



SPERI Reforming & DELOBBY Reviewing

Jul, 07 - Jun, 08

Social Policy
Ecology Research
Institute - SPERI

Background



The commitment between ICCO¹ and SPERI² at the reference No VN102011 under period of July – 2006 to June 2009 which statement that, SPERI will develop a pilot of MECO-ECOTRA³ concerning the 5 different thematic networks (see *annex 1- summary of the VN102011 contract paper*). Period of 2006 - 2007, DELOBBY⁴ was upgrading interactive relation framework in

across Mekong with NGOs, Media, Academic and YIELDS⁵ which have been built from 1995 to 2005 of Towards Ethnic Women - TEW. The outcomes from the period of 2006 -2007 was given a basic contact person, organization and differences of the challenge into deep learning and co - operation in the areas of civil society development and Land Right's concerned. The key focuses are: the livelihood and bottom participation, the legal responsibility and ethics and YIELDS.

Being as such as DELOBBY under the independent civil society 'think tank' – SPERI, the requirement of DELOBBY is moving forwards in to policy analysis and review in the area of the macro - transparency and bottom up micro - participation.

DELOBBY's strategy in the period of 2007 - 2008 is concentrating on: 1) how to build up a friendship among willingness and progressive individual, organization and institutions who are engaging in to the area of the civil society development and land rights' concerned; 2) How to bridging the traditional bottom up in order to integrated in to legislative making attitude; and 3) How to access to multi - media for public awareness raising and capacity building.

DELOBBY's vision in the period of 2007 - 2008 is : to have a stronger Network of different Independent OD⁶ and ID⁷ in order to develop an interactive independent civil framework from the bottom up to central level.

¹ ICCO = International Church for Cooperation and Development

² SPERI = Social Policy Ecology Research Institute

³ MECO-ECOTRA = Mekong Community Networking and Ecological Trading

⁴ DELOBBY = Department of Lobby

⁵ YIELDS = Young Indigenous Ethnic minority Leadership Development Strategy which was based on the Towards Ethnic Women – TEW's continuer under the Mekong Key Farmer Networking Strategy during 1995 - 2005

⁶ OD = Organizational Development

⁷ ID = Institutional Development

Achievement of the above 3 keys steps

Meanwhile, the social - economic and political - civil context of Vietnam is still under one way leading and the power of one way leading, which has been driving the whole country under a dependency from one to other generations.

Due to above political identity, the question how DELOBBY could deal with?!

1. Promoting Young Indigenous Ethnic Leadership Development – **YIELDS** via bridging with **ELDERS**'s knowledge and “*Teaching by Learning – Learning by Doing*” methodology. Aim of this strategy is to building up capacity for the young in order to be able to turn back their community to replace and improvement of the local conservative governing attitudes;
2. Demonstrating outcomes from 1 in order to share with State ‘Think tank’ – Ho Chi Minh National Political Academy – HCMA. Aiming of this strategy is to redefining and recognizing the values of the traditional civil society;
3. Consolidating **ELDERS** and **YIELDS**'s image and prestige in public life. Aiming of this strategy is to expanding traditional civil society development.

Step 1: Promoting Young Indigenous Ethnic Leadership Development Strategy– YIELDS via Farmer Field School and bridging with ELDERS's traditional knowledge “Teaching by Learning- Learning by Doing”.



Outcome: See annex 1 curriculum “*Teaching by Learning – Learning by Doing*” and detail outcomes from FFSs's yearly report

Effect: raising awareness for both authority and VOCTECH⁸'s teacher through “*Teaching by Learning – Learning by Doing*” method at Farmer Field School. (See annex 2 - *MOU between SEPRI and VOCTECH* Lao cai province).

Impact: Multi - co-operation between local governmental agriculture program to be contracted with FFSs; (see detail yearly report of FFSs);

Changing: Networking of YIELDS in different communities are become Training of Trainers (TOT) for different level of poverty alleviation action (see detail yearly report of thematic networks of DECODE⁹). These YIELDS's human resource will expand and develop up to a deep influence to local governing attitudes;

⁸ VOCTECH: Vocational Technique School

⁹ DECODE: Department of Community Development which includes six thematic networks (e.g. customay law in watershed management, ecological farming, traditional handicraft textile, traditional herbal medicine, human ecology village and farmer field schools)

Step 2: Demonstrating outcomes from 1 in order to share with State ‘Think tank’ – HCMA

Outcome: There is a Memorandum of Understanding between HCMA and SPERI – period 2007 – 2010’s co –research and public; see *annex 3. MOU between SPERI and HCMA* and detail outcomes from DECODE’s yearly report.



Effect: The development Study’s data base and evident in the different case studies be edited and access to the different references of HCMA for sharing, teaching, seminar and proceedings;

Impact: Local governors who are learning in HCMA be realized and recognized the local traditional knowledge and value. This is a good

opportunities for local authority to apply their understanding & lesson learned in to their management system tasks;

Change: By co-research and public, HCMA ‘Think tank’ has more opportunities to understanding local dynamic, problem and realistic cases. This is leading HCMA ‘Think Tank’ to realize for change of their vision and mission during writing and teaching. A good indicator on “Civil Society Conceptual Framework of Understanding” will be Co - Organizing between HCMA & SPERI soonest (*see annex 4*)

Step 3: Consolidating ELDERS and YIELDS’s images and prestige in Public recognition

Outcome: A stable “Community Development-Environment and Policy” magazine which reflect different cases of the **ELDERS - YIELDS**’ are bridging together in order to strength OD and ID and stimulating in to inter-generation’s bottom up participation in decision making; see detail in DES yearly report.

Effect, Impact and change: See detail in DECODE, DES, DAD, DEF¹⁰ yearly report.

¹⁰ DES: Department of Development Studies; DAD: Department of Administration; DEF: Department of Finance and Accounting

Challenges

1. Engagement between three strategic powers: 1) Power of one way leading; 2) Multi - National Companies and Land Property is become Commodity;
2. Lack of Independent civil society think tank to cope with policy analysis and professional macro critical feedback;
3. Lack of diverse strategic vision networking;
4. Lack of deep development understanding; and
5. Lack of transparency in official management system.

Annex 1

K1A Level One Curriculum Five Step Processes - Integrated Learning Objectives¹¹

A step towards integration of the five step process used at HEPA into a new framework-

Introduction

The purpose of this document is to overview the contents of the Current Curriculum and put it into a form which is easily added to. It is a living document in development

The curriculum has the five step teaching methodology as its basis

Each topic in this Curriculum has or will have a folder named after it (e.g. ENV 101.1). That folder will hold a lesson plan and any related learning resources such as power points, video logs, glossary of terms, etc)

The numbering of the topics should make it easy for translation. This will be done as necessary and will mean when a new lesson is created we can email it to the translator with a code (e.g. PERM 110.17) and the translator will easily recognize where the new information goes into the document.

FIVE STEP SUMMARIES FROM K1A CURRICULUM FOR LEVEL ONE:

(NB: Level One currently taught over two years but may go to one year with the next intake of students.)

Level One

<i>Attitudinal and Behavioral Changes</i>	Tutor: Assessment: Completion of Course. Tests/ Assignments.	
Moral ground and behavior	Students and SPERI staff to create community rules and live within these rules of HEPA Community, relate these rules to their own community and discuss any beliefs/ hopes in relation to social behavior.	ATT 101
Ethic- Permaculture people care	Understanding of this Permaculture Ethic. Discussion of its importance and compatibility with traditional ethics students are familiar with Self Regulation and Accepting feedback Apply and discuss this permaculture principle	ATT 110
Farming Diary	Completion of daily diary discussing farm work, course work and any issues faced overcome by	ATT

¹¹ Working document in draft

	students. Perhaps to be part of student diploma work	120
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ATT 101.1 “Democratization¹² being performed in Teaching by Learning and Learning by Doing Methodology”

Step 1: Students are offered with a free environment and opportunities where they feel confident in addressing questions or issues of unresolved concerns whether at personal, family, or community levels;

Step 2: Students are highly encouraged to develop critical thinking, and learning from each other (from comments/feedbacks) so that they are able to pick out the best choice of the answers, or brainstorming/exchanging new ideas;

Step 3: Students are provided with fair level of accessing to authority members including decision-makers at varied levels; so that they build up confidence in voicing issues, organizing meetings and dialogues in order to make influences. Voices of the youth are important for re-freshing new initiatives, innovations, and other solutions;

Step 4: FFS should facilitate a process of networking with different sub-networks (e.g. land rights network, community forest network, organic farming network, and so forth) so that guiding students to have access to these practical resources/experiences. Students are encouraged to learn successful and unsuccessful examples; and asked to make linkages, comparative analysis between other sites and their local community. Cross-sharing experiences and lessons learnt are crucial for the process of scaling up. Varied information sources that students may learn from different actors would help to enrich their experiences; and that, continue to help shaping their own arguments = 30 hours.

Recommended pilots are the Landless Networking in Son kim case - Mr Tran Quoc Viet (coordinator: chairman of Son Kim commune, but also being a keynote speaker for different 7 chairmen of 7 communities in Tuyen Hoa, Minh hoa and Bo trach who face a lack of land rights and now bearing consequences of livelihoods insecurity).

Step 5: Students are strongly encouraged to make linkages between what they learn and what happens in their community. Bringing in the connections between personal thoughts/ideas/innovations and community action would help to maximize the potential of expansion of community knowledge and action initiative = 40 hours.

Step 6: Once students are gained much confidence and engaged in advanced positions e.g. coordinating and facilitating his/her other community members to attend more meetings/dialogues; and being open-minded to share and learning more new knowledge. Students could start thinking of linking between local/community action and idea(s) in policy terms/policy changes/policy lobby. This is how youths play a role in making better

¹² Power of the Traditional Social Political Cultural Based sharing, dialogue, debate and decision making

changes in the world and for their own community by active engagement and participation with community (i.e. youth leadership building also). = 50 hours.

Step 7: It is important to integrate aspects of community rules (customary traditions and regulations) with diverse development programs in the local community. Youth leaderships and youth members play a role in making these bridges. The confidence and genuine development for any community can only be justified if youths well-practice and integrate and believe from their own identity and cultural values. Respecting Community Religion in Behaving with Resources in particular Natural System, by youths, is also crucial = 30 hours.

Step 8: Democracy and practice of democratization are necessary for all steps and processes between youth and the new-making of the future = 10 hours. Students (youths) are highly encouraged to exercise democracy in (a) discussions of community forest management; (b) community water resources management; (c) community herbal forest use and management; (d) effective land use and planning; (e) effective community intervention to land areas that are used for large scale development projects e.g. mineral exploration, hydro-power dams, and industrial plantations zones; (f) community engagement in protecting heritage sites and maintaining customary rules and traditions; and finally (g) community preservation of identity; and non-conflict approach.

Step 9: Students are given the largest spaces for self exploring any solutions or combinatory approach between local technique and general practice (i.e. modern techno) in order to advance efficiency but ecological, environmentally, and socially sound = 20 hours. Students are invited, where possible, to participate in lobby agricultural policy towards Organic Agro-Ecology and Organic Agro-Economy practices;

ATT101.2. Learner is the Centre of Training Approach

Step 1: Plenary Facilitation on how learners could raise their understanding on “Learners is the Centered of Training Approach”

Step 2: Facilitator summarize from learners’ understanding opinions

Step 3: Open criticizes and feedback by learners

Step 4: Concept of “Learner is the Centered of Training Approach” overcome

Step 5: Learner take over their own definition in order to documentation for sharing.

ATT 101.3. Traditional diversity of Ecological Sauna and Massage

Step 1: Group practical massage and exchanges – feedback feeling and recommendation.

Step 2: Group discussion on how to integrate Sauna and Massage in to farming manner.

Step 3: Drawing and documentation of different Sauna and Massage ways

Step 4: Building up curriculum for Massage and Sauna’s applying herbal knowledge.

Step 5: Brochure in detail Sauna and Massage process and video for training.

ATT 101.4 .“Environmental justice¹³ - behave and Social Norm” Practice and Concept

Step 1: Learner together to describe the inter - connection between Traditional Social Norm in their communities and their Natural Environmental Spirituality, applying their customary law in order to define the morality and human attitude towards the nature.

Step 2: Learner together to justify why and how different minority & indigenous identities, they have been similarity in many perspectives. Living with the nature, people together to create their specific norm and morality standard for their own cultural belief

Step 3: Learner together to share how their community customary law in valuing the natural recourses in order to nurture their nature; what happened with any action or behave to abuse and destroy the nature; Punish or award among their communities in order to encourage or limited any negative behave towards nature. Social norm is bearing from nature norm and natural relationship which design by natural spirit. The herbal medicinal plant will be come in - spirit if the herbal plant only standing aloneness and that herbal will become senseless.

Step 4: The concept of “**Environmental justice and Social Norm**” will be built based on above 3 steps.

Step 5: Clarification of the Understanding “**Environmental justice and Social Norm**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net.

ATT110.1 People Care- Permaculture/ traditional society Ethic IN DEVELOPMENT

ATT 120.1. “Ecological Farming diary¹⁴” concept and principle

Step 1: Group design for their Farming Diary and presentation in the plenary class;

Step 2: Dialogue and criticize for each Farming Diary design;

Step 3: Completed Farming Diary and practicing on diary every day;

¹³ The equity right of the Natural World – between Fauna – Flora – Insect – Animal – Bushes – Grasses – land – Water – climate...

¹⁴ A key notion for any farmer who respect and engage in to the ecologicalistic and spiritualistic farming philosophy, then farmer should be realized and justified that they are the one to be very only sanding up to fight against the mainstream of consumerism and modernistic entities. Diary will contribute excellent information in a systematically and historically filling method for later on whoever wants to continue to study on ecological farming system. Ecological Farmer also need their diary for teaching, sharing and exchanging later on their practical curriculum on their farm to younger farmers.

Step 4: Daily Monitoring and evaluation by learners and improvement;

Step 5: Standard and Flexible Form for Farming Diary for learners.

<i>Environmental Studies</i>	Tutor: Assessment: Student to show an understanding of topic, contribution to class discussion. Assignment on global environmental issue.	
Environmental Issues	To explore contemporary environmental issues at a local, national and international level. Including focus topics on Waste, Loss of Biodiversity, Global Warming, Conventional Agriculture, Global Fish Stocks, Peak Oil etc.	ENV 101
Soil Management	An introduction to the Movement of Water Through Soil, Soil Structure, Limiting Growth Factors, Nitrogen Cycle.	ENV 110
Focus Topic- Global Environmental Issues - (Or Level Two Option?)	Student to each choose one relevant environmental issue. Concisely explain and discuss why it is a contemporary issue, how it relates to Permaculture, how it relates to traditional systems and what policy Vietnam or the international community has regarding the issue.	ENV 120
Conventional Farming- an analytical review	A discussion of High Yield agriculture, mono crops, seed control, Analysis of learner's own community situation in regards to mono cropping and dependency.	ENV 130

ENV 130.1. “High yield¹⁵” Agriculture” Practice and Concept

Step 1: Group discussion on what and how their parent, their neighbor are farming in their village with high yield species; and what they have been facing with high yield in the area of using and suffering from pesticides for such high yield species in their villages.

Step 2: Group identify on how to analyze the advantages and disadvantages of high yield species in their village due to product quality, to health issue, to food security and to maintaining species for the next seasonality.

Step 3: Group recommending about solution and voice up their choice if they have opportunity to decide for their farm in the long term future.

¹⁵ A Farmer where the farmer focus on the species which can create a high yields without considering about sustainability adaptation and quality values of product

Step 4: The concept and image of “**high yield agriculture**” will be built on by above three steps.

Step 5: Clarification of the Understanding “**high yield agriculture**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

ENV130.2. “Commercial - Mono¹⁶ - Agriculture” Practice and Concept

Step 1: Group discussion on what the learner understanding about “Commercial Mono - Agriculture” due to their visible observation at their own village.

Step 2: Group discussion on what visible indicator that learner describe about “dependency” situation of the “commercial Mono- agriculture” which their parent, their neighbor and their community have been struggling and dilemma between market - client and farmer morality concern.

Step 3: Group discussion on how the learner to analyze their own situation due to the consequences of the commercial agriculture.

Step 4: Concept of “**commercial Mono - agriculture**” will be built based on above three steps;

Step 5: Clarification of the Understanding “**commercial Mono -agriculture**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

ENV 130.3. “Sustainable¹⁷ Agriculture” Practice and Concept

Step 1: Group discussion on what the learner understanding about “Sustainable Agriculture” due to their traditional experience at their own farming.

Step 2: Group discussion on what visible indicator that learner describe about “challenges” of the “sustainable agriculture” that their farming have been facing.

¹⁶ The concept and the practice are only moving forwards in to “rent seeking” to again profit from the natural land as much as possible and the farm always “dependency” of the artificial processes.

¹⁷ An Agricultural system which still welcome new species and pesticide in the security's carrying out's capacity of the farming framework.

Step 3: Group discussion on how the learner to analyze their own situation due to the agricultural extension policy – implementation in their communities;

Step 4: Concept of “**Sustainable Agriculture**” will be built based on above three steps.

Step 5: Clarification of the Understanding “**Sustainable Agriculture**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

ENV 130.4. “Ecological¹⁸ Agriculture” Practice and Concept

Step 1: Group discussions on what visible indicator that learner describes about their parent often use their natural resource surrounding their community for their daily livelihood and farming.

Step 2: Group discussion on how those above behave is existing in their farming and their living style at present time suitable with their natural surroundings.

Step 3: Group discussion on how the learner to analyze their own situation due to the consequences of the commercial high yield agriculture to those their traditional living style with their natural surroundings.

Step 4: Concept of “**ecological agriculture**” will be built based on above three steps.

Step 5: Clarification of the Understanding “**ecological agriculture**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net.

ENV 130.5. “Rotating¹⁹ Agriculture” Practice and Concept

Step 1: Group overview their parent’s farming in their traditional village.

Step 2: Facilitator summarizing their opinion discussion.

Step 3: Group try to describe and memorize their daily practicing their own native species in their own traditional farms;

¹⁸ Farming system which maintaining Traditionalistic, Naturalistic, Spiritualistic and be harmonized their farming behave in relationship with their natural resources

¹⁹ Applying human adaptation's understanding and wisdom in to the farming system in order to meet the human self sufficient need

Step 4: Facilitate learner to checklist as detail as possible their own farm crops – seasonality and integrated mapping processes.

Step 5. Concept of Rotating Agriculture” overcomes.

ENV 130. 6. “Argo -Forestry²⁰” Practice and Concept

Step 1: Field Transect overview and discussion among learners.

Step 2: Learner describe the situation of the farming system in the field.

Step 3: Field definition and demonstration on how agro – forestry performance.

Step 4: Argo - Forestry concept overcome.

Step 5: Student writing down their opinions and comment individually.

ENV 130.7. Field trip to see Chemical Farming Practices/ land degradation

Step 1: Discussion among learners.

Step 2: Learner describe the situation of the farming system in the field.

Step 3: Field definition and observation on how Chemical farming is done, inputs/ outputs discussed.

Step 4: Argo - Forestry concept overview.

Step 5: Student writing down their opinions and comment individually (e.g. photos, PowerPoint, mind maps, etc).

<i>Ecology</i>		
	Tutor: Assessment: Student presentation of ecological concepts and how they relate to Permaculture Design	
Introduction to Ecology	Principles of Ecology form the core of this topic. Discussion of plant and forest ecology- food webs evolution, adaptation and niche, seasonality, climatic zones, temporal niches. Biological control discussed. Extrapolate this knowledge to agricultural systems and apply permaculture principles. Inclusion of traditional views/ mythology about ecology. Also included is Human Ecology.	ECOL 101
Plant/ Animal Classification	A chance for students to identify and classify previously known and new species to them. A sharing of community knowledge regarding species of plants and their habitats/ range.	ECOL 110

²⁰ Respecting naturally characteristic existing life of the nature

	Identification Keys used and also made by students as a Practical class exercise. Learners to describe and identify their local names, functions and use/ value of some species. Food forests as in depth topic. Herbarium made by students.	
Applied Agricultural Ecology- Vietnam	Learning Objective: Understanding the nature of local eco-systems. Linked to previous paper and also to Global Issues- Biodiversity. Tropical Permaculture design will be directly transferred into the design for student/ HEPA property. Valuing high biodiversity in the garden. Practical example of corn, pumpkin and beans, also students encouraged to find other examples.	ECOL 120

ECOL 101.1. “Floral Ecology” Practice and Concept

Step 1: Learner together to describe where the plant can live in the forest and why?
Step 2: Learner together to justify on how the plant to growth in the different seasonality?
Step 3: Learner together to describe how the plant to adapt with different conditions of soil
Step 4: The concept of “**Floral Ecology**” will be built based on above 3 steps
Step 5: Clarification of the Understanding “**Floral Ecology**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

ECOL 101.2. “Faunal Ecology” Practice and Concept

Step 1: Learner together to describe where the plant can live in the forest and why?
Step 2: Learner together to justify on how the Fauna to live along with forest in the different seasonality? Which season will be eaten trees, products from the farm and why? How to avoid the Fauna in the season that they lack of food in the forest, they come to the farm to destroy the crops
Step 3: Learner together to describe how the Fauna to adapt with different conditions of farming system in the different seasonality.
Step 4: The concept of “**Faunal Ecology**” will be built based on above 3 steps
Step 5: Clarification of the Understanding “**Fauna Ecology**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

ECOL 101.3 “Insect Ecology” Practice and Concept

Step 1: Learner together to describe where the insect can live in the forest and why.

Step 2: Learner together to justify on how the insect to live along with forest in the different seasonality? Which season will be eaten products, eat vegetation, eat fruit trees of the farm and why? How to avoid the Insect in the season that they lack of food in the forest, they come to the farm to destroy the crops; Which kind of Insect is useful for farming system; How Insect interfering each other and what seasonality is available for Insect to develop their network inside and outside the farming processes.

Step 3: Learner together to describe how the insect to engage with different conditions of farming system in the different seasonality.

Step 4: The concept of “**Insect Ecology**” will be built based on above 3 steps

Step 5: Clarification of the Understanding “**Insect Ecology**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

ECOL 101.4. “Local knowledge²¹” Practice and Concept

Step 1: Learner together to describe their traditional experience by using Flora, Fauna, Insect, for their daily livelihood security. Their belief on the natural direction: (Northern, Southern, Western, Eastern), Sunshine, Sunset... Their ways of using herbal medicinal plant, applying their natural beautiful landscape in weaving - embroidery their daily wearing style

Step 2: Learner together to justify why and how they belief on these natural characteristic and myth of the natural seasonality?

Step 3: Learner together to share about how inter-action need between Human and Natural. Why the female before and after giving birth, they need to worshipping and using natural recourses like: Bamboo to cut “Ron” between mother and baby. Which kind of trees, seeds, flowers, roots... that the female used to eat before and after giving birth.

Step 4: The concept of “**Local knowledge**” will be built based on above 3 steps

Step 5: Clarification of the Understanding “**Local knowledge**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network. info@farmerfieldschool.net

²¹ The knowledge based on the human adaptation during along and practicing daily life with their surrounding nature

ECOL 101.5. “Ecological - Diversity²²” Practice and Concept

Step 1: Learner together to describe their traditional experience of the interaction between natural resources, between Flora – and Fauna, Between Insect – and Animal, between Animal and Plant, between Animal and Animal, between plant and plant.

Step 2: Learner together to justify why and how natural environment to engage and to exist together in order to along friendly.

Step 3: Learner together to share about how inter-action need between natural world. Why and how they compete among for surviving and for leadership in the wildlife society; which animal is leadership and why by how? Which seasonality they are advantages, which they are disadvantage in connection to the farming system.

Step 4: The concept of “**Ecological -Diversity**” will be built based on above 3 steps.

Step 5: Clarification of the Understanding “**Ecological - Diversity**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

ECOL 101.6. “Ecological-Cultural Diversity²³” Practice and Concept

Step 1: Learner together to describe the inter – connection between Traditional Social Norm in their communities and the Natural Environmental Spirituality, applying their customary law in order to define the morality and human attitude towards the nature.

Step 2: Learner together to justify why and how different minority & indigenous identities, they have been creating their specific norm and morality standard for their own cultural belief. This morality standards based on their norm, attitude and behave to their nature.

Step 3: Learner together to share how their community customary law to view the nature. How the community voluntary to nurture their nature. How the natural resource to lead their diversification of the cultural belief. What happened with any behave to abuse the nature, which kind of the Punishment or awards according to their community law and voluntary system.

Step 4: The concept of “**Ecological-Cultural Diversity**” will be built based on above 3 steps.

²² Its naturally existence and human's daily adaptation and understanding

²³ A human philosophical foundation which footing from natural power of its diversity

Step 5: Clarification of the Understanding “Ecological-Cultural Diversity” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net.

ECOL 101.7. Biological Diversity and natural rights Practice and Concept

Step 1: Learner together to describe the interconnection between natural resources in the internal ecological farming system and the others system. Analyzing how farmer interaction with their nature by their traditional spiritual framework. Together to learn how the conflict between traditional spiritual framework and legal framework in behavior and exploring the nature (animal hunting, logging, monetizing for commercial – abusing the rights to survive and to enriching among the nature);

Step 2: Learner together to justify why and how different philosophy of action between the traditional spiritual framework and legal framework of using and exploring the nature. Why and how the legal framework did not pay attention on the *NATURAL RIGHTS* - , *the rights to live in harmony with another species naturally*.

Step 3: Learner together to share how their community customary law to view the biodiversity and the rights of any natural spiritual worlds in their community. And learn how between Biodiversity and Ecological Diversity being different by natural laws, by social norms and social interaction concerns (herbal medicinal network: elders are sharing herbal species – herbal knowledge and herbal ecological manner to enriching herbal localities among region). Why and how need to be changed of legal framework in order to offer the natural liberty of rights to interaction- growth in naturally environment;

Step 4: The concept of “**Biological Diversity and natural rights**” will be built based on above 3 steps

Step 5: Clarification of the Understanding “**Biological Diversity and natural rights**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

ECOL 101.8. “Human Ecology²⁴” Practice and Concept

Step 1: Learner together to describe their traditional beliefs on the nature?

Step 2: Learner together to justify why and how they belief on the nature?

Step 3: Learner together to share their community customary law to stimulate their behavior's norm under their traditional belief values system towards nature?

²⁴ Balance interaction and dialectical behavior between human – nature philosophy

Step 4: The concept of “**Human Ecology**” has been built based on above 3 steps

Step 5: Clarification of the Understanding “**Human Ecology**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

ECOL110.1 “Floral Classification” Practice and Concept

Step 1: Learner together to share their community knowledge of describing the different species of the plant.

Step 2: Learner together to describe and identify their local names, functions and usage values of the plant; which plant is wooden, grasses, bush, herbal, natural dying, vegetation.

Step 3: Learner to record and documentation above two steps.

Step 4: The concept of “**Floral Classification**” will be built based on above 3 steps.

Step 5: Clarification of the Understanding “**Floral Classification**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net.

ECOL 110.2. “Faunal Classification” Practice and Concept

Step 1: Learner together to share their community knowledge in describing the different species of Fauna

Step 2: Learner together to describe and identify their local names, functions and usage values of the Fauna; which Fauna is 4 legs, 2 legs, wings. What they like to eat and when is seasonality for the Fauna to interfering crops

Step 3: Learner to record and documentation above two steps

Step 4: The concept of “**Faunal Classification**” will be built based on above 3 steps

Step 5: Clarification of the Understanding “**Faunal Classification**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing. Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

ECOL110.3. “Insect Classification” Practice and Concept

Step 1: Learner together to share their community knowledge in describing the different species of Insect in their farm, in the forest; what kind of Insect is inspiring to spray to the vegetation.

Step 2: Learner together to describe and identify their local names, functions and usage values of the Fauna; which Fauna is 4 legs, 2 legs, wings. What they like to eat and when is seasonality for the Fauna to interfering crops...when seasonality the Insect likes to sleep, or to be active to destroy the crops.

Step 3: Learner to record and documentation above two steps

Step 4: The concept of “**Insect Classification**” will be built based on above 3 steps

Step 5: Clarification of the Understanding “**Insect Classification**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

<i>Traditional Studies</i>		
	Tutor: Assessment: Class interaction and knowledge sharing.	
Da Spiritualistic Tree²⁵ Worship Practice and Concept	Class and community centered exercise with the objective of learning from the elders; Ceremony and worship in farming practice discussed and students encouraged to adopt practices appropriate for their own heritage.	TRAD 101
Interlink between Natural Forest and Community Religion	An exploration of community spirit and its dependency on the natural forest. Story telling exchanged among learners and from elders from different specialist networks.	TRAD 110
Traditional Agricultural Practices and concepts	Integrating local knowledge into a good permaculture system. Discuss the protocols around enhancing traditional systems and not impinging a doctrine onto them. Learning objective: understanding and respecting their own local knowledge- Student to become confident sharing their local knowledge.	TRAD 120
Cultural Diversity- an Introduction	This course will equip students with tools to work across cultures in a culturally sensitive manner. Social structures of each traditional	TRAD 130

²⁵ Human and natural world are understanding each other very well -Being a tree as such as being a human life. The worship is telling to the younger about what is the power and the power of DA TREE in the human life's perspective. Image of the worship is offering to the younger about “Human Existence is depending on the natural power and natural decision making”. Meaning of the worship is transferring the elder's morality's norm and values to younger farmer from different identities and society to share the philosophy of Action towards DA SPIRITUAL TREES and their ways to nurture their nature.

	community discussed will be discussed. Cultural differences and understanding are discussed in regard to working across cultures and groups, under customary law (minority & indigenous identities)	
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TRAD 110.1 . Interlink between Community²⁶ Forestry and Community Religion

Step 1: together to justify why and how the community spirit dependency on the community forestry. Telling stories and exchanging among learner from the different stories given by learners and elders from different specialist network

Step 2: Telling stories how community passing over their customary law in to generation in order to preserve their community forestry. Why and how the community forestry is importance belief in their community values; why need to protect the forest?! As such as the ecological farmer, how to deal with social solution in order to preserve the forest; Learning from elders how to engaging their life in to the natural recourses

Step 3: Why community religion inter-action with community forestry. Learner turns back to their own community to learn from their elders and recording and writing down

Step 4: The concept of “**Interlink between Community Forestry and Community Religion**” has been built based on above 3 steps

Step 5: Clarification of the Understanding “**Interlink between Community Forestry and Community Religion**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

TRAD 101.1 . Da Spiritual Tree²⁷ Worship Practice and Concept

Step 1: Together to build the question for learning from the elders and turning back HEPA to share lesson learned among learners.

Step 2: Together to apply in their farming practices and build an altar for natural worshipping in their own farming.

²⁶ Community concept is reflecting both unique social economic and political civil relationship. Different family and people are living together and adapting by time with their surrounding nature. They together to create among themselves their social norms and philosophy of behave with the nature. Community Forestry is the special natural environment where community should be practicing on.

²⁷ Human and natural world understand each other very well - Being a tree as such as being a human life. The worship is telling to the younger about what are the power and the power of DA TREE in the human life's perspective. Image of the worship is offering to the younger about “Human Existence is depending on the natural power and natural decision making”. Meaning of the worship is transferring the elder's morality's norm and values to younger farmer from different identities and society to share the philosophy of Action towards DA SPIRITUAL TREES and their ways to nurture their nature.

- Step 3: To practice in daily action and behave in their farming.
 Step 4: Slogan and Documentation the ceremony in seasonality of farming.
 Step 5: Giving supervises and guideline for visitors and learners.

TRAD 120- needs development and integration into other parts PERM and ENV

TRAD 130- needs development- may go in to level two

<i>Permaculture Design</i>		
Permaculture Design Certificate Course	A 72 hour course over 13 days	PDC
Permaculture Design in Practice- A comprehensive range of focus topics.	Tutor: Assessment: Participation, presentations site design and implementation at HEPA	
Permaculture Design Process	A seven step design process will be introduced as part of a designer's tool kit. This seven step process will be repeated throughout the course for a selection of focus topics: Plant Nursery, Nutrient Cycling, Food Forests, Waste etc	Perm 110
Site Plan and Development	Following the Permaculture Design Process a Permaculture Property Plan to be presented and discussed. Strategic planning around actions to meet long term – midterm and short term goals for the property. Action Plan (may include presentation to own community). Site development and documentation as well as ongoing Design. Optional Practical Topics: A needs determined range of in depth projects implemented following the Design Process used for the other practical projects. May include: Appropriate building techniques, homeland architecture, earthworks, Energy-power supply, Grey water bio-filters, Black water and compost toilet systems, Animal husbandry, Worm Farming, Mulching and cover cropping, Guilds, Food forests, Mandala Gardens and Animal Tractors, Tree Crops, Aquaculture, VAC systems, Rotating Crops, Beekeeping, Contours, Transects and Swales.	Perm 120

PERM 110.1- Observation and Interaction (need development)

PERM 110.2 Discussion Presentations

PERM 110.3 Mind Map

PERM 110.4. Flow Chart

PERM 110.5. Design exercise

PERM 110.6. Implementation

PERM 110.7 Feedbacks

PERM 120.1. Field Transect Footing and Observation

Step 1: Group field transect footing and discussion; stop down, overview and and inter - sharing from different learner's identities and localities on their own expert.

Step 2: Group dialogue on the natural differences from their own context and perspectives

Step 3: Group recommendation on their opinions towards the systematic ecological characteristic of HEPA; then be linked and addressed their own landscape in their communities

Step 4: Building up the concept of **"Field Transect Footing"** for coming design

Step 5: Clarification of the Understanding **"Field Transect Footing"** by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net.

PERM 120.2. "Landscape Master Planning" Practice and Concept

Step 1: Learner together to describe and overview the natural landscape and designing on the Ao paper for presenting and dialogue.

Step 2: Learner together to indicate the natural advantages and disadvantages.

Step 3: Learner together to overview and measure the holistic landscape in master planning draft.

Step 4: The concept of "Landscape Master Planning" overcome.

Step 5: Clarification of the Understanding **"Landscape Master Planning"** by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

PERM 120.3. "Land Use Planning" Practice and Concept

Step 1: Learner together to clarify why and how the natural landscape being advantages and disadvantage.

Step 2: Learner together to design for their specific advantage and disadvantage areas in their holistic farming system and defending by how.

Step 3: Learner together to clarify in detailed alternative and integrated ways of farming and cultivating in the holistic farming system which based on the natural landscape

Step 4: The concept of “**Land Use Planning**” overcome.

Step 5: Clarification of the Understanding “**Land Use Planning**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net.

PERM 120.4. “Farming Argumentation” Practice and Concept

Step 1: Learner together to identify what is their long term visionary planning in their Land Use Planning

Step 2: Learner together to find their strategic planning according to their Land Use Planning

Step 3: Learner together to prioritize their action to meet their long term – midterm and short term needs

Step 4: The concept of “**Farming Argumentation**” overcome

Step 5: Clarification of the Understanding “**Farming Argumentation**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

PERM 120.5. “Action Plan” Practice and Concept

Step 1: Learner together to clarify what, why, how, when, where and who will be doing in a specific activities

Step 2: Learner together to calculate for how much, cost – benefit, cost – effective, cost - impact for their own farming action

Step 3: Learner together to draw and measure for their expected outcomes in their action plan

Step 4: The concept of “**Action Plan**” overcome

Step 5: Clarification of the Understanding “**Action Plan**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

After the all above well done, the follow:

1. Learner return their community and defending their action plan in order to get criticize and feedback by the community elders and farmers
2. Applying the whole above process to start action with the learner’s own farm design
3. Completed the whole feedback and critical advices and defending in the plenary class later on when they comeback HEPA
4. Get criticize and feedback by elders and farmers at community
5. Go to HEPA to defending for their own farm design

PERM 120.6. “Compost²⁸” Practice and Concept

Step 1: Group discussion on what visible indicator that learner describe their understanding about “**natural manual composting**” – using waste and natural bushes inside HEPA

Step 2: Group discussion on how those “**natural manual composting**” telling about natural ecological relationship during 18, 14 days of digesting

Step 3: Group discussion on how the learner to analyze their lesson learnt about “Bush manual composting system in term of producing the fertile recourses

Step 4: Concept of “**natural manual composting**” will be built based on above three steps

Step 5: Clarification of the Understanding “**natural manual composting**” by curriculum building up and documentation will be written down (information, pictures, recording, video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network info@farmerfieldschool.net

PERM 120.7. “Vườn – Ao - Chuồng - Rừng = VAC – R²⁹” Practice and Concept

²⁸ Manual Composting in an ecologically environment among natural components

²⁹ Integrated different components in farming system, some component made by artificially

Step 1. Field study in elsewhere the VAC-R is well coordinated and performance

Step 2. Learner describe the VAC-R which they be observed and have been learnt

Setp 3. Learner debate and criticize the VAC – R system and link up with their own landscape and farm and see how to apply further

Step 4. VAC-R concept overcome

Step 5. Student writing down their opinions and comment individually

PERM 120.8. “Alternative³⁰ Agriculture” Practice and Concept

Step 1. Overview the holistic agricultural system nowadays in the world, especially in development nation towards their food and their artificial process due to agricultural visionary planning and action

Step 2. Learner describe the VAC-R which they be observed and have been learnt

Setp 3. Learner debate and criticize the VAC – R system and link up with their own landscape and farm and see how to apply further

Step 4. VAC-R concept overcome

Step 5. Student writing down their opinions and comment individually

PERM 120.9. Semi - Ecological Veterinary - Livestock and Credit

Step 1. Group discussion on how to collecting the diversity of the livestock from different communities where the students live and try to apply to FFS for experimental process;

Step 2. Group learning how to integrated Semi – Ecological Veterinary – Livestock and Credit together in order to fight against disease of the livestock during raising;

Step 3. How to mix between livestock husbandry and semi – pasture by ecologically ways and start with small scale steps

Step 4. Concept on Integrated Semi - Ecological Veterinary - Livestock and Credit in Farming system overcome

Step 5: Group recommendation and step by step building up curriculum for sharing

³⁰ Integrated and diversify different recourses (artificial and natural) and applying in farming system to meet human concern and need

PERM 120.10. Ecological Fishery and nursery (if feasibility)

- Step 1. Group discussion on the issue if the natural farming system can be created
- Step 2. Finding ways how to integrated natural water system in to natural fish swimming pool such aiming of the recreation master planning inside farming system
- Step 3. Finding a feasibility landscape to foot onwards which depending on the specific landscape of the farming character
- Step 4. Concept of natural fish swimming pool and recreation manner overcome
- Step 5. Group recommendation and flexible opinions

PERM 120.11. Ecological Beekeeping and nursery (if feasibility)

- Step 1. Group discussion on what and how the specific condition of farming could be fit with the subject
- Step 2. Group finding how to link with native bee adapting with applying beekeeping in the farming system
- Step 3. How professionalizing beekeeping from ecologically to semi - ecologically in farming system
- Step 4. Concept of the Ecological Beekeeping overcome
- Step 5. Group's recommendation wherever farm should or should not be

PERM 120.12. Native Ecological Faunal and Floral Nursery technique and basic

- Step 1. Group discussion on how important to nurture the native Faunal and Floral in an Ecological ways
- Step 2. How to understanding the natural process of native Faunal and Floral growing?
- Step 3. How to applying in the ecological farming system
- Step 4. How to deal with the natural nurturing the native species
- Step 5. Recommendations and comment for specific.

PERM 120.13. Traditional Knowledge on ecological spraying values

- Step 1. Group discussion on why and how import of the specific traditional wisdom regarding ecological spraying value in a Ecological Farming habit;
- Step 2: Group discussion on how to enriching and diversifying the traditional knowledge on ecological stories in Ecological Farming Regulation
- Step 3: Group describe on their experiences and how to collect the stories on the issue
- Step 4. Concept of “ecological spraying” overcome
- Step 5: Scheduling different strategies to enrich and to expand for sharing.

<i>Business Skills</i>	Tutor: Assessment: Presentations, assignments, class discussion	
Business Skills	A thorough introduction to business skills needed by an Agro- Eco Farmer. National and International markets and niche markets are discussed with a focus on local product supply and demand. Skills in Budgeting, community resource- networking, sustainable business practices and calculating carbon footprints will be covered. The course will culminate with a pulling together of all the business skills learnt being used in an exercise in business planning and future proofing, discussion of inputs and outputs; permaculture principles in business	BUSI 101

BUSI 101.1. Governing farming business - cost - benefit and effectiveness

- Step 1. Group discussion on input and output describe and planning
- Step 2. Group criticize and feedback on input - output
- Step 3. Group designing on weekly – monthly – quarterly – yearly monitor and evaluation by Supervision by expert monthly
- Step 4. Practice and inter – sharing with experts
- Step 5. Group Updating in Farming Diary and comments - essay on process

BUSI 101.2 Niche Market Development for Ecological Product and Consumerism’s awareness raising

Step 1. Community Grouping and initiating an Ecological Nich Market on Local traditional habitant

Step 2. Farm Diary brochure and connecting to kindergarten, hospitals businessmen and decision makers

Step 3. Gaining criticize and feedback from society

Step 4. Reforming and appropriated renewable farming's intervention

Step 5. Update evidence and documentation for publication education

<i>English</i>	Assessment:	
Intro to English Language	Ongoing course enhancing Students verbal and written English Language skills	ENG 101
<i>Computer Skills</i>	Assessment- competence shown, assignments	
Computer Skills	Monthly training on different computer software as relevant to student needs. Word, Excel, PowerPoint, Internet	COMP 101

<i>Policy and Publications</i>	Assessment: Class discussion. Assignment of mock policy submission	
Policy Awareness	A brief overview of Vietnamese Governmental policy regarding Environmental and Agricultural issues and Traditional Issues. A step by step introduction to lobbying- empowerment exercise	POL 101

POL 101.1 Publication under local - national - international Media and Universal entertainment strategy

Step 1. Leveling up individual Farming Demonstration in to community and regional farming pilots for enriching network

Step 2. Scaling up from farming network in to vertical hierarchical planning for local and national television's lobby – VTV 2...

Step 3. Performance via picture and video for online dialogue

Step 4. Reforming and skilling up performance technique

Step 5. Website www.ecofarming.net

<i>Worldview and Networking</i>	Tutor: Assessment: Profile development. Mind map of current and possible networks	
Ecological Farming Network for Social Entrepreneurship	Self profile developed by each learner, enhanced computer skills allow the class to stay in contact with each other, and also to network more widely. These networks will be developed in the student local community-during class hours.	NET 101
International Networking	A program during which students will develop and become involved in real world wide networks (possible examples Permaculture Cairns, WWF, PINZ)	NET 110

N.B. Update Concept and clarify during Teaching by Learning and Learning by Doing

- “Inter-Generation and Cultural heritage in Community Development”
- “Conservation and Community Behave in Development”
- “Dignity and Justice Indicator in Daily Action”
- “Environmental Behave and Social Process”
- “Community Culture and Traditional Civil Society image”
- “Traditional Voluntarism value and Grassroots Democracy”
- “Indigenous Religion and Natural Justice”
- Ancestral Territory and Traditional Religion ”
- “Livelihood Security: Land – Cultural – Environmental Rights based”
- “Grassroots Participation and Transparent Society”

NET 101.1. Ecological Farming Network for Social Entrepreneurship

Step 1: List Profile and keep in touch by email, website and Skype before visitor leaving

Step 2: Ordering visitor styles in farming library

Step 3: Regularly online after learning

Step 4: Internship and study tour for enriching and socializing and policy lobby

Step 5: Local - National - International Forum and Conference included Social Entrepreneurship Visionary Sharing and Action for publication and education strategies

NET 101.2. Warm welcoming any outside's initiative and innovative in the principle of ecological behave and habit for experimental steps

Step 1: Communication and search via www.speri.org;

Step 2: Direct contact decode@speri.org and defo@speri.org under dtuan@speri.org and nmphuong@speri.org = coordinators

Step 3: Sending personnel concern and Civil with Self- Responsibility and Self- Guarantee for any else coming included key note - programming

Step 4: Administrative organizing and logistic included agreement via electronic contract

Step 5: Arrived with Willingness and respectful of differences in practice and sharing included report and documentation under the tranparent's intellectual property's rights before pubic

Annex 2

MOU signed between SPERI and Lao Cai Vocational Training School

SOCIALIST REPUBLIC OF VIETNAM

Independence – Freedom - Happiness

MEMORANDUM OF UNDERSTANDING (MOU)

Educational Cooperation on Vocational Training Methodologies between Lao Cai department of Social Labor and Invalid, Lao Cai Vocational Training School and Social Policy Ecology Research Institute (SPERI)

Base on:

1. Legal document on establishment and provisions of functions, tasks of Lao Cai department of Social Labor and Invalid, as the followings:
 - Decision No 21/2006/QD-UB of Chairman of Lao Cai Province People's Committee stipulates functions, tasks, authorities, organization, mechanism of Lao Cai department of Social Labor and Invalid;
2. Legal documents on establishment and provisions of functions, tasks of Vocational Training School as the followings:
 - Decision No 05/2006/QD-BLDTBXH dated 10/7/2007 of Ministry of Social Labor and Invalid providing provisions of establishment and operational registrations on vocational teaching for vocational colleges, Vocational Training Schools;
 - Decision No 06/2006/QD-BLDTBXH dated 02/8/2006 of Ministry of Social Labor and Invalid on adjusting and supplementing some clauses in provisions of establishment procedures and operational registrations on vocational teaching for vocational colleges, Vocational Training Schools released together with Decision No 05/2006/QD-BLDTBXH dated 10/7/2006 of Ministry of Social Labor and Invalid;
 - Decision No 1292/QD-UBND dated 04/6/2007 of Lao Cai People's Committee in terms of transferring Lao Cai Technical Workers School to Lao Cai Vocational Training School;
 - Decision No 2336/QD-UBND dated 24/9/2007 of Lao Cai People's Committee regarding the Approval of Organizational Regulations and Actions of Lao Cai Vocational Training School;
3. Legal documents on establishment and provisions of functions, tasks of Social Policy Ecology Research Institute as the followings:
 - Law of Science and Technology No 21/2000/QH dated 10/9/2000;
 - Decree No 81/2002/ND-CP dated 17/10/2002 of the Government providing details of execution in some clauses of Law of Science and Technology;
 - Circular No 10/2005 TT-BKHCN dated 24/8/2005 of Ministry of Science and Technology guiding establishment conditions and operational registrations for Science and Technology Organizations; Decree No 81/2002/ND-CP dated 17/10/2002 of the Government providing details of execution in some clauses of Law of Science and Technology;

- Certificate of Science and Technology Registration No 525 of Ministry of Science and Technology dated 05/6/2006;
 - Organizational and Operational Regulations of Social Policy Ecology Research Institute dated 24/4/2006.
4. Requirements of reforming teaching methodologies of Lao Cai Vocational Training School;
 5. Requirements of socializing on raising awareness towards vocational trainings for youth force of Lao Cai Bureau of Labor – Casualty and Society;
 6. Requirements on sustainable development consultations of Simacai district.

Today, 16th October 2007, in Lao Cai: Lao Cai department of Social Labor and Invalid, Lao Cai Vocational Training School and Social Policy Ecology Research Institute agree the following details:

Lao Cai department of Social Labor and Invalid:

1. Submit Lao Cai People's Committee and related functional departments in order to make favorableness for all sides in this MOU implement co-operational projects;
2. Predict needs of personnel resource training towards Lao Cao province's economic and social directions in order to have foundations to make co-operational plans;
3. Make a role as key partner regard to coordinating cooperation activities between Lao Cai Vocational Training School and The Institute.

Lao Cai Vocational Training School:

1. Combine with The Institute starting vocational training courses for farmers who live in highland areas as requested;
2. Assign vocational teachers receive new teaching methodologies that organized by The Institute;
3. Propose The Institute supports to build practical teaching curriculums made by pictures or practical models.

Social Policy Ecology Research Institute:

1. To be an expert provider in facilitating new relevant teaching-by-learning and learning-by-doing methodology;
2. SPERI (TEW as precursor) assists in facilitating Methodology Framework in Teaching for governmental staff on traditional knowledge based and cultural-value to be integrated in farming system.
3. Promoting local human resources especially youths in Sustainable Organic Farming strategies.

The three sides agree to implement the contents mentioned above. This MOU shall be detailed by co-operational programs which are based on actual needs of each partner in accordance with the Party's renovation viewpoints and Vietnamese State's policies and laws. This MOU is effective after obtaining an approval of Lao Cai People's Committee.

The MOU is adjusted and supplemented bases on co-operational needs appear from practical implementation (if any) and agreed by written papers from the three sides.

**LAO CAI DEPARTMENT OF
SOCIAL LABOR AND INVALID**

**LAO CAI VOCATIONAL
TRAINING SCHOOL**

**SOCIAL POLICY
ECOLOGY RESEARCH
INSTITUTE**

Trinh Quang Chinh
(Signed and Stamped)

La Duc Dan
(Signed and Stamped)

Tran Thi Lanh
(Signed and Stamped)

Annex 3: MOU signed between SPERI and Ho Chi Minh National Political Academy

SOCIALIST REPUBLIC OF VIETNAM

Independence – Freedom - Happiness

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MEMORANDUM OF UNDERSTANDING (MoU)

On Scientific Research Cooperation

**Ho Chi Minh National Political Academy -Institute of Politics Area I - &
Social Policy Ecology Research Institute (SPERI)**

Base on:

1. Legal documents on establishment and provisions of functions, tasks of Ho Chi Minh National Academy - Institute of Politics Area I as following:
 - Decision No. 149/QD-TW dated on August 2nd, 2005 of the Vietnamese Politburo and Decree 48/ND-CP dated on June 17th 2006 of the Government providing functions, tasks and organization of Ho Chi Minh National Political Academy – Institute of Politics Area I;
 - Decision No. 201/2004/ND-CP of the Government on issuance of the regulation on scientific activity in social human;
 - Decision No. 300/QD-HVCTQG dated on March 6th 2006 of the Director of Ho Chi Minh National Political Academy – Institute of Politics Area I providing tasks, functions and organization;
 - Decision 2610/QD-HVCTQG dated on October 9th 2007 of the Director of the Ho Chi Minh National Political Academy providing regulation on scientific activity.
2. Legal documents on establishment, functions and tasks of Social Policy Ecology Research Institute (SPERI), as following:
 - Science Technology Law No 21/2000/QH ,dated on September 10th 2000;
 - Decree 81/2002/ND-CP, dated on October 17th 2002 of the Government furtherance of Science Technology Law;
 - Circular 10/2005/TT-BKHCN, dated on August 24th 2005 of the Ministry of Science and Technology providing guidance for conditions for establishment and registration of science technology organizations;
 - Registration certificate of science and technology No 525, dated on June 5th 2006 of the Ministry of Science Technology providing certificate on science and technology activity for Social Policy Ecology Research Institute (SPERI);
 - Charter of organization and activities of Social Policy Ecology Research Institute (SPERI), dated on April 24th 2006.
3. Resolution of the Director Board of Institute of Politics Area I dated 03/10/2007 (presented in the Announcement No 304/TB-BGD dated 03/10/2007) allowing

cooperation in scientific research between Institute of Politics Area I and Social Policy Ecology Research Institute (SPERI)

4. Needs for scientific research cooperation between Institute of Politics Area I - Ho Chi Minh National Political Academy and Social Policy Ecology Research Institute (SPERI).

Hanoi, October 23rd 2007

Ho Chi Minh National Political Academy - Institute of Politics Area I and Social Policy Ecology Research Institute (SPERI) agreed in this MoU with the following details:

Clause 1: Build up mutual cooperation for better implementation of functions, tasks of each party in accordance with the Vietnamese Communist Party's Philosophy and Government Legality for cultural preservation, social values, ecological ethics and sustainable development in the context of integration.

Clause 2: Exchange results of scientific research and application of those results into community development, human resource development and contribution to social progress via scientific seminar, workshops and study visits inside and outside Vietnam.

- a) Ho Chi Minh National Political Academy - Institute of Politics Area I shall provide: Methodologies in selecting suitable research targets and topics; scientific research results; experiences in conducting scientific researches and application of the research results into human resource development and policy making process.
- b) Social Policy Ecology Research Institute (SPERI) shall share: theoretical frames (e.g. social capital, human ecology, neoclassical and human-geography, etc).

Clause 3: The scientific research cooperation from Nov 2007 to Nov 2010 shall be:

- Research on indigenous knowledge of ethnic minority groups in Vietnam (theoretical frames, random and successful case studies);
- Research on matriarchic system of Ede minority in Central Highland - Vietnam
- Scientific study visits oversee
- Scientific seminars / workshops / conferences on above concerned topics
- Comparative research in three targeted ethnic minority groups (e.g. strong – medium and weakness).

Clause 4: Both sides committed to implement the above described contents. This MoU shall be detailed by scientific research activities in accordance with actual needs of each partner and the Vietnamese Communist Party's Philosophy and Resolution; and Vietnamese Government's Legality.

**Ho Chi Minh National Political Academy
Institute of Politic Area I**

**Social Policy Ecology
Research Institute (SPERI)**

Pro. Dr. Ngo Ngoc Thang
(Signed and Stamped)

Mrs. Tran thi Lanh
(Signed and Stamped)

Annex 5

Conference on Civil Society in Vietnam

Concept note

Co-organizing by HCMA³¹ & SPERI³²

Background

The World Development Report 2009 has stated that economic activities must be spread geographically to benefit the world's most poor and vulnerable. However, reality does not always fit in such statement. Distribution of resources between the rural and the urban has continued to be widening. Crises of many facets have arisen and that, ***numerous civic groups or civil society groups started to form to respond to these crises.***

Vietnam is not an exceptional case and the country has experienced rapid and yet enormous changes from the 'development' discourse. Development brings in into Vietnam both the positive gains and the negative losses. It is the debates about state and civil society, governance and the contemporary role of the state that are of all relational interactions to ***"how-to drive the development for Vietnam the more positive gains, learning from the previous lessons, and seeing the ways to adapt the development into local contexts relevant for the local people with respect to local culture"***.

Issues and debates on civil society and the role of state are an important aspect of our HCMA and SPERI shared concerns (as stated in the MOU³³ signed October 23nd, 2007 at **Clause 3³⁴ mentioned** our research cooperation agenda for Nov 2007-Nov 2010). The meeting on December 4th, 2008 between the Director of HCMA - Area I and the Founder of SPERI at the HCMA's guest room defined the need to organize a conference on ***"Civil Society – Conceptual Framework and Understanding in Vietnamese Context"***.

Meeting's Outcomes

1. Better understanding on the historical context of civil society formation and development in vietnam; how have components of civil society been part of the country's movement to independence and now 'development'?
2. better understanding on the differences between 'traditional' civil society (i.e. applicable for more the rural context, traditional villages with non-written forms of community rules and laws); and the more 'current' civil society groups (i.e. being formed as a part of the development discourse);

³¹ Ho Chi Minh National Political Academy

³² Social Policy Ecology Research Institute

³³ MOU = Memorandum of Understanding

³⁴ Clause 3: on the research cooperation focuses: from Nov 2007 to Nov 2010 shall be:

- Research on indigenous knowledge of ethnic minority groups in Vietnam (theoretical frames, random and successful case studies);
- Research on matriarchic system of Ede minority in Central Highland – Vietnam
- Scientific study visits oversee
- Scientific seminars / workshops / conferences on above concerned topic
- Comparative research in three targeted ethnic minority groups (e.g. strong – medium and weakness).

3. better understanding on the the role of civil society (whether in traditional forms and the more present forms) in facilitate socio-economic changes; and therefore, defining new spaces of social cultural changes;
4. better understanding on the role of civil society groups in getting involved in the market economy, how do these groups face market challenges; can civil society control the market? How can state assist in minimize market risks for varied civil society business and entrepreneurs?
5. better understanding on the role of civil society in cooperation and development; what kind of role that civil society can contribute to cooperation and development processes (not discourse);
6. better understading on the role of civil society groups as if they could be involved in being an independent monitoring and evaluation body that could provide the State inputs and consulting strategies in how to work effectively at the grassroots level;
7. gain a more understanding of whether or not civil society groups can act as the key actors in the grassroots democrization processes, and therefore, conducting decentralization strategies (i.e. decentralizing the power between State-civil society groups);

Participants

- Key interested embassies
- Key leading and progressive authorities
- Senior NGO³⁵s
- Active emerging civil society groups
- Leading critical researchers
- Independent scholar
- Media for social changes
- HCMA
- SPERI

Objectives

1. To have an opportunity for different actors such as scholars, researchers, members of the national assembly at different levels, policy makers as well as senior NGOs to share understanding and concerns about civil society issues;
2. To see the potential of framing the next phase (of an applied research paper or action research paper (at larger scale) looking at **State and Civil Society Relationships, Governance and the Contributing Role of Civil Society in the Development Context of Vietnam**;
3. To potentially suggest the civil society forums should be initiated (both formally and informally structured) for more public awareness raising and documentation.

³⁵ Non – Governmental Organization

Strategies

1. Co-organizing between SPERI and HCMA could gain a more mutual understanding between State think-tanks (i.e. through HCMA networks) and civil society leaders and actors (i.e. through SPERI and NGOs networks);
2. Co-organizing between SPERI and HCMA could offer better dialogues for varied social actors that seek the common objective: better addressing civil society issues;
3. Group-networking for different social actors to shape a common ground to continue work on civil society issues and dialogues;
4. Documentation (i.e. proceedings), public awareness, and planning for follow up;
5. Potential applied case studies on civil society (at larger scale) for capacity building;

Methodology and approaches

- A second meeting to review and finalize the “*Concept note*”;
- Set up an email group among participants for communication and feedback;
- Send “Concept note” to participants to get feedback;
- Develop an online dialogue for sharing issues; presentations on the issues, and developing documentation;
- Finalize documentations;
- Send documentations to participants before the Conference at least 2 weeks for comments;
- Confirm the Schedule of the conference
- Conference’s meeting in HCMA’s meeting hall in Hanoi