learn from the site.

Training Modules

Rating specific training modules focuses on 2 sub-indicators: quality of content and quality of curriculum. Under self-assessment, the difference between FFSs efforts is:

Training modules	FFS-Simacai	FFS-HEPA	FFS-Dong Le
Quality of content	50%	70-75%	80%
Quality of curriculum	50%	< 50%	90%

Courses at FFS-Simacai



Courses taught for K5A class were much closer to the training program set up SPERI. Significant unit hours were allocated to eco-agriculture course; networking and community development course. Sessions of local knowledge and cultural values were incorporating substantially. English and computing skills were distributed with larger amount of time.

Courses teaching for K6B class are influenced by Lao Cai vocational college in terms of unit hours and teaching staff. Number of hours for English and computing skills are too limited. Most of the courses reflect heavy theoretical contents, less emphasis on practical skills. Technical components on agricultural cultivation, animal husbandry have been conducting with little attention on strengthening local species, local resources and experiences. Efforts from SPERI in integrating its training program are rather susceptible. In total, the contribution from SPERI teaching resources is only 32.05% through two unit courses (1) plant protection, and plant diseases and (2) all the practical hours.

Curriculum quality for courses provided by the Lao Cai vocational colleges is still heavily theoretical; therefore will bear higher risk if still existing the intact copy of knowledge from one place to another. Curriculum-building lacks a process of going through practical observation with proper findings and experiment (therefore, a degree of specific and authentication is small).

Courses at FFS-HEPA

Lớp Quê Phong + lớp Mã Liềng + lớp K6B		
Môn học	Nội dung học tập	Thời gian
	Giao lưu, nghe chia sẻ của lớp Mã Liềng	13/12/2007
Nghề truyền thống	Tìm hiểu nghề mộc	
	Nghe lớp Mã Liềng báo cáo tổng kết ngày học	14/12/2007
	Nghe chia sẻ của cô Lành	
	Nghe lớp Quê Phong báo cáo tổng kết ngày học	
	Chia sẻ về kiến thức về cây của các bạn	
	Tiếp tục thảo luận các câu hỏi ngày hôm qua	15/12/2007
	Nghe cô Lành chia sẻ	
Hợp phần nông nghiệp sinh thái	Tham quan vườn ươm	
	Đi tham quan HEPA	
	Tổng kết ngày học 15/12	16/12/2007
Nghề truyền thống	Nghỉ. Lấy sẵn về làm rượu cần	
Nghề truyền thống	Làm rượu cần	17/12/2007
	Tham gia chuẩn bị cơm đón đoàn Lạng Sơn	
	Báo cáo kết quả ngày học 15/12	
Tham quan mô hình	Tham quan mô hình anh Kiên	
Tham quan mô hình	Tham quan mô hình cô Dung	18/12/2007
	Làm quen với các bạn Lạng Sơn, thống nhất ghi chép sổ ghi đầu bài, bầu lớp trưởng, lớp phó	
	Tổng kết ngày học 18/12/2007	
	Tham gia tổng kết cùng đoàn Lạng Sơn	
	Giao lưu văn nghệ cùng toàn thể mọi người và đoàn Lạng Sơn	19/12/2007
	Tiếp tục tổng kết ngày học 18/12/2007	
Tham quan mô hình	Tham quan học tại mô hình anh Kiên	20/12/2007
Tham quan mô hình	Tham quan học tại mô hình anh Kiên	21/12/2007
Nghề truyền thống	Học làm móc áo treo tường	
Máy tính	Tập gõ máy tính	
Nghề truyền thống	Học làm hộp đựng bằng gỗ	22/12/2007
	Tổng kết lớp học	
		23/12/2007
Lớp K1A		
Môn học	Nội dung học tập	Thời gian

Tham quan, học tập, trao đổi chia sẻ về Permaculture	Cô Marisha và Ruth (Permaculture-USA)	Tháng 1/08
Bản sắc văn hoá (Luật tục truyền thống phần 1)	Luật tục trong thờ thần cây Đa	Tuần 4 tháng 1/08
Hình thành các cách hiểu và các khái niệm	Cách hiểu và khái niệm về: Lấy học sinh là trung tâm, NNBV, sinh thái thực vật, kiến thức cộng đồng.....	Toàn tháng 2/08
Bản sắc văn hoá (Luật tục truyền thống phần 1)	Luật tục trong quản lý tài nguyên và trong canh tác nông nghiệp	Tuần 3 tháng 3/08
Luật Nhà nước trong quản lý đất đai (phần 1)	Một số điểm trong các văn bản luật của NN liên quan đến quản lý và sử dụng đất đai	Tuần 2, 3 tháng 3/08
Nghề truyền thống	Chuyên đề Làm ruộng nước	Tháng 3/08
Luật tục	Chuyên đề luật tục: già Xuyên và anh Dũng – đi đến 9 gian	Tháng 4/08
Quản lý nguồn nước	QHTK nguồn nước hợp lý. Các biện pháp thiết kế và sử dụng hợp lý nguồn nước	Tuần 2, 3 tháng 2/08 Tuần 1, 2 tháng 4/08
Qui hoạch và thiết kế trang trại (Hợp phần về qui hoạch và nhận diện cảnh quan)	Các nguyên tắc cơ bản trong QHTK, ứng dụng từ hệ sinh thái tự nhiên trong QH...	Tuần 2, 3 tháng 2/08 Tuần 1, 2 tháng 4/08
Luận chứng trang trại (phần 1)	Tổng quan về luận chứng trang trại, nhu cầu cần phải xây dựng trang trại theo hướng bền vững	Tuần 3, 4 tháng 4/08
Máy tính	Chuyên đề vi tính: word, excel, ppt, sử dụng email nội bộ, sử dụng internet, format, tính toán excel	Tháng 5/08
Tiếng Anh	Học tiếng anh qua: Bài hát, các vật dụng trong nhà, các vật ngoài vườn, các hiện tượng thời tiết. Học thông qua thực hành	Tuần 1, 2 tháng 6/08
Môi trường	Kiểm toán sử dụng nước Sự nóng lên của khí hậu toàn cầu Hệ mặt trời Phim về ô nhiễm môi trường	Tuần 1, 2 tháng 6/08
Đất	Các vấn đề đất đai tại các cộng đồng Dinh dưỡng đất, xói mòn đất...	Tuần 3, 4 tháng 6/08
Hệ sinh thái rừng	Tính đa dạng, các chu trình vật chất và năng lượng, chu trình phân huỷ các chất hữu cơ... Rừng và các vấn đề tranh chấp rừng và đất rừng ở các cộng đồng.	Tuần 3, 4 tháng 6/08
Luật tục (tín ngưỡng trong bảo vệ TNTN)	Tham gia xây dựng miếu thờ H7	Tháng 6-7/08
Nghề truyền thống	Trồng Dâu - giống lấy từ Lào về	Tháng 7/08
Chuyên đề thảo luận bắt buộc: Nhật ký nông hộ	Thảo luận về tầm quan trọng, vai trò và ý nghĩa của việc ghi chép nhật ký nông hộ Thảo luận về các nguyên tắc và đạo đức trong ghi chép Tìm hiểu thực trạng ghi chép của 2 nông hộ Thực hành thiết kế bộ khung ghi chép nhật ký thực tập sản xuất	Tuần 5 tháng 7/08
Chuyên đề hạch toán kinh tế nông hộ	Hạch toán kinh tế và luận chứng trang trại	Tháng 7/08
Tham quan	Thăm quan của đoàn Outervoice: 8/2008 phỏng vấn 03 mô hình học sinh	Tháng 8/08
Chuyên đề thực tập	Thực tập sản xuất chuyên đề: 3 nhóm (1) chăn nuôi lợn – gà và làm vườn (2) chăn nuôi gà, ngan, trồng các loại rau màu (3) thực tập chăm sóc cây ăn quả, trồng cây rau màu, nuôi gà, cá tại vườn trước văn phòng.	Từ 7-9/2008
Chuyên đề thực hành tập tũ	Chuyên đề thực hành tập tũ của thầy Châu: mỗi tuần 02 buổi vào chiều thứ 3 và chiều thứ 6. Địa điểm tại vườn cây ăn quả.	Tháng 7-9/08

Chuyên đề thực tập	Thực hành các kỹ năng đã học về QHTK hệ thống. Ứng dụng các bài học (nguyên lý) vào thực tiễn Thực hành xây dựng luận chứng trang trại qui mô nhỏ	Từ tháng 7-12/08
Chuyên đề TOT thực tập	Học TOT-ADDA: vào các thứ 5 hàng tuần : sinh lý cây cà chua từ lúc gieo ươm đến lúc thu hái: Thanh Trung	Từ tháng 8/2008 - đến 1/2009
Chuyên đề làm chế phẩm EM	Chuyên đề làm chế phẩm EM, với đào tạo tạo tán, tia cánh, dau dó mang EM ra phun cho cây	Tháng 8/08
Thực tập Tạo tán, tia cánh	Chuyên đề tạo tán, tia cánh	Tháng 8-9/08
Hợp phần nông nghiệp sinh thái	Chuyên đề Lát cắt sinh thái	1-10/10/08
Chuyên đề nâng cao nông nghiệp sinh thái	Chuyên đề nuôi giun lấy liquid của chị Lisa	Toàn tháng 10/08
	Chuyên đề phân loại rác của chị Lisa	
	Xử lý rác thải, phân loại các loại rác không phân huỷ vào các thùng rác: Rebecca	
	Chuyên đề chăn nuôi Chicken Tractor Lachlan	
	Chuyên đề mindmap của Robert	
	Các nguyên tắc: 12 nguyên tắc và 07 bước trong thiết kế quy hoạch nông nghiệp sinh thái của Robert	
	Bài giảng của thầy Geoff về nông nghiệp sinh thái: food forest.	
Chuyên đề tiếng Anh	Chuyên đề Tiếng Anh 10.2008: Naomi + Lachlan: dạy TA cho cán bộ;	2 tuần Tháng 10/08
Tham quan	Chuyên đề thăm quan ở Quảng Bình: 10/2008	Tháng 10/08
Chuyên đề tiếng Anh	Chuyên đề Tiếng Anh: Miriam	10.2008-> 6.2009
Chuyên đề thực tập sản xuất	Thực tập sản xuất	Từ tháng 11/08 đến nay
Đất	Các bài chia sẻ về sỏi mòn đất của Mark:	Tháng 11-12/2008
Chuyên đề thực tập	Thực hành xây dựng hệ thống xử lý nước thải: black and grey water của Robert	Tháng 11-12/2008
	Trồng cau, đa, xi, hoa, rau thuốc, thuốc nam tại các khuôn viên H7, đội 9	
	Đào bầu Keo	
	Ươm cây họ đậu	
	Cty phân Sao Xanh tập huấn, chia sẻ về cách sử dụng phân Sao Xanh: phân bón hữu cơ	
	Trồng cây gừng dọc 02 bên đường từ vườn ươm vào đến trạm điện	
	Trồng các loại cây khác: dừa - dọc bờ sông, cọ dầu, mít, keo	
	Trồng cây cải tạo đất, lạc đại tại MO HÌNH Khe Soong	
	Hỗ trợ các mô hình Khe Soong và Cây Khế trồng cây màu: lạc, di chuyển chuồng Trâu, làm nền chuồng lợn	
Chuyên đề Cộng đồng	Chuyên đề chụp ảnh: tập chung vào thực hành	Tháng 10-1/09
	Thẻ dực buổi sáng: 7-9/2008	
	Tuần tra khu vực Hepa vào các buổi tối: từ tháng 7-10/2008	
	Sửa hàng rào	
	Làm đường nội bộ ra các nhà sản trước tháng 10/2008	
	Làm việc cộng đồng; trao đổi các tối thứ 4	
	Các cuộc họp lớp hàng tuần, báo cáo tháng, đánh giá tháng.	
	Định kỳ đánh giá mảng đào tạo, hậu cần, cán bộ hàng tháng.	

	Tự chủ, xây dựng quỹ lớp, tự quản lý nguồn vốn tín dụng	
	Các lễ hội: Tổ chức Noel, tết dương lịch, tết âm lịch, các đợt chia tay TNV, cán bộ,	
Chuyên đề môi trường	Chia sẻ của Craig 12/2008: nóng lên toàn cầu, nhu cầu sử dụng năng lượng, toàn cầu hoá	Tháng 12/08
Các kỹ năng thực hành:	Thực hành các bài học	Đan xen trong cả quá trình
Hoàn thiện nhân cách hành vi	Các hoạt động học tập, sinh hoạt, vui chơi hàng ngày	Trong cả quá trình
Nghề truyền thống	Chuyên đề tập huấn và làm khung dệt: 03 già Na Sai tập huấn	Tháng 1/09
Nghề truyền thống	Chuyên đề đào tạo trồng bông, dệt thổ cẩm của 04 chị phụ nữ mạng thổ cẩm bản Na Sai	Tháng 3/09
	Chuyên đề thực tập quy hoạch hệ thống nông nghiệp sinh thái tại bản Na Sai	Tháng 3/09
Hợp phần Đánh giá	Thi Toàn diện và Đánh giá Toàn diện	Tháng 4-6/09

Courses in FFS-HEPA are very different compared to those in Simacai. Units under training include (1) behavior change and awareness raising, (2) land, environment and ecosystems, (3) customary regulations and the formal law, (4) Permaculture design and principles, (5) English and the global environmental issues, (6) computing skills and use of digital devices, (7) networking, (8) agro-economy, and especially emphasizing (9) the independent practical project.

Time at training is intensive and spreading whole year-round. Practical hours are incorporating throughout and arranged higher than the training in FFS-Simacai. Notably, the ability to engage volunteers to participate in giving training assistance has been quite effective. FFS-HEPA has an unique training session i.e. community unit about which a range of community activities have been integrated among courses hours e.g. exchange labor, repairing fences, planting trees, and other manual activities.

Most contents of the curriculum-building are reflected from the practical works; however, authentication of curriculum quality remains questionable. It is the next step that FFS-HEPA needs to think about choosing the partner who could evaluate the curriculum quality so that ensure its contents are appropriate, feasible, and legal for application in the wider community.

Courses at FFS-Dong Le

<i>Stt</i>	<i>Nội dung</i>	<i>Thời gian</i>
<i>1</i>	<i>Học trên lớp và thực hành tại mô hình CCCD</i>	<i>Từ 1/11/2008 – 31/11/2008</i>
	▪ Kỹ thuật làm vườn ươm, làm vườn rau	Tuần 1
	▪ Kỹ thuật trồng và chăm sóc cây ăn quả	Tuần 2
	▪ Kỹ thuật làm phân ủ, vòng tròn chuối, nuôi giun	Tuần 3
	▪ Thực hành và tổng kết các bài học trước khi về bản thực tập	Tuần 4
<i>2</i>	<i>Thực hành tại làng bản</i>	<i>Từ 1/12/2008 – 31/12/2008</i>
	▪ Làm vườn ươm tại bản	Tuần 1
	▪ Làm vườn ươm tại bản	Tuần 2

	<ul style="list-style-type: none"> ▪ Làm phân ủ, vườn rau, vòng tròn chuối 	Tuần 3
	<ul style="list-style-type: none"> ▪ Chăm sóc cây ăn quả, 	Tuần 4
	Học trên lớp và thực hành tại mô hình CCCD	<i>Từ 1/1/2009 – 31/1/2009</i>
3	<ul style="list-style-type: none"> ▪ Quy hoạch thiết trang trại 	Tuần 1
	<ul style="list-style-type: none"> ▪ Thiết kế ruộng bậc thang, mương đồng mức, 	Tuần 2
	<ul style="list-style-type: none"> ▪ Quy trình trồng cỏ voi, băng cây xanh 	Tuần 3
	<ul style="list-style-type: none"> ▪ Ôn tập tổng thể các môn học chuẩn bị về địa phương thực tập 	Tuần 4
	Thực hành tại bản	<i>Từ 1/2/2008 – 31/2/2008</i>
4	<ul style="list-style-type: none"> ▪ Thiết kế, quy hoạch hệ thống vườn hộ 	Tuần 1
	<ul style="list-style-type: none"> ▪ Thiết kế ruộng bậc thang, mương đồng mức, băng cây xanh tại vườn hộ 	Tuần 2+3
	<ul style="list-style-type: none"> ▪ Đánh giá độ phù hợp của từng môn học và khả năng năng tiếp thu, ứng dụng của học sinh 	Tuần 4

Courses trained in FFS-Dong Le well incorporate levels of theory, practical hours, and time for application when each student returns to their village. This is a unique and progressive feature compared to other training programs. Quality of the curriculum is built upon the actual work, and therefore, require in the future to be continuously updated. The current training contents already become the lessons reflecting the past intervention. This also shows superiority in the curriculum building for FFS-Dong Le.

Curriculum at FFSs

Curriculum at FFS-Simacai (updated by May 2009)						
Stt	Tên bài giảng/giáo trình	Tài liệu trên			Hiện trạng	Ghi chú
		Word	P. Point	Thẻ loại khác		
I	Mảng về chăn nuôi thú y					
1	Kỹ thuật chăn nuôi gia cầm		ppt		Đã hoàn chỉnh	
2	Kỹ thuật chăn nuôi trâu bò	x	x		Chưa hoàn chỉnh	
3	Giống vật nuôi			Abode acrobar	Đã hoàn chỉnh	
4	Kỹ thuật chăn nuôi dê + dê sữa		x		hoàn chỉnh	
5	Bài giảng về thú y	x			Đã hoàn chỉnh	
6	Bài thuốc thú y của bác Cầu	x				TL tham khảo
7	Bài thuốc thú y của bác Nhà	x				TL tham khảo
8	Bài thuốc thú y của bác Là	x				Tl tham khảo
9	Bài giảng phòng bệnh cho gia súc gia cầm bằng đông dược	x			Chưa hoàn chỉnh	
	<i>Bài giảng phòng bệnh cho gia súc gia cầm bằng đông dược</i>	x				
10	Chăn nuôi lợn	x			Chưa hoàn chỉnh	
	<i>Bài giảng về chăn nuôi lợn theo hướng NNHC</i>		x			
11	Chăn nuôi gà	x	ppt		Chưa hoàn chỉnh	
12	Kỹ thuật nuôi cá	x				
II	Mảng về nông nghiệp-cây ăn quả- cây thuốc nam					
1	Bài giảng kỹ thuật trồng cây ăn quả	x	ppt			
	<i>Kỹ thuật nhân giống CAQ</i>		ppt			
	<i>Đặc điểm sinh trưởng và phát triển của cây ăn quả thân gỗ</i>		ppt			
2	Kỹ thuật chăm sóc cây ăn quả	x	ppt			
	<i>Kỹ thuật chăm sóc cây ăn quả</i>	x	ppt			
	<i>Gieo hạt và cấy cây</i>	x				
3	Kỹ thuật canh tác lúa	x			Chưa hoàn chỉnh	Cần chuyển sang P.Point
4	Kỹ thuật canh tác ngô trên đất dốc	x				Cần chuyển sang P.point
5	Bài giảng về nông nghiệp sạch	x			đã hoàn chỉnh	

Curriculum at FFS-Simacai (updated by May 2009)						
	<i>Bài giảng nông nghiệp sạch</i>	x				
6	Bài giảng về cây thuốc nam		x			
7	Cây mận	x			Chưa hoàn chỉnh	
8	Cây có múi	x			Chưa hoàn chỉnh	
	<i>Cây có múi</i>	x				
9	Cây vải	x			Chưa hoàn chỉnh	
10	BVTV- phương pháp phong trừ tổng hợp (IPM)	x			Chưa hoàn chỉnh	
11	Kỹ thuật trồng lạc		pt		Hoàn chỉnh	
12	KT trồng dâu		PT		Hoàn chỉnh	
13	Kt trồng lanh		pt		Hoàn chỉnh	
14	KT trồng đậu tương		pt		Hoàn chỉnh	
15	Bảo quản nông sản	x			Chưa hoàn chỉnh	Cần chuyển sang P.Point
16	Quy trình kỹ thuật chế biến trà dâu		pt		Hoàn chỉnh	
17	DTKT làm gạch đất		pt		Hoàn chỉnh	
18	QT kỹ thuật làm nhà sấy nông sản, bảo quản nông sản bằng hơi ẩm		pt		Hoàn chỉnh	
III	Mảng về hệ thống canh tác					
1	Hệ thống canh tác vườn ao chuồng (VAC)	x			Hoàn chỉnh	Cần chuyển sang P.Point
	<i>Hệ thống canh tác vườn ao chuồng (VAC)</i>	x				
2	Kỹ thuật nông lâm kết hợp	x			Hoàn chỉnh	Cần chuyển sang P.Point
	<i>Nông lâm kết hợp</i>	x				
3	Phương pháp canh tác và sử dụng hợp lý đất dốc	x			Hoàn chỉnh	Cần chuyển sang P.Point
4	Công cụ sản xuất của người vùng cao Simacai	x	x		Đã hoàn chỉnh	
	Tìm hiểu một số công cụ sản xuất của người Mông ở Simacai		x			
	Tìm hiểu một số công cụ sản xuất trong canh tác của người Mông ở Simacai	x				
5	Mương đồng mức - Ruộng bậc thang	x			Đã hoàn chỉnh	Cần chuyển sang P.Point

Curriculum at FFS-Simacai (updated by May 2009)						
6						
7	Kinh nghiệm quản lý đất bỏ hoá sau nương rẫy			Abode acrobat	Đã hoàn chỉnh	TL tham khảo
8	Sinh thái học nông nghiệp			Abode acrobat	Đã hoàn chỉnh	TL tham khảo
IV	Cây rau - Nấm					
1	Bài giảng xây dựng vườn rau theo hướng NNBV	x	x		Hoàn chỉnh	
	<i>Thiết kế vườn rau theo hướng NNBV</i>	x				
	<i>Giáo trình vườn rau TOT</i>		x			
2	Cây rau của người vùng cao ở Simacai	x			Chưa hoàn chỉnh	Cần bổ sung và chuyển sang P.Point
3	Quy trình trồng nấm	x	x		Chưa hoàn chỉnh	Cần bổ sung thêm ảnh
	<i>Kỹ thuật trồng nấm</i>	x				
4	Bài giảng trồng cây Bắp cải	x			Chưa hoàn thiện	Cần chuyển sang P.Point
	<i>Bài giảng trồng cây Bắp cải</i>	x				
V	Màng về lâm nghiệp					
1	Bài giảng môn lâm sinh tổng hợp (Vườn ươm+trồng rừng)	x	x		Đã hoàn chỉnh	Cần bổ sung thêm ảnh
	<i>Bài giảng kỹ thuật trồng rừng</i>		x			
	<i>Bài giảng kỹ thuật trồng chăm sóc thông và sa mộc</i>		x			
	<i>Kỹ thuật xây dựng vườn ươm</i>	x				
2	Phân loại gỗ cây rừng	x			Đang cập nhật và bổ sung	Tài liệu tham khảo
3	Phát triển bền vững tài nguyên rừng	x				TL tham khảo
4	Bộ tài liệu đào tạo lâm nghiệp cộng đồng	x		Abode acrobat	Hoàn chỉnh	
5	Bài giảng hệ sinh thái rừng		x		Chưa hoàn chỉnh	Cần bổ sung ảnh
	<i>HSTR FFS-Simacai</i>		x			
VI	Tài liệu về đào tạo NNBV					
1	Khái niệm về NNBV	x	x		Đã hoàn chỉnh	
2	Nguyên lý phân vùng quy hoạch thiết kế	x			Đã hoàn chỉnh	
3	Quy trình làm phân ủ	x	x		Hoàn chỉnh	
	<i>Kỹ thuật phân ủ_FFS Simacai</i>	x				
4	Quy trình làm phân trà	x	x		Chưa hoàn chỉnh	Cần bổ sung ảnh

Curriculum at FFS-Simacai (updated by May 2009)						
5	Vòng tròn chuỗi xử lý rác và nước thải	x	x			
6	Quy trình kỹ thuật nuôi giun quế	x	x		Chưa hoàn chỉnh	Cần bổ sung ảnh
	<i>Quy trình nuôi giun quế</i>		x			
7	Vận dụng những kinh nghiệm bản địa và nguyên tắc Permaculture để từng bước xây dựng và phát triển mô hình nông nghiệp sinh thái tại HEPA		x			TL tham khảo
8	Thường xuyên tập từ vật liệu xanh về lâu dài sẽ cho năng suất cao và giảm xói mòn (bài nghiên cứu từ FFS-HEPA, tài liệu phục vụ cho tham khảo)		x			TL tham khảo
9	Xây dựng Ctrình Đào tạo NNBV tháng 1 năm 2007	x				
10	Ghi chép nội dung khóa đào tạo phát triển NNBV tháng 4 năm 2006	x				
11	Ghi chép lên lớp tập huấn NNBV tháng 1 năm 2006	x				
VII Mảng phát triển mạng lưới-PTCD						
1	Bài giảng về quản lý kinh tế hộ	x	x		Đã hoàn chỉnh	
	<i>Bài giảng quản lý kinh tế hộ gia đình</i>		x			
	<i>Bài giảng quản lý kinh tế hộ</i>	x				
2	Bài giảng cảm nang về tín dụng	x			Đã hoàn chỉnh	
	<i>Bài giảng cảm nang về tín dụng</i>	x				
3	Bài giảng về phương pháp phát triển cộng đồng	x	x		Đã hoàn chỉnh	
	<i>Bài giảng về phát triển cộng đồng</i>		x			
4	Bài giảng về tiết kiệm tín dụng	x	x		Đã hoàn chỉnh	
	<i>Bài giảng kế toán TKTD</i>					
5	Bài giảng về nghiên cứu giới	x			Đã hoàn chỉnh	
	<i>Bài giảng nghiên cứu về giới</i>					
6	Điều tra PRA		x		Đã hoàn chỉnh	
	<i>Điều tra PRA</i>		x			
7	Thị trường rượu ngô Bắc Hà và Simacai	x	x		Đã hoàn chỉnh	TL tham khảo
	<i>Báo cáo khảo sát tình hình sản xuất và thị trường rượu ngô Bắc Hà - Simacai</i>	x				
8	Tiếp cận thị trường cho sản phẩm nông nghiệp hữu cơ	x			Đã hoàn chỉnh	TL tham khảo
	<i>Bài giảng Thương mại sinh thái WTO</i>		x			
9	Giáo trình nông hộ chuyên nghiệp của các chủ nông hộ vùng Quảng Bình	x			Đã hoàn chỉnh	TL tham khảo
10	Giáo trình nông hộ chuyên nghiệp K5A	x			Chưa hoàn chỉnh	Cần bổ sung ảnh và tư liệu

Curriculum at FFS-Simacai (updated by May 2009)						
11	<i>Làng Sinh thái Nhân văn người H'Mông Lóng Lăn</i>		x			
12	<i>Mô hình đào tạo nông nghiệp sinh thái tại FFS-Simacai</i>		x			
VIII Các tài liệu khác						
1	Những nét truyền thống của người vùng cao Simacai	x			Chưa hoàn chỉnh	Cần chuyển sang P.Point
	<i>Kỹ thuật chế biến lạp sườn</i>		x			
	<i>Ngôi nhà trình tường người dân tộc Mông vùng Simacai</i>		x			
2	Bài tìm hiểu tri thức bản địa, phong tục-luật tục truyền thống của người vùng cao Simacai (Bài viết khoá K5A)	x			Đã hoàn chỉnh	TL tham khảo
3	Bài tìm hiểu tri thức bản địa, phong tục-luật tục truyền thống của người vùng cao Simacai (Bài viết khoá K6A)					
	<i>FFS_Simacai-Final_Bang hoi ve tri thuc trong rau ban dia.doc</i>	x				TL tham khảo
	<i>FFS_Simacai-Final_Chuyen de tim hieu tri thuc ban dia_Ky thuat trong Ngo dia phuong.doc</i>	x				TL tham khảo
	<i>FFS_Simacai-Final_Le hoi Nao Long cua nguoi vùng cao o Simacai.doc</i>	x				TL tham khảo
	<i>FFS_Simacai-Final_Chuyen de tim hieu giuong Dau tuong va giuong Lac ban dia.doc</i>	x				TL tham khảo
4	Các bộ tài liệu về học tiếng Anh	x				TL tham khảo

Curriculum at FFS-HEPA (updated by May 2009)			
STT	Tên giáo trình	Dạng tài liệu	
Tài liệu bài viết và nghiên cứu tham khảo			
1	Bài viết về Tam nông - IDS (Nguyễn Hồng Anh sưu tầm)	doc	
2	Tìm hiểu lịch thời vụ và tìm hiểu 2 nông hộ Cây Khế, Khế Soong của Hoài Thu	doc	
3	TÌM HIỂU CÁC LOẠI GIỐNG LÚA BẢN ĐỊA DÂN TỘC THÁI BẢN NASAI Đình Phương	doc	
4	TÌM HIỂU VỀ TẬP QUÁN CANH TÁC NƯƠNG RẦY Đình Phương	doc	
5	Phương pháp xử lý nước thải sinh hoạt phù hợp với điều kiện kinh tế và kỹ thuật cho các vùng nông thôn	doc	
6	Báo cáo tham luận bài toán kinh tế và thách thức của trang trại nuôi lợn theo phương thức công nghiệp	doc	trùng FFS-DL tham khảo trong giáo trình của ĐL
7	Báo cáo đánh giá tình hình kinh tế sản xuất, xây dựng mô hình kinh tế nông hộ theo hướng thiết kế, canh tác hệ thống NNBV trong nông hộ Hoàng Văn Phước Lâm trạch - Bồ Trạch - Quảng Bình	doc	trùng FFS-DL tham khảo trong giáo trình của ĐL
8	BÁO CÁO CHUYỂN KHẢO SÁT MÔ HÌNH NNBV Tại Quảng Bình và Lào Cai	doc	trùng FFS-DL tham khảo trong giáo trình của ĐL
9	Bảng câu hỏi điều tra hộ mô hình	doc	trùng FFS-DL tham khảo trong giáo trình của ĐL
10	Một số khái niệm cơ bản về nông nghiệp sinh thái	doc	
11	Báo cáo đánh giá kinh tế mô hình Cây Khế	doc	

Bộ giáo trình Nông hộ và những vấn đề chiến lược			
1	Nghề nông chuyên nghiệp	ppt	
2	Tìm hiểu các chủ mô hình Hà Tĩnh - Quảng Bình	ppt	
3	Hướng dẫn Lập Quy hoạch Phát triển Kinh tế Trang trại	ppt	
4	Chiến lược tiếp cận thị trường cho sản phẩm NNHC	ppt	
5	Thương mại sinh thái trong bối cảnh gia nhập WTO	ppt	
6	Bàn về Hoang mạc hóa	ppt	
7	Tiến trình và bài học kinh nghiệm trong quy hoạch và xây dựng mô hình nông nghiệp sinh thái trên nương rẫy	ppt	
8	Tiếp cận hệ thống canh tác miền núi, vùng mạng lưới MECOEOTRA	ppt	
9	Vài suy nghĩ về cơ hội, tiềm năng, thách thức của nông nghiệp hàng hóa và NNBV ở Việt Nam	ppt	
10	Sinh thái nhân văn vùng cao và phương thức canh tác: PPLuan tiếp cận Sinh thái chính trị xã hội	ppt	
Bộ giáo trình Đào tạo Nhà nông Sinh thái Chuyên nghiệp			
	<i>các giáo trình của lớp Mã Liềng</i>		
1	giáo trình về đặt tên lớp học Mã Liềng	ppt	
2	bài học đầu tiên của lớp học sinh Mã Liềng (25.11).	ppt	
3	giáo trình VƯỜN ƯƠM HEPA	ppt	
4	Bài giảng về cây Thuốc nam	ppt	
5	Lớp học Que Phong đi rung	ppt	
6	Chia sẻ của Cô Lãnh về ảnh hưởng của toàn cầu hóa đến tam Nông	doc	
7	Bài giảng về Quy trình Làm rượu cần dân tộc Thái	ppt	
8	Bài giảng về Tìm hiểu các loại giống lúa bản địa dân tộc Thái	ppt	
9	Bài giảng về Quy trình Làm kéo vải và dệt vải của người Thái đen Hạnh Dịch	doc	
	<i>các giáo trình của hợp phần nông nghiệp sinh thái</i>		
10	Đề cương giáo trình đào tạo trang trại nông nghiệp sinh thái	doc	
11	Bài giảng về sinh môi trường	ppt	
12	Bài giảng kỹ thuật trồng rừng	ppt	
13	Bài giảng môn học lâm sinh tổng hợp	ppt	
14	Kỹ thuật chăn nuôi dê	ppt	
15	Kỹ thuật chăn nuôi trâu	ppt	
16	Bài giảng chăn nuôi lợn theo hướng NNHC	ppt	
17	Quy trình làm vòng tròn chuối	ppt	
18	Quy trình nuôi giun quế	ppt	
19	Quy trình làm phân ủ 18 ngày (compost)	ppt	
20	Quy trình làm phân ủ kết hợp	ppt	
21	Kỹ thuật tạo nguồn phân tại chỗ	ppt	
22	Các nguyên lý của hệ thống tự nhiên	ppt	
23	Khái niệm NNBV	ppt	
24	Ghi chép tập huấn Quy hoạch thiết kế NNBV	ppt	
25	Quy hoạch Hệ thống	ppt	
	<i>các giáo trình trong hợp phần Luật</i>		
26	International Laws on Indigenous Rights	ppt	
27	Các công ước, tuyên bố quốc tế về Quyền Bản địa	ppt	
28	Trình bày Luật đất đai	ppt	
29	Tóm tắt một số nội dung quan trọng về chính sách đất đai	ppt	
30	Luật tục và thổ cẩm	ppt	
	<i>các giáo trình trong hợp phần Tiếp cận CD trong dự án PTr</i>		
31	Tiếp cận CD và quản lý dự án phát triển	ppt	
32	Tiếp cận phát triển nông thôn bằng phương pháp điều tra PRA	ppt	
	<i>các giáo trình của Tình nguyện viên</i>		
33	Xói mòn đất do tác động của nước	ppt	Mark
34	Nguồn dinh dưỡng cần thiết cho cây trồng	ppt	Mark

35	Kết cấu đất	ppt	Mark
36	Peak Oil	ppt	Craig
37	SPERI worm introduction	ppt	Lisa
38	Nursery establishment and Maintenance	ppt	Robert
39	Designing a worm farm	ppt	Lisa
40	Waste	ppt	Rebecca
41	Permaculture ở Úc	ppt	Robert
	giáo trình tin học		
42	giáo trình soạn thảo văn bản bằng microsoft word	ppt	
	các giáo trình khác		
43	Thiết kế xây dựng hệ thống nước tự chảy”Khe Gát” phục vụ nước tưới tiêu cho mô Hình “Cây Khế, Thượng Uyển” HEPA	ppt	Ly Seo Vu
44	Quy trình làm dụng cụ diệt cỏ cầm	ppt	
45	Vận dụng những kinh nghiệm bản địa và nguyên tắc Permaculture để từng bước xây dựng, và phát triển mô hình nông nghiệp sinh thái tại HEPA	ppt	K1A
	Bộ giáo trình Giới thiệu về SPERI		
46	Understanding SPERI in Relation with MECOECOTRA	ppt	
47	9 approaches to poverty alleviation and sustainable development of highland resources at village level	ppt	
48	Định hướng chiến lược phát triển của mạng lưới MECOECOTRA tại Quảng Bình giai đoạn 2007-2010	2 ppt	
49	CCCD Development Process	ppt	
50	Quá trình hình thành và phát triển mạng lưới NDNC Q Bình từ 1997 đến 2007	ppt	
51	Trung tâm CIRD	ppt	
52	Brief about SPERI-DES	ppt	
53	Viện CODE	ppt	
	Bộ giáo trình về nghiên cứu đất		
54	Nghiên cứu đất	ppt	
55	Tập tự thường xuyên là giải pháp cải tạo đất (poster)	TV va TA	
56	Tập tự thường xuyên là giải pháp cải tạo đất (poster)	TV va TA	

Curriculum at FFS-Đồng Lê (updated by May 2009)

STT	Tên giáo trình	Dạng tài liệu
	Tài liệu tham khảo do cán bộ viện SPERI viết bài	
1	Tiếp cận Tam lý lớp Ma Lieng	doc
2	Lễ cúng thần rừng - một nét văn hóa độc đáo của người Mã Liềng	doc
3	Changes in Ke Village	ppt
4	Báo cáo tham luận bài toán kinh tế và thách thức của trang trại nuôi lợn theo phương thức công nghiệp	doc
5	Báo cáo đánh giá tình hình kinh tế sản xuất, xây dựng mô hình kinh tế nông hộ theo hướng thiết kế, canh tác hệ thống NNBV trong nông hộ Hoàng Văn Phước Lâm Trạch - Bồ Trạch - Quảng Bình	doc
6	BÁO CÁO CHUYÊN KHẢO SÁT MÔ HÌNH NNBV Tại Quảng Bình và Lào Cai	doc
7	Bảng câu hỏi điều tra hộ mô hình	doc
	Bộ giáo trình nông hộ tại FFS-Đồng Lê	
1	Tìm hiểu các mô hình nông hộ chuyên nghiệp	doc
2	Nghiên cứu một số nông hộ ở Quảng Bình và Hà Tĩnh	doc
3	Nghiên cứu một số nông hộ ở Quảng Bình và Hà Tĩnh	ppt
4	Vai trò của trang trại gia đình trong quá trình phát triển một nền NNBV	doc
5	Một số giải pháp cải tạo đất ở mô hình FFS-Đồng Lê	ppt
6	Bài trình bày mô hình nông nghiệp sinh thái tại Đồng Lê	ppt

Curriculum at FFS-Đồng Lê (updated by May 2009)		
7	Thông tin tìm hiểu mô hình của anh: Trương Xuân Dương, Thôn Sơn Thủy – xã Cao Quảng.	doc
8	Tìm hiểu các chủ mô hình Hà Tĩnh Quảng Bình	ppt
9	Bài toán hiệu quả kinh tế mô hình O Bình	ppt
10	Mô hình kinh tế nông hộ theo hướng canh tác bền vững HV.Phước	ppt
11	Mô hình Trần Đình Minh	ppt
12	Giáo trình nuôi cá-Bác Môn	doc
Bộ giáo trình đào tạo tại FFS-Đồng Lê		
1	CCCD Development Process	ppt
2	Tổ chức thực hiện các hợp phần chức năng tại CCCD	ppt
3	Ghi chép buổi xây dựng ch.trình ĐT NNBV	doc
4	Đại cương về NNBV	doc
5	Tập huấn CAQ	doc
6	Vườn rau hữu cơ TOT	ppt
7	Những hiểu biết về vườn ươm	doc
8	Bài giảng kỹ thuật trồng rừng	ppt
9	Quy trình trồng cỏ voi	ppt
10	Quy trình làm phân ủ kết hợp	ppt
11	Quy trình làm phân ủ compost	ppt
12	Quy trình làm phân ủ compost	doc
13	Quy trình nuôi giun quế	ppt (07-08)
14	Quy trình nuôi giun quế (cập nhật)	ppt (08-09)
15	Thông tin thu thập từ việc nuôi giun quế	doc
16	Quy trình làm vòng tròn chuối	ppt
17	Quy trình làm vòng tròn chuối	doc
Tài liệu báo chí viết về Đồng Lê		
1	Chất trẻ thời nay	báo Tuổi trẻ Chứng minh
2	Chuyện Bán Kê	báo Quảng Bình
3	Trung tâm CIRD: thành công nhờ phương pháp tiếp cận	báo Quảng Bình
4	Người Mã Liềng ở Quảng Bình	báo Thế giới Mới

Training Method

Defining 'student-based approach' or 'student-centered' is an initiative of SPERI through FFSs strategy. Implementation of 'student based approach' also coincides with the time frame (end 2007 – June 2009) when SPERI testing its FFSs training programs. Although the method is going through a trial phase; yet, if with careful observation and maybe in a longer year's cycle analysis, this training methodology could become one of the competitive advantages for SPERI.

Scoring the implementation of training methodology, the difference among FFSs are:

<i>Training methodology</i>	FFS-Simacai	FFS-HEPA	FFS-Dong Le
Students based approach		75%	
Implementation of students based approach	30-40%	75%	80%
Divide between theory and practical	70%	70%	80%

FFS-Simacai

For K5A class, FFS-Simacai used diverse training methods including active group discussion, team works, extra activities, and essay writing. Teaching instruments used are hands on works, film illustration, and actual farm visits. Lecture contents often ensure the concise, easy to understand, and less use of science jargon. Many lectures give higher respect to local knowledge, and incorporating aspects of the cultural values.

For K6B class, efforts were focusing on training the holistic knowledge; divide between practical and theoretical hours is 70:30. Lectures are illustrated through simulated images, documentary films, or live examples of farm sites. Teaching hours are in a form of opened conversation between students and lecturers. Some courses are taught directly by foreign volunteer and the graduated K5A.

Efforts made by teaching staff in FFS-Simacai applying the new training methodology are substantial; however, still limited by the heavy influence by the traditional form of teaching by teaching staff in Lao Cai vocational college. Success of the training method only meets at 30-40%.

FFS-HEPA

Besides numerous advantages in training method applied similarly as FFS-Simacai, FFS-HEPA gives much larger spaces at promoting self-learning environment and greater autonomy for students. Most of the staff used to be community development workers as so the approach at working with the community is the strength. Those who have longer years of community experiences tend to apply students-centered learning approach much effective and well-receipt by students. FFS-HEPA has tried to operate this up to 70%.

Students at FFS-HEPA have become much independent and confident after a year of training. Further evaluation of the quality of training method would require a longer time frame as clearer indicators would be detected after students return to their community and work more on applied aspects.

FFS-Dong Le

Dong Le has experienced with Ma Lieng class through two terms and both terms are challenging including the implementation of students-based approach. What has been striking is the ups and downs of students' mental and psychological development when they were present in FFSs environment. The first group experienced students with crises, and only less than half actually returned for the 2nd term. Teaching staff at FFS-Dong Le had taken a review after the 1st term of training methodology, training contents, and the progress made by each student. The review was as the foundation for the continued improvement for the training method as well as teaching contents at the 2nd term. In the first term, FFS-Dong Le conducted one in-class evaluation where students were asked to write up. Followed by this, teaching staff and other colleagues in Dong Le were twice visiting students' home villages to sight-see what students have actually applied. This is a comprehensive training method.

FFS-Dong Le puts even a higher ratio between hands-on and lecture hours at about 80:20. Through hands on, students are much more capable in working on the field, ability to interpret what have been practicing, and sharing to other friends. Dong Le sometimes organizes field trips to visit students' home villages e.g. Ca Xen village, Ke village, and Cao village as so to give some changes to students' learning environment and making them feel much more comfortable and confident of driving connections between what they learn and what their home communities have. Through the training process, FFS-Dong Le strongly emphasizes the students' needs, students' strengths as well as their local knowledge and practices for shaping up the curriculum at teaching.

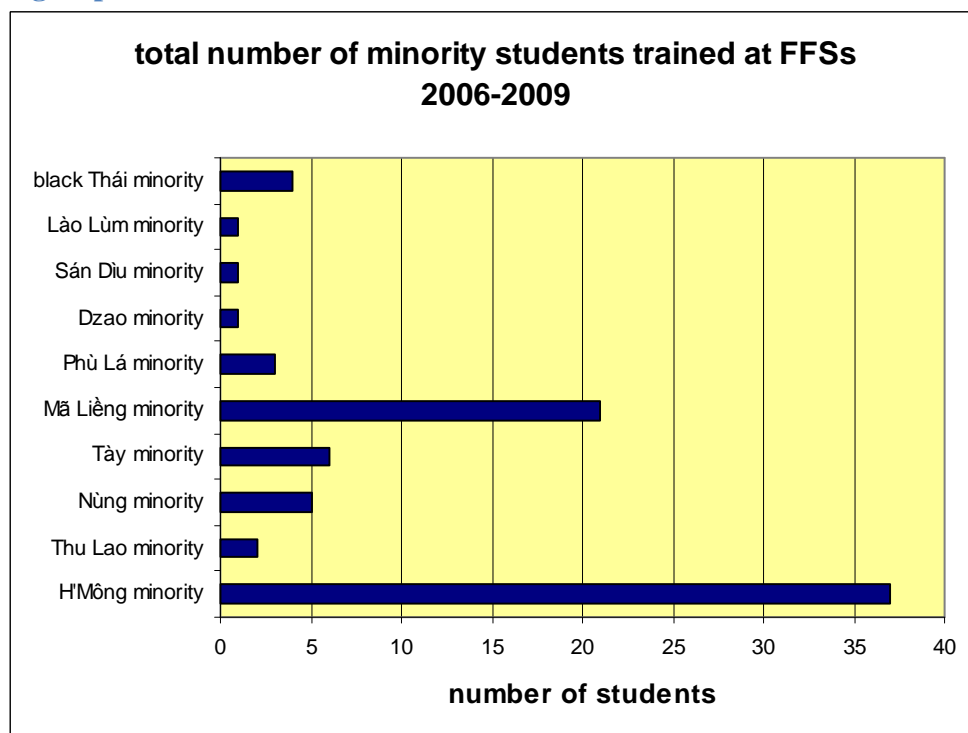
Teaching staff at Dong Le has valued at *'By nature, our students can fully become our teachers who could guide us on how to design agricultural system in accordance to their perception and ways of doing.'*

Process of Selecting Students

Selection process is assessed by three sub-indicators: target groups, criteria, and selection procedures. All students registered studying at FFSs are young ethnic minorities (see table below). All FFSs have their criteria and strict procedures to select students. Evaluation of internal efforts in assessing students particularly in the intake point is:

<i>Selection of students intake</i>	FFS-Simacai	FFS-HEPA	FFS-Dong Le	
			Term 1	Term 2
Target groups	100%	75%	100%	100%
Criteria	60%	60%	50%	Not follow criteria
Selection procedures	70%	70%	30-35%	No selection

Target groups



Criteria

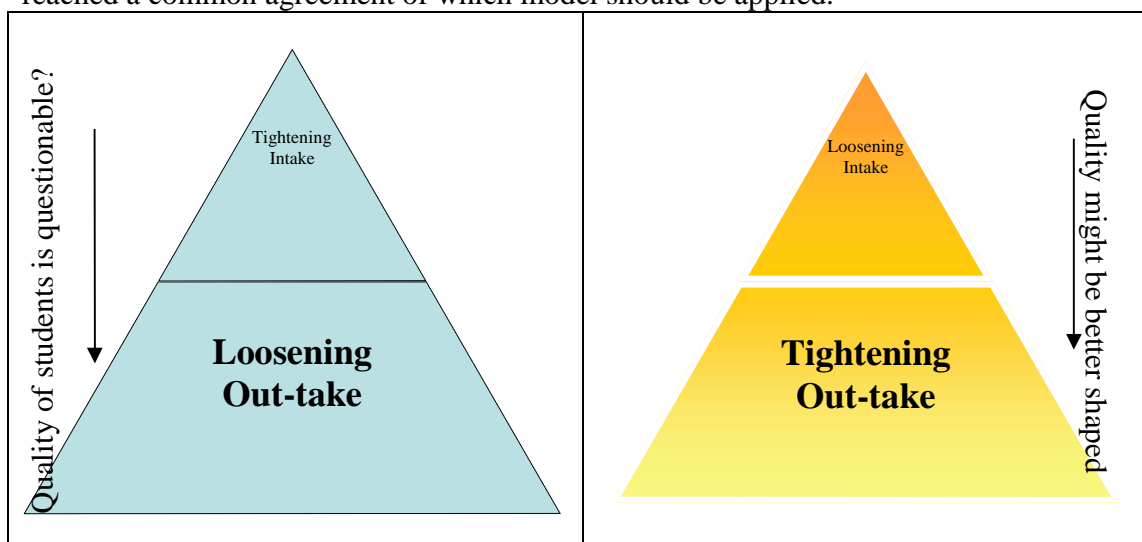
Each FFS has its own criteria; yet still unified in a common framework of SPERI criteria.

FFSs	Students' selection criteria
FFS-Simacai	<ol style="list-style-type: none"> 1. Show strong passion and desire to commit to farm education. 2. End of grade 12. 3. Have a sense of moral good, not participating in any prior social evils e.g. alcoholic, gambling... 4. Family has a minimum of 0,5 ha for the student to develop his own farm in the future.

	<ol style="list-style-type: none"> 5. Be loved and trusted by the community, strong family bonds and commitments of supports. 6. Have good health to participate in full time studying.
FFS-HEPA	<ol style="list-style-type: none"> 1. Students are ethnic minorities living the upland watershed, conservation area, or remote highlands. 2. Officially graduated from upper secondary school system. 3. Show a strong passion in learning on ecological agriculture. 4. Have the right to land and the right to work on land. 5. Được cộng đồng tin nhiệm cử đi học 6. Be trusted by the community and sets a commitment to return to work for community benefits. 7. Guaranteed by the community and laws of each student's case.
FFS-Đồng Lê	<ol style="list-style-type: none"> 1. Students are young, grade 5 graduation, good health, and have land of up to 5000m² 2. A member of the community, be trusted by family, and be asked by the community and local authority to join studying. 3. Students with higher points after 2 times evaluation by the community, family and teachers group. 4. Students who really want to improve their skills, and deepen their learning process after the term 1.

Selection procedures

The process of selecting students in the FFSs sets highly strict. Research from other models we have found if we restrict the intake zone and be loose at out-take zone, quality of the students is still questionable. More progressive models have shown it would rather have a wider intake (i.e. less strict in the selection procedures) and tight hard towards the out-take in order to ensure better quality at exit. SPERI through FFSs have not yet reached a common agreement of which model should be applied.



Efforts made by FFS-Simacai and FFS-HEPA in have a strict selection procedure for intake sources are relatively similar, whilst FFS-Dong Le performs quite differently between the two terms. Students in the phase 1 gone through a selection procedure set up by their communities and local authorities; yet after phase 1 nearly more than half of the total students dropped out school. In the phase 2, the training coordinator chose not to follow the criteria but based upon the context to welcome all students. The group in phase 2 did not go through any selection process.

Course Organization

Good organization procedure contributes towards an effective outcome for a course. Course organization is assessed by the three sub-indicators: timing, location, and the coordination between FFSs and the satellite of farm sites. Ranking between FFSs of this indicator is as:

<i>Course organization</i>	FFS-Simacai	FFS-HEPA	FFS-Dong Le	
			Term 1	Term 2
Timing	80%	Average	Good	Good
Location	80%	Inflexible	Crises	Relevant
Coordination between FFSs and farm sites	20%	20-30%	Not yet	Not yet

Timing

In the future, running of the training program should well arrange with time frame (e.g. seasonal, weather conditions, availability of farm sites) and allowance of the peak learning excitement for students. In 2008, FFSs arrange time at average for each training. To ensure the higher quality at learning for students, FFSs should ask for consultation from farm houses to well arrange the good time in line with students' peak learning curve.

Location

All training sites at FFSs are capable at delivering training contents and resources. Only in FFS-Simacai area for practical training is still small. FFS-Simacai is unsupportive by associated or neighborhood farm models on ecological agriculture. Therefore, this restricts opportunities for students to better access the outsourcing resources for comparative learning and reflection. FFS-HEPA has done at average in terms of used value for all areas that are possible as training sites inside HEPA. The two farm demonstration sites i.e. Cay Khe and Khe Soong farms receive numerous amount of visiting groups; and yet internally not yet capable at the level of educational farms. FFS-Dong Le is probably the best example for a location that well integrates different functions both for studying and practical learning purposes. FFSs aim at promoting rotational training courses in the future so that allows students to access to wider resources at learning. Currently, this method is restricted by financial limits.

Coordination between FFSs and farm sites

This has not done well in the recent years; and thus, is looking forward to promote this coordination as the key priority for all FFSs by 2009-2012.

Class Management

All classes in the FFSs are 100% minority students. It is therefore very important to design the management model i.e. class management so that allows the wider freedom and promoting self-regulation for students. This fits well with the students-centered or students-based approach learning environment for all FFSs. Looking back at FFSs internal efforts in managing students' classes, the difference is:

<i>Class management</i>	FFS-Simacai	FFS-HEPA	FFS-Dong Le	
			Term 1	Term 2
Self management	80%	60%	yes	yes
Class rules	80%	có	50%	70%

<i>Class management</i>	FFS-Simacai	FFS-HEPA	FFS-Dong Le	
In line with FFSs regulations	90%	60-70%	70%	70%
With respect to SPERI rules	90%	60-70%	70%	70%

Evaluation of Students Outcomes

Marking system

Evaluate by marks is very common in the educational system in Vietnam, and thus at FFSs. FFSs have not yet find a better alternative to grading system in order to evaluate the students' outcomes although there are critical comments of the lack of real quality. Remarks made by teaching staff and also students in FFS-Simacai show that evaluate students through sit-in exams and grading their papers is not reasonable to show real-life performance of the quality of students' understanding and applied capacity.

Performance of practical skills, onsite attitude in learning

FFS-HEPA incorporates both grading and evaluation of actual work. Scoring courses are English, computing skills. A large proportion of courses e.g. Permaculture, environmental studies, farm development would all require the observation from actual work on the ground for each student. FFS-Dong Le is in the similar position: they do strong on evaluating students after visiting their real work in their home villages. Given the first class of Ma Lieng students, FFSs-Dong Le had done three evaluation in succession: one in-class and twice visiting students' homes to see students' application.

By teachers' comments

Among the three FFSs, Simacai boots this type of evaluation to give remarks to each student separately. FFS-Dong Le also tries this approach with Ma Lieng class in term I. FFS-HEPA meets with students once a week to have a direct conversation between students and teachers to deal with logistics and specialized issues. To capture the progress of each student, a review by teachers' comments is seen as a direct way of communicating what teachers think of the students' progress to each student independently and is potentially a good approach.

Students evaluate Training System

Students Evaluate FFSs	Oct 07	Dec 07	Feb 08	May 08	June 08	July 08	Jan-Aug 08	Sept 08	Feb 09	Mar 09	April 09
FFS-Simacai											
K5A	x										
K6B							x	x	x	x	x
FFS-HEPA											
K1A					x	x	x				
FFS-Dong Le											
Ma Lieng class term I		x	x	x							
Ma Lieng class term II											

Quality of Teachers

Quality of most teachers has been acknowledged. Notably the farmers group is most important group. Farmers are rich in experiences and well update from their farm practices. Courses being delivered by farmers are generally very friendly and useful to the students. The language the farmers speak is very familiar to students; and the ability to draw connections between what students should learn and what would be the key issues students need to keep in thinking for later changes and application.

The total number of teachers at FFSs:

FFS-Simacai		FFS-HEPA	FFS-Dong Le
2006 - 2007	2008 - 2009	2008 - 2009	2008 - 2009
Lao Cai vocational college			
Nguyễn Linh Quang	Đỗ Thị Bích Nga		
Nguyễn thị Yên	Nguyễn thị Yên		
Chương thị Xuân	Chương thị Xuân		
Phạm Đình Doanh	Nguyễn Kim Doanh		
Trần Kim Sơn	Trần Trung Kiên		
Hán Thị Minh Thuý	Đỗ Việt Thành		
Nguyễn Thị Thuý	Lê Hải Yên		
Hoàng Việt Cường	Hoàng Việt Cường		
Hoàng Văn Hoà	Hoàng Văn Hoà		
Simacai district			
Đồng thị Vĩnh Hằng			
Vũ Kiều Hưng			
Nguyễn Văn Chắt	Nguyễn Văn Chắt		
Nguyễn Văn Nam			
Viên Đình Hiệp			
Ngô Tiến Sơn			
Ma Xuân Nam			
Nguyễn Văn Hưng			
Farmers group		Farmers group	Farmers group
Hoàng Minh Hằng	Tráng Seo Đế	Vì Văn Nhất	Cô Hòa
Hoàng Seo Cầu	Hoàng Seo Cầu	Vì Văn Thành	Bác Phạm Đình Môn
Sùng Seo Nhà	Ly A Là	Già Lô Khánh Xuyên	Bác Hoàng Hữu Phước
Ly A Làng	Ly Seo Dừng	Anh Hành	O Bình
Giàng Thị Sông	Hoàng Seo Tênh	Già Tuyển	Chú Trần Đình Minh
Hoàng Văn Phước	Vừ Thị Ké	Chị Thảo	
Trần Thị Bình		Chị Tiến	
Vì Văn Nhất		Chị Phương	
		Chị Nhất	
Staff at SPERI		Staff at SPERI	Staff at SPERI
Trần Thị Lành	Trần Thị Lành	Trần Thị Lành	Bùi Tiến Dũng
Dương Quảng Châu		Nguyễn Khắc Thứ	Châu Văn Huệ
Phạm Quang Tú		Dương Quảng Châu	
Trần Đình Phương	Trần Đình Phương	Nguyễn Hải Lưu	
Bùi Tiến Dũng	Bùi Tiến Dũng	Phạm Văn Dũng	
Nguyễn Thị Phương Hồng		Lê Văn Ka	
Đỗ Duy Khôi	Đỗ Duy Khôi	Đặng Tú Kiên	
Hoàng Tiến Dũng	Hoàng Tiến Dũng	Trần Đình Phương	
		Đỗ Duy Khôi	
		Nguyễn Thị Hoài Thu	
		Sivone Mua	

FFS-Simacai		FFS-HEPA	FFS-Dong Le
<i>External teaching staff including foreign volunteers</i>		<i>External teaching staff including foreign volunteers</i>	<i>External teaching staff including foreign volunteers</i>
Geoff Lawton	Naomi Brodie	Marisha	Ngô Kim Khánh
Nadia Lawton	Jim Snow	Ruth Moss	
Lương thị Lưu	Julia Cooper	Yingshan Lau	
		Stephanie	
		Miriam Mackintosh	
		Craig Mackintosh	
		Geoff Lawton	
		Nadia Lawton	
		Robert Gray	
		Lachlan Collopy	
		Mark Agnew	
		Naomi Brodie	
		Lisa NZ	
		Rebecca Hunter	

The difference between FFSs is:

<i>Evaluate quality of teachers</i>	FFS-Simacai	FFS-HEPA	FFS-Dong Le	
			Term 1	Term 2
Farmers				
Specialization/experiences	Good	Very good	90%	
Training method	50%	80%	90%	
Development workers				
Specialization/experiences	Tốt	75%	60%	80%
Training method	50%	70%		
External teaching staff				
Specialization	90%	Not much		70%
Experiences	40%			70%
Training method	50%			70%

Evaluate other Factors

Continuity in training

Performance of the continuity in training is very poor. FFSs have not dealt well to ensure the operation of before, during and after training is continued. The coordination between FFS-Simacai with the class K5A students is poorly done. The continuity in training contents i.e. (inheriting the past, updating the present and upgrade for the future) is also underprivileged. The continuity and thus regularity of teaching staff achieves only at average. Continuity in training method is only in average implementation, still with little depth and responsibility.

Strengthening linkages

The link between theory and practice is relatively high. The link between individual learning process and group learning is also high. Linkages between local knowledge and practice as well as new knowledge are only developed at relatively.

The link between unit courses per FFS is poor, between the same courses among FFSs is also poor. Coordination between teaching staff among FFSs is rather untied. FFSs made efforts in linking up with MECOECOTRA only through Customary Law and Handicraft network (e.g. with FFS-HEPA), and with Herbal and Young Ecological Agricultural network (e.g. with FFS-Simacai). FFS-Dong Le keeps no links with other MECOECOTRA thematic networks.

Enhancing inheritance

SPERI has had 15 years working with community development with case studies and applied research works. These lessons can be used as a great learning resources for all FFSs. The current training program has yet integrated this session into used value.

Intergeneration in training

All FFSs make efforts in coordinating the elders and the youths together in a training; however, have not yet seen a clearer indicator that shows the quality of this factor affecting quality of students' progress in the outcomes.

Effectiveness indicators (after training at FFSs)²

² All FFSs agreed that effectiveness indicator should only be assessed in the 3-5 years after training.

Part III: Drawbacks and challenges

Drawbacks

Internally, FFSs need to continue working on improvements such as:

Training program

- The holistic program is quite ambitious. It lacks an executive plan in which clearly dividing into terms of actions. Expecting the training plan should be as detailed to weekly or monthly activities.
- Operation of the program is sometimes intervened by other SPERI plans. Sometimes there are more than three plans need to fulfil all at once. This causes the delay in time and therefore causing the ungood psycho for both teaching staff and students.

Executive frameworks

Maybe think about designing the two executive framework (1) compulsory template and (2) elective template?

- Compulsory template includes courses that are only designed by SPERI.
- Elective template includes courses that are reflective of students' culture and background.
- The training program should coordinate with other schooling system to increase the learning from each other.

Training method

- Not all the time students-based learning is effective as contents if being drawn after the field-lessons might sometimes be littly passive to the teaching staff.
- Rotation of the current students to be TOT trainers for the future class, if doing now without preparation, might achieve low in feasibility.

Target groups

- Too diverse minority groups sometimes cause misunderstanding among them due to the different cultural background and different identity they hold.
- Evaluate skills per student and conduct a close look over progressive efforts made by per student is very important for the training program. FFSs have yet done this well.

Management and training operation

- Management model should promote decentralization and empowerment (i.e. allowing training coordinators at each FFS a degree of making decision; define clearly his role, function, rights and responsibility) differently to the students.
- It's important to cluster groups of key teachers, field teaching staff, farmers, and the students.

Staff

- Most staff ran the training program are young and with limited capacity. When approaching the holistic training program, there are gaps for young staff to deal with. Not all of the staff is well dealt with the cultural background of our minority students.
- Staff is quite mobile. The movement and changing positions among staff can cause the operation and management model less effective. Not all the staff involved in teaching has a good training foundation, mainly development workers.
- Staffing under each FFS should be arranged in about 2-3 personnel (one deals with organization, one management, and one coordination of unit courses and databases).

Students' Innovation Fund

- FFSs should think of the opening of Student's Innovation Fund which allows the increasing innovative ideas and solutions proposed and applied by students.

Challenges

Two short term challenges are:

- (1) **which is the better alternative for training management model** for effectiveness and that well coordinate the training function and development of eco-farms;
- (2) **which is the better alternative for operational training framework** for high feasibility and better outcomes quality at both teaching and learning.

Part IV: Sharing from students

Sharing from Sùng A Ký, H'Mông minority student

- When not yet officially accepted by the school, I already liked it here, and now I like the school even more. Not too many people around here support this. Many friends here like to do farming but the family conditions are difficult.
- I like experimental research for vegetables, maize; I like testing varieties of vegetables, mainly local vegetables as local species seem to be gone. I think local knowledge should be preserved; if without social trust, our knowledge is easily unaccepted. Society still has good people but without proper leading.
- Recently there is a loaning policy to poor students, but when I approach them they said no. They say learning at this school is not acceptable for a loan. Many people in the surrounding villages do not like this direction, they prefer more immediate profit.
- I dislike most the teaching method followed by the Lao Cai college requirement. At doing test, we must do exactly as what they say. If things follow our own will not be accepted. Not accepting our knowledge, but accepting the knowledge comes from other areas, the country-wide common knowledge.
- In the future, I like planting trees, raising chickens in an opened environment. I think I can nurse good local species right away.

Sharing from Hoàng Văn Đức, Tay minority student

- I like most: now I study here and during the time just then, I learned much about how teachers share their knowledge, I understand more the problems of cultivation, problems facing farms.
- I dislike most: about financial budget. My parents are older, and my family always lacks human resources. Whenever I go home, parents would have to deposit school (fees take 800,000VND/month) and food (140,000VND/month) and pay for schools in Lao Cai.
- I like teacher Hoang Dung as he is interested in students; I like teacher Khoi as he arranges time lectures and practical hours very reasonable. I also like teacher Bui Dung for his classroom and field instructions can easily understand. I like farming.
- Although my land area is not yet stable, but for applied at home, I think I can raise pigs, chickens, and fish.

Sharing from Khăm Phay, Lào Lùm minority student

- My impression after 1½ years studying in HEPA-FFS is a favorite in learning songs (can be H'mong, Laotian, Vietnamese, English languages). Secondly I like to do gardening (how to make a better garden, how to earn money from gardening).
- I dislike most when growing vegetables in the garden, the chickens here often come to eat or dig up the soil. This upsets me a lot. Most of the veggies and trees learning here, at home in Laos we also have; I want to learn to grow the different trees. About the fertilizer source, in HEPA use fertilizer and learn how to make compost but in Laos we do not use fertilizer. About feeding pigs, when in Laos: I mixed banana leaves, taro, and other veggies and then cook them altogether. Studying here make little changes for me when I will return to Laos. If going back to Laos, and if farmers ask what you learn most, actually I do not learn any new things.
- I like most is raising fish, and want to go home: I can raise fish, pigs, and chickens. I also like growing fruit trees but the land size is small now. We have numerous fish ponds, but I do not know how raise fish yet. I think raising fish can earn more income.

Sharing from Lộc Văn Vìn, Sán Dìu minority student

- After 1½ years studying here, I enjoyed a course of slope land cultivation but I have not yet practiced this. I also like trees arrangement but yet do not know how to do this in a real farm. I like studying English and computing skills and prefer to study more. I like to do mulching.

- There were times that I practiced on farm but very few teachers were interested in helping and giving guidance; so sometimes I felt down.
- When going home, I really want to do livestock development. I want to focus on raising chickens, and rabbit.

Sharing from Giàng A Sủ, H'Mông minority student

- When I join studying here, I learn from the smallest to the biggest such as making the water supply system, not letting the water running wastely, plant trees, and nursing the soil to nursing the trees. I also learnt the layout of plants, how to limit plant disease, and how to arrange crops that giving nutritional exchanges (companion plants). I feel good as I am living in a good environment, and have land to practice farming.
- In the beginning, I also felt tired and boring, sometimes idle. Importantly that at the point of time, I could not value my direction. Now I feel much clearer and could sense the meaning of life here, so less boring, feel like more meaningful to the place, to the direction that I choose.

Part V: Research studies in FFSs

FFS-Simacai

Complete studies:

No	Titles	Timing	For what issues?
1	Local knowledge in growing local veggies	Sept, 2008	Local knowledge, plant and use, local species
2	Local knowledge in growing local soybean and peanuts	Feb, 2009	Local cultivation method
3	Local knowledge in growing local corn	March, 2009	Local cultivation method
4	Nao Long ceremony of the highlanders in Simacai district	March, 2009	Cultural values, customary practices of the community

Ongoing:

1. Evaluate the effects of different ways of growing peanuts on slopeland (local way, organic way);
2. Evaluate the effects of different ways of growing corn on slopeland (local way, organic way, and conventional way);

Expected:

1. Experiment grass species for feeding animals in FFS-Simacai.
2. Experiment soil improvement species in FFS-Simacai.
3. Searching cultural patterns underlying in different land uses in Simacai?

FFS-HEPA

Completed and ongoing studies:

No	Titles	Timing	For what issues?
1	Experiment growing fruit species in front of Office Zone (on sites of Giàng A Sừ and Hà Văn Việt)	2004 - 2006	Trial research (FFS-HEPA and SPERI)
2	Experiment growing berry species from Laos (near Giàng A Sừ's site)	Since April, 2008	Trial research (FFS-HEPA and SPERI)
3	Making compost in only 10 days: Vi Văn Tuấn	Sept, 2008	Students Innovative Project
4	Mulching for erosion reduction and yields increasing in the long run	Since October, 2008	Long term research (FFS-HEPA and SPERI)
5	Experiment growing cotton species in Giàng Thị Côi's site	Feb, 2009	Trial research (FFS-HEPA and SPERI)
6	Explore the new water source in Ly Seo Vu's site	Since Feb, 2009	Students Innovative Project
7	Water use efficiency in Giàng A Sừ's site	Since Feb, 2009	Students Innovative Project
8	Pigs waste processing: Khâm Phay	Since Feb, 2009	Students Innovative Project
9	Mulching fruit trees and cultivated areas.	Since March, 2008	Applied research (Students projects in all students sites)

Part VI: Cooperation in Training

Details of cooperation partners see DEFO's report at (nmphuong@speri.org). This report only addresses a few observations on aspects of cooperation in training:

Macro level

Inside Vietnam:

- With Lao Cai vocational college: this is a form of Public-Private partnership collaborating in conduct the better vocational training. An expectation from SPERI was to make more positive influences in training methodology i.e. better application of students-centered, or students-based learning and teaching as well as the making-up of training contents (reality based); yet SPERI only succeed at about 30-40%. The formality (i.e. recognition of SPERI through FFSs training program and approach) can be up to 60%. There are numerous students' comments over the teaching method, quality of sit-in exams, and poor/lack of realistic facts of teaching contents (mainly by teaching staff from Lao Cai college).
- With Center for Natural Resources and Environmental Studies (CRES): this collaboration was initially expecting the most strategic interest for SPERI in terms of coordinating with CRES (a well known and long-term prestige institute) to strengthen and share the two demonstration sites i.e. FFS-Dong Le and FFS-HEPA on topics e.g. land improvement practices, local solutions to bare-land rehabilitation). So far, the coordination has been slow in progress. CRES only stopped at direct communication with the two sites in which expressed interests in further research. Not much else was happening even a field study trip organized by CRES for land technical officers or land policy makers of Quang Tri province.

Outside Vietnam:

- With AYAD Australian Youth Ambassadors for Development: this is a formal program, 15 years old and is signed by the Vietnamese and Australian governments. Ausaid annually sends their best Australian youths to volunteer their skills and work professionals in the less developed countries including Vietnam for capacity building, knowledge and technical transfer and so forth. SPERI receives the first AYAD candidate in 2008 named Mark David Agnew. Some current work outcomes from Mark are a series of lectures on soil texture, soil erosion, and nutrients needs for plants i.e. integrate science knowledge into the learning; and the conduct of 1st phase results on the trial 'Mulching for erosion reduction and higher yields in the long run at Cay Khe farm'. Given the two remaining months, Mark is developing some preliminary findings from Farmers Survey (surveying all MECO-ECOTRA farmers) so that to identify clearer issues of high priorities for farmers and therefore, contributing into a macro policy paper

on how MECOECOTRA should strategize the increase of community farmers groups and developing stronger their networks (horizontally and vertically) by 2009-2015.

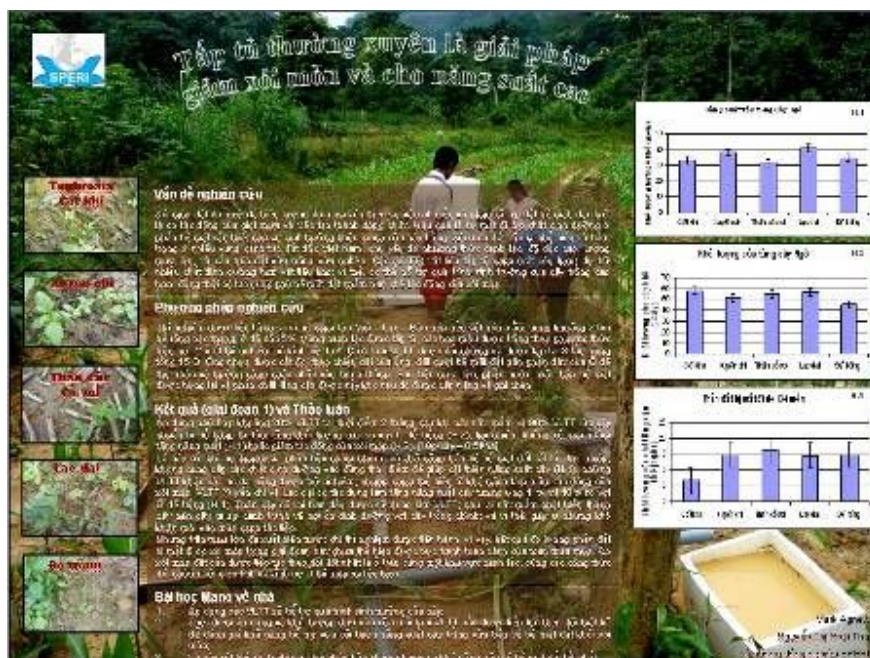


Photo: 1st phase results on the trial 'Mulching for erosion reduction and higher yields in the long run at Cay Khe farm'

- With ANU Australian National University Fenner School of Environment, Society and Resources: this is annual but informal collaboration between ANU and SPERI. There are three levels (professor, students, and visiting tours on educational purpose). Since 2006, Prof. Richard Baker once a year revisiting SPERI and give lectures on updating development contexts (looking from the point of view of human geography development). Prof. Baker gives enormous hidden supports to students who individually or in group to volunteer teaching, learning, and doing internships at SPERI. Prof. Baker officially announced the incorporation of 5 days visiting tour to FFS-HEPA as part of the Vietnam Field School course for SRES 2017 students since 2008. The visit in 2009 could not hold due to traditional Vietnamese New Year.
- With PRI Permaculture Research Institute, Australia: this is also an annual program since 2006. Year 2006-07 marked 2 training courses PRI experts give to MECOECOTRA farmers. Year 2007-08 marked training courses delivered to the minority students in the FFSs. Year 2008-09 marked a network of PRI's volunteers arrived at FFS-HEPA on a longer time frame to contribute their volunteers. Most of Permaculture resources mainly focus at FFS-HEPA not Simacai and Dong Le.
- With University of Iceland Prof. Gudrun Gisladottir: Prof. Gudrun visiting FFSs in 2006-07 and had many impressive images of the FFSs. In September 2009,

Gudrun's email expressed an interest in adding Vietnam (in co-operation with SPERI and its FFS field sites) to the list of field sites for a Grant proposal to the European Union which is about soil quality (soil functions) and eco-services. The proposal looks at the holistic function of soil system, land use, and soil health, economic and cultural issues. Furthermore sustainability indicators categorize as economic, social and environmental will be developed. Build upon the indicator approach it is possible to develop field indicators aimed for soil conservation and social involvement in form of incentives and alternatives. The proposal will work with soil managers for their input into our detailed experimental design, and to disseminate research findings for practical use. For the soil indicators the focus is production agriculture and development of criteria for sustainable soil function for food and fibre production. We will evaluate the economics of farming practice based on soil quality, farm yield, and ecosystem services of the soil, bought-in agricultural support materials, and the market value of the farm products. This will be compared across the current range of farming practice, including organic, biodynamic and permaculture methods that are presumed to be sustainable. We will compare these methods with conventional methods at farms in Iceland, the UK, Austria, Greece, the Czech Republic, China, Egypt and/or Brazil. Activities are proposed for research transfer to farming practice and the public, and to the international research training programme. The major advance will be incorporation of research into practical use and policy guidance and development of a successful model for dissemination of soil sustainability concepts. In my mind your research stations that I visited with you would be ideal field/farming sites for such an experiment. If we will receive the grant then there will be a number of scientists in Europe, USA, China, Egypt that would work together on different part of the whole project. We might also be able to attract post graduate students to the project. The results of all analysis from the field/farming sites will be given to the farms/field sites organization. There will also be a number of scientific journal paper published from the project which will give credit to the various field/farming sites. FFSs are waiting for a reply from Prof. Gudrun Gisladdottir.

Micro level

Within Vietnam:

- Cooperation with Elders and Farmers Groups:

Over the three years, the total number of elderly and farmers teachers (those who give teaching at FFSs) is still few, only 28 people/3 years.

FFS-SIMACAI		FFS-HEPA	FFS-ĐỒNG LÊ
2006-2007	2008-2009	2008-2009	2008-2009
Farmers		Farmers	Farmers
Hoàng Minh Hằng	Tráng Seo Đế	Vì Văn Nhất	Cô Hòa
Hoàng Seo Cầu	Hoàng Seo Cầu	Vì Văn Thành	Bác Phạm Đình Môn
Sùng Seo Nhà	Ly A Là	Già Lô Khánh Xuyên	Bác Hoàng Hữu Phước
Ly A Làng	Ly Seo Dừng	Anh Hành	O Bình

Giàng Thị Sông	Hoàng Seo Tênh	Già Tuyển	Chú Trần Đình Minh
Hoàng Văn Phước	Vũ Thị Ké	Chị Thảo	
Trần Thị Bình		Chị Tiến	
Vi Văn Nhất		Chị Phương	
		Chị Nhất	

In this context of development and considering the future trends in terms of scale and depth of topics that will be in training – put higher priority in tightening SPERI's collaboration with this group will directly beneficial to the students. This is an aspect of SPERI's 'local-to-local' training approach. It is important that elders involve in teaching customary practices, cultural values and ceremonies. Farmers can be live teachers who offer great expertise and knowledge in the field of their cultivation methods, uses of plant and animal species, and other experience. Farmers who are local to the place can improve the chance of integrating local knowledge in to the training of our young minorities.

Outside Vietnam:

- With ADDA (Danish NGO working in Vietnam): ADDA has emerged on the basis of the needs and requirements for growth in the agricultural sector and development of the rural society. SPERI's Farmers Field Schools are collaborating with ADDA's farmer's field schools in small amount of budgeting. ADDA focuses on TOT training for young SPERI trainers. This collaboration is directly helpful to the young SPERI trainers; not only opportunities to expose to skills other than SPERI's offer but also have chances to conducting TOT training right at their home villages. Scope of the collaboration only limits to 1-3 FFSs classes (growing organic veggies e.g. tomato, cabbage) per year; and so this allows less wider opportunities accessed for young trainers and also for both sides.



Phase 1 has temporarily closed. Capacity enhancement for the young trainers has improved; yet this type of collaboration has not solved the larger picture in accordance to the needs of rural society.

Photo: Koen den Braber visiting FFS-Simacai in December, 2008.

- Cooperate with individual or group of volunteers seems quite relevant. FFSs still need to identify clearer needs and requirement from the students to find better volunteers. List of volunteers who get involve in FFSs:

<i>Outsource teaching staff (volunteers and others) at FFS-Simacai</i>	Specialization	Outputs
2006-07		
Geoff Lawton (teacher)	Permaculture	Training course
Nadia Lawton (teacher)	Permaculture	Training course

<i>Outsource teaching staff (volunteers and others) at FFS-Simacai</i>	Specialization	Outputs
Lương thị Lưu (teacher)	Kỹ thuật trồng cây/quy trình làm nấm	Training curriculum
2008-09		
Naomi Brodie (volunteer)	English, Australian culture	Training curriculum
Jim Snow (volunteer)	English language in Permaculture and Environment	Training curriculum
Julia Cooper (volunteer)	English language in Permaculture and Environment	Training curriculum
<i>Outsource teaching staff (volunteers and others) at FFS-HEPA</i>		
2008-09		
Marisha Auerbach (volunteer)	Permaculture	Training course
Ruth Moss (volunteer)	Permaculture	Training course
Yingshan Lau (volunteer)	English, Global Environmental Issues	Training curriculum
Stephanie Outervoices	Rights of Indigenous Peoples	Radio program
Miriam Mackintosh (teacher)	English	Training curriculum
Craig Mackintosh	Website editor	Articles on web
Geoff Lawton (teacher)	Permaculture	Training course
Nadia Lawton (teacher)	Permaculture	Training course
Robert Gray (volunteer)	Permaculture	
Lachlan Collopy (volunteer)	English language in Permaculture	
Mark Agnew (volunteer)	Research on soil and mulching; Farmers' Survey	Research findings, Preliminary findings after survey
Naomi Brodie (volunteer)	English, Australian culture	Training curriculum
Lisa (volunteer)	Waste, Worm Farm, Designing Worm Farm	Training curriculum
Rebecca Hunter (volunteer)	Curriculum for K1A class, waste, and other practical skills in Permaculture design	Training curriculum
<i>Outsource teaching staff (volunteers and others) at FFS-Dong Le</i>		
2008-09		
Ngô Kim Khánh (teacher)	Technical in growing fruit trees	Training curriculum

Remarks made by collaborators

FFSs often value the internal evaluation as the chance to reflect what have and have not achieved as the basis for future lessons and changes. Objectively, FFSs receive both critical and positive comments mainly for encouragement and sharing. Attached are a few remarks made by some of our collaborators:

FFSs

From a scientist, Prof. Gudrun visited all FFSs and were highly impressed by the land uses and land improvement practices made by all FFSs. Prof. Gudrun said, "I do not have much to add in terms of advice and I really think that what you have done on your field sites are all in good shape."

FFS-Simacai

- Mr. Nguyễn Văn Ngọc – Deputy of Home Affairs in Simacai district has said, "We want to learn from FFS-Simacai, and SPERI about the approach to work with minority groups in training and community

development activities. After the results of this course, we want to coordinate with FFS-Simacai to organize other farmers' training by using State funds to implement."

- Mr. Chinh - Director of the Department of Labor, Invalids and Social Affairs has officially invited SPERI and FFS-Simacai agencies as consultants for training program "improving vocational training for farmers" for the current 62 teachers who are working in all departments of the 9 districts in Lao Cai province. According to Chinh, this is a strategic program to change the thinking and methods of vocational training for farmers already do not perform very effectively in Lao Cai province and in Vietnam in general. Mr. Chinh also ambitions that this is the first model that conducts comprehensive vocational training program specific and direct to farmers.
- Recently, Ms. Cathrine – Counselor of the Embassy of Denmark, after working in Lao Cai, paid a visit to FFS-Simacai. Ms. Cathrine made an official invitation to FFS-Simacai and SPERI to join as the key service providers for training for farmers in Lao Cai province under the DANIDA's Agricultural Development program (supporting 5 provinces including Lao Cai) with the total amount of more than 30 millions USD. The project started since the end of 2007.



At 15h30' dated 17/11/2008, Catherine and members of the project coordinator board visited FFS-Simacai. After discussion, Catherine highly appreciates the two activities: area of raising local chickens, area of growing herbal plants in front of the community house, and area that grow organic vegetable. After visiting, Catherine concluded that the training site here is very good. Simacai district authority should bring more farmers to come and learn from this site.

Photo: Catherine and her colleagues visiting FFS-Simacai in November, 2008.

FFS-Dong Le

Comment made by Võ Thanh Sơn, Deputy Director of CRES, on September 22nd, 2008 that: after learning the requirements and discussing with Quang Tri provincial authority, we decided to choose Đồng Lê as the study-site for the training course. As discussed in the field with Tuấn and Huệ, Dong Le is a good site to evaluate and reflect into lessons learnt on the model on land improvement practices as well as challenges facing farmers to transform into a farm promoting further economic development. Students can learn both from the dos and the don'ts from the site; and thus can also help farmers to use this site more effectively in the future.