

## **Hand book**

# **PRACTICAL BASED TRAINING PROGRAMME ON AGRO-ECOLOGICAL FARMING SYSTEMS**



**2009**

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## **Background to Social Policy Ecology Research Institute-**

*Overuse of resources and the lack of a caring attitude towards Human-Nature relationships in many sensitive watershed ecosystems have been major causes of land desertification problems, gradual erosion of social traditions, and the losses of ecological biodiversity. The “quick” run towards increasing productivity in agricultural production along with prioritising mechanized, industrialized, and urbanized “development” approaches have exacerbated the above concerns.*

*Millions of indigenous youths of ages from 18 to 35 living in the most isolated highland areas in Vietnam have continued to challenge themselves with the hard-setting of natural landscape (being destroyed by outsiders). Indigenous communities have to on the one hand fight against their every day’s poverty; on the other struggling to search the ground where they could stand firm to at least keep certain cultural values and identity. It is at extreme challenge for indigenous groups to remain strong in dealing with the rapidly changing global market.*

*Social Policy Ecology Research Institute and its network of Satellite Field Schools, based in key highland areas<sup>1</sup>, have attempted to try **an Alternative Development Approach** i.e. promote the capacity-building for young indigenous farmers. We do this by continually upgrading our own **Practical Based Training Program on Agro-Ecological Farming Systems**. This training program hopes to assist Indigenous Youths to become good, genuine, and professional<sup>2</sup> indigenous farmers. Trainees are willing to take up the challenge of putting agro-ecological farming practices into action, becoming leaders in their communities. Through these small steps our organization aspires to support the natural environment in her stand against the many detrimental challenges threatening her today.*

### **A. Background**

The collaboration between Social Policy Ecology Research Institute (SPERI - Vietnam) and Australian Permaculture Research Institute (PRI - Australia) share an agenda to train a group of young professional minority eco-farmers in the Mekong region in Permaculture principles and practices. Within the next five years (2008-2013) these eco-

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<sup>1</sup> Quang Binh, Ha Tinh, and Lao Cai provinces.

<sup>2</sup> Training Manuals for Professional Farmers on Agro-Ecological Farming System.

farmers will be part of a knowledgeable, professional, sustaining, supportive network. The aim of the permaculture movement is to demonstrate and educate, supporting traditional practices rather than imposing a system upon them. The current trainees are dedicated to integrated traditional and permaculture practices. Their strong commitment to becoming future leaders in this integrated practice will receive ongoing support from SPERI and PRI.

**Young Eco-farmer** graduates may be invited to be part of SPERI's network of on-site teachers; their own agro-eco farms becoming the demonstration sites to be used for educational purposes. **Young Eco-farmers** are and will be the new owners of all educational demonstration sites at individual farm level, community level, regional and international levels. There is a high value placed upon local/ student innovation, practices, solutions, and technology. A sense of place is derived from the students' interactions with their local landscape, nature, and strong traditional belief systems. These farms will provide the most dynamic resources for live forums, live discussions, sharing and learning regarding effective local land use planning. Agro-eco farms will become living museums preserving the cultural bio-diversity/farming practices of minority communities; heritage sites for future generations.

### **Objectives- To Demonstrate and Educate**

1. To work with a group of indigenous youths; those who show enthusiasm and strong interest, to become genuinely professional and confident indigenous farmers. They could later become active members of the Agro-Ecological Farms' Network and work in close relation with farmers of MECO-ECOTRA<sup>3</sup>;
2. To form an association of young indigenous farmers of which each farmer plays a leadership role in initiating the practice of agro-ecological farming practices on their farm first. Permaculture design and site development techniques can then be extended to other individual farms, community farm-zones, regional farm-areas, and inter-regional farm-land.
3. To continue upgrading a systematic and practical-based training manual(s). The training manuals emphasize the importance of local knowledge of indigenous communities.
4. To provide a forum to discuss issues - share experiences on the dynamics and complexity of Permaculture; .
5. To provide foundational solutions to address land desertification, forest degradation, loss of biodiversity and loss of traditional knowledge throughout the Mekong catchment

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<sup>3</sup> MECO-ECOTRA= Mekong Community Networking for Ecological Trading.

## Strategies

1. Nurturing groups of indigenous youths [with election and selection] at different key highland areas (during and after the training programme); build up a strong network with these youths at all levels (a) individual farm-houses, (b) community farms, and (c) regional farming network;
2. Nurturing prospective human-seeds (i.e. those are voluntarily behaving with nature with good nature, own internal power towards enhancing ethnicity pride and community values; well maintain good manner in the daily responsibility with eco-lifestyle; and constantly propose critical thinking and initiating new ideas/innovations;
3. Building strong linkages between indigenous youths and other senior farmers/key farmers to promote sharing of knowledge and experiences; whilst enriching ideas and collective actions towards improving effective land use planning and resources management;
4. Updating regularly the training programme and where possible explore and develop issues to more advanced level e.g. applied research studies, analytical discussions of matters that happen on the ground but relate to policy lobby;
5. Running forums and field study trips for students, researchers, media, and also policy makers to observe and learn;

### **Training methodology:**

**Student focused:** Our students are key inspirational resources during each of the courses. Their needs and concerns, their attitude and learning-by-doing play the *most important role in improving our practical based training manuals. Together with elders and farmers in the MECO-ECOTRA, friends and colleagues, international experts and interns, and neighboring vocational and high schools; we would hope to complete our training and teaching methodology step-by-step.*

### **Skills in Presentation, Analysis, Criticism, and Lobby Policy on Agro-Ecology**

Be integrative in all lecture hours and unit courses; encourage students to explore opportunities to build up networks, meeting and discussion, information sharing and dissemination, and visiting demonstration sites with other parts of the community e.g. journalists, students of all levels including primary - secondary school students, undergrad and post grad scholars and researchers, applied scientists, legislation makers, local authorities, entrepreneurs, and international friends.

### **International Exchanges**

Those students of high distinction level, who maintain a good nature and manner will be recommended to do exchanges in regional countries in the Mekong and other



international permaculture sites. They may even join as an international member of Agro-Eco Farm Network.

### **Self-Monitor and Evaluate Study Results**

HEPA promotes a voluntary based culture. Most of the study results will be self assessed and cross-evaluated through peer reviewing, group monitoring, group presentations at regular intervals.

### ***Curriculum Outline***

#### ***Level One- Certificate in Agro-Ecological Farming (Permaculture and Traditional Studies)***

Strands Of Learning:

1. Attitude and Behaviour
2. Environmental Studies
3. Traditional Studies
4. Permaculture Design
5. Ecology
6. Business Skills
7. English Language
8. Computer Skills
9. Policy and Publication
10. Worldview and Networking

**Location:** Human Ecology Practice Area<sup>4</sup> in Son Kim I commune, Huong Son district, Ha Tinh province; part of Social Policy Ecology Research Institute.

**Duration:** 2 years (equivalent to 24 months)

### **Assessment**

**Component I: Attendance/ Participation Attitudinal and Behavioral Changes 50%**

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<sup>4</sup> HEPA has now become a part of satellite FFSs under the management of SPERI.

Environmental behaviors, community spirit, cultural manner, voluntary attitude, beauty of lifestyle (in cooking - working hours - sporting - building relations with neighborhoods - and respecting taboos);

### **Component II: Major 50%**

Assessed directly at the demonstration site and farm-house of each student at his/her community

### ***Level Two- Advanced Certificate in Applied Agro Ecological Farming (Permaculture and Traditional Studies)***

Pre-requisite:

Completion of Level One Course

This level 2 course provides students with ongoing support from SPERI as they take practical steps towards their chosen career (permaculturist, teacher, community networker etc). This support will be in the form of a mentoring programme, encouraging the students to continue to analyze what they have learnt from the Certificate Course at HEPA , and to apply that knowledge in their community. The work may contribute to level three -Diploma work as the student progresses.

**Location:** Human Ecology Practice Area<sup>5</sup> in Son Kim I commune, Huong Son district, Ha Tinh province; belonged to Social Policy Ecology Research Institute. **Or** Student's Own Community

**Duration:** 3 – 12 months

### ***Level Three- Diploma in Permaculture***

A two year diploma with optional majors

Students must document the equivalent of two years full time work in

- Education
- Finance and Business
- Media
- Technical Development

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<sup>5</sup>

HEPA has now become a part of satellite FFSs under the management of SPERI.

- Site Development
- Resource Development
- Site Design
- Architecture and Building
- Community Services
- Research

Applications must be accompanied by written references or testimonials from co-workers and / or employers, field reports, photographs, journal articles or other supporting evidence.

**Location:** Student's choice

Duration: 24 months



## *Topic Descriptors for the Three Courses*

### *Level One – Topic Descriptors*

<b>Attitude and Behavior</b>	Tutor:  Assessment: Completion of Course. Tests/ Assignments.	<b>CODE</b>
<b>Moral ground and behaviour</b>	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 behaviour.	<b>ATT 101</b>
<b>Ethic- Permaculture people care</b>	Understanding of this Permaculture Ethic. Discussion of it's importance and compatibility with traditional ethics students are familiar with Self Regulation and Accepting feedback Apply and discuss this permaculture principle	<b>ATT 110</b>
<b>Farming Diary</b>	Completion of daily diary discussing farm work, course work and any issues faced overcome by students. Perhaps to be part of student diploma work	<b>ATT 120</b>

<b>Environmental Studies</b>	Tutor:  Assessment: Student to show an understanding of topic, contribution to class discussion. Assignment on global environmental issue.	<b>CODE</b>
<b>Environmental Issues</b>	To explore contemporary environmental issues at a local, national and international level. Including focus topics on Waste, Loss of Biodiversity, Global Warming,	<b>ENV 101</b>

	Conventional Agriculture, Global Fish Stocks, Peak Oil etc.	
<b>Soil Management</b>	An introduction to the Movement of Water Through Soil, Soil Structure, Limiting Growth Factors, Nitrogen Cycle.	<b>ENV 110</b>
<b>Focus Topic- Global Environmental Issues - (Or Level Two Option?)</b>	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.	<b>ENV 120</b>
<b>Conventional Farming- an analytical review</b>	A discussion of High Yield agriculture, monocrops, seed control, Analysis of learner's own community situation in regards to monocropping and dependency.	<b>ENV 130</b>

Ecology		<b>CODE</b>
	Tutor:  Assessment: Student presentation of ecological concepts and how they relate to Permaculture Design	
<b>Introduction to Ecology</b>	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	<b>ECOL 101</b>

	Ecology.	
<b>Plant/ Animal Classification</b>	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. 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.	<b>ECOL 110</b>
<b>Applied Agricultural Ecology- Vietnam</b>	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.	<b>ECOL 120</b>

<b>Traditional Studies</b>		<b>CODE</b>
	Tutor:  Assessment: Class interaction and knowledge sharing.	
<b>Da Spiritualistic Tree<sup>6</sup> Worship Practice and Concept</b>	Class and community centred exercise with the objective of learning from the elders; Ceremony and worship in farming practice	<b>TRAD 101</b>

<sup>6</sup> Human and natural world are understanding and insighting 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.

	discussed and students encouraged to adopt practices appropriate for their own heritage.	
<b>Interlinkage Between Natural Forest and Community Religion</b>	An exploration of community spirit and its dependency on the natural forest. Story telling exchanged among learners and from elders from different specialist networks;	<b>TRAD 110</b>
<b>Traditional Agricultural Practices and concepts</b>	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.	<b>TRAD 120</b>
<b>Cultural Diversity- an Introduction</b>	This course will equip students with tools to work across cultures in a culturally sensitive manner. Social structures of each traditional 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)	<b>TRAD 130</b>

<b>Permaculture Design</b>		<b>CODE</b>
<b>Permaculture Design Certificate Course</b>	<b>A 72 hour course over 13 days . Internationally recognised.</b>	<b>PDC</b>
<b>Permaculture Design in Practice- A comprehensive range of focus topics.</b>	Tutor: Assessment: Participation, presentations site design and implementation at HEPA	
<b>Permaculture Design Process</b>	A seven step design process will be introduced as part of a designers tool kit. This seven step	<b>PERM 110</b>

	process will be repeated throughout the course for a selection of focus topics: Plant Nursery, Nutrient Cycling, Food Forests, Waste etc	
<b>Site Plan and Development</b>	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. <b>Optional Practical Topics:</b> A needs determined range of indepth projects implemented following the Design Process used for the other practical projects. May include: Appropriate building techniques, Homeland architecture, Earthworks, Energy/powersupply, Wastewater, Compost toilet systems, Animal Husbandry, Worm Farming, Mulching and Cover Cropping, Guilds, Food forests, Seed Saving, Mandala Gardens and Animal Tractors, Tree Crops, Aquaculture, VAC systems, Rotating Crops, Beekeeping, Contours, Transects and Swales.	<b>PERM 120</b>

<b>Business Skills</b>	Tutor:  Assessment: Presentations, assignments, class discussion	<b>CODE</b>
<b>Business Skills</b>	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	<b>BUSI 101</b>

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

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

<b>Worldview and Networking</b>	Tutor: Assessment: Profile development. Mind map of current and possible networks	<b>CODE</b>
<b>Ecological Farming Network for Social Entrepreneurialship</b>	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 students local community- during class hours.	<b>NET 101</b>
	A programme during which students will	<b>NET</b>



<b>International Networking</b>	develop and become involved in real world wide networks (possible examples Permaculture Cairns, WWF, PINZ)	<b>110</b>
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**Level Two: Advanced Certificate in Agro-Eco Farming These studies may lead to a Diploma in Permaculture**

<p><b>Permaculture Site Design and Implementation</b></p>	<p>A three month rolling course of extra tuition from SPERI permaculture tutors. This course aims to support graduates of the Level One Certificate Course, to continue to refine and develop their skills in Permaculture site design and site development. Assessment is based on HEPA Farm Site and Student Attitude/ Effort. - Permaculture design and implementation on other property. A Deeper understanding of pattern in Design and a growing ability to apply an understanding of patterning to designs on many sites</p>	<p><b>Perm 210</b></p>
<p><b>Permaculture Teaching</b></p>	<p>A series of focused lessons creating teaching tools. Sharing of students knowledge of their own harmonic farming systems which maintain traditional practices and natural patterns. Honoring of spiritual and traditional beliefs in teaching practices. Development of Courses on Permaculture to be run at HEPA or at students own community. These courses may be short- technique based courses ( eg composting) or entire PDC courses. Students wishing to teach PDC courses may be interested in acquiring Teacher registration with Permaculture Institute of Australia (See Appendices).</p>	<p><b>PERM 220</b></p>
<p><b>Networking: Community Work</b></p>	<p>With the guidance of a mentor, a student may undergo and present a detailed analysis of community needs, local market analysis, waste streams in the community; or another topic of interest agreed to by the mentor/ Head of School.</p>	<p><b>NET 220</b></p>
<p><b>Policy and Publication</b></p>	<p>I. <b>Detailed Analysis Of Government Policy,</b> Environmental justice, behaviour and Social Norm: Natural/ customary law:</p>	<p><b>POLC 220</b></p>

	<p>An exploration of the inter – connection between Traditional Social Norms in traditional communities. Applying customary law to define morality and human attitude towards nature; Study to include Intellectual Property Rights, and relevant policy around environmental issues, land rights, traditional rights etc. Performance standards/ assessment developed around policy lobbying and public awareness strategies</p> <p>Exploration of why and how different minority &amp; indigenous identities have similarities in perspective.</p> <p>II. <b>Media Skills:</b> Learning Objective: Understanding Media and how it works. Public awareness raising. Article writing, journalistic/ fundraising.</p>	
<b>International Exchange</b>	Opportunities for these to be discussed at the discretion of SPERI management. Limited by scholarship/ funding possibilities.	<b>NET 220</b>

**All Level Two Courses:** Location: Human Ecology Practice Area<sup>7</sup> in Son Kim I commune, Huong Son district, Ha Tinh province; Social Policy Ecology Research Institute. Or Own community. Duration: 3 – 12 months

### ***Level Three- Diploma in Permaculture***

In partnership with the Tagari Permaculture Institute in Australia, SPERI can offer a two year diploma with optional majors

Students must document the equivalent of two years full time work in:

Education
Finance and Business

<sup>7</sup> HEPA has now become a part of satellite FFSs under the management of SPERI.

Media
Technical Development
Site Development
Resource Development
Site Design
Architecture and Building
Community Services
Research

Applications must be accompanied by written references or testimonials from co-workers and / or employers, field reports, photographs, journal articles or other supporting evidence.

For further details see [www.tagari.com/?page\\_id=50](http://www.tagari.com/?page_id=50)

### ***Short Courses:***

A- Permaculture Internship: A course aimed at International Students who have completed a Permaculture Design Certificate Course and wish to learn about Permaculture in Vietnam. Comprises of 6 weeks of focused practical and permaculture design work.

B- Community Key Farmer led courses on selected topics.

### ***Further Information about SPERI and What you can expect from the HEPA Course***

#### ***Selection Criteria for Students***

1. Minority students currently live in the watershed areas, protected areas, and national parks in Vietnam.
2. Year 12 graduation from public school.
3. Strong interests in practicing agro-eco farms.
4. Have land and land use rights certificates.
5. Be voted or selected by the community.
6. Commitments to return to the community to continue their skills and knowledge.
7. Support by legal documents and any forms of guarantees from the local community and local authorities of the above criteria.
8. Direct contact and interviews between local school and SPERI of that student.
9. 1 month trial in HEPA (capacity, attitude, behavior, discipline, and enthusiasm)  
Announcement of the offer after 1 month trial; SPERI to inform the student, his family, his community, and also local authority

❖ **Application to include:**

1. 1 copy of personal CV
2. 1 copy of birth certificate
3. 1 copy of personal health check
4. 1 copy with official stamp of the graduation certificate
5. 1 application letter stating personal commitments and supportive attitude from local community, and local authorities.
6. 2 photos of size 2x3

❖ **Contributions from each applicant**

1. Family: full support from student's family, commitments signed by both the family and local authority for the later land use rights certificate to enable post graduate continuation of practice of agro-eco farming ;
2. Community: to offer a favorable environment for graduate students to return home and start practicing agro-eco farming practices within the community;
3. Local authority: supportive legal documents in the pre-, during-, and post-Training phases. Open environment for students to apply their intellectual and practical knowledge to build new examples/pilots of agro-eco farm systems. Facilitate the allocation of financial resources towards a community pilot farm.
4. Partnerships in education: support (in part) the practical based training manual and teachers. Organize examinations and issuance of graduate (or diploma) certificates (co-offered with SPERI);

❖ **Support from SPERI**

- Full support by 24/7 insurance during the training course duration.
- Enable students to participate in training courses in and out of Vietnam (for high distinction students).
- Partial support of individual innovations towards bettering agro-eco farming system.

Students will receive training manuals, see and experience real pilot farms for training and practice as well as accommodation, food, and course related travel; SPERI offers an integrative learning methodology and also credits loans for building each student's farm after graduation.

***Teaching by learning – Learning by Doing Methodology***

Social Political Ecology Research Institute – SPERI/HEPA Farmer Field School

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Democratization

and

Peacebuilding/Mekong Region

“Teaching by Learning – Learning by Doing” Methodology of the Farmer Field School of SPERI was pioneered by the Danish Organic “Training of Trainer - TOT” system. The system creates a freedom of expression for Learners who come from different identities and localities. An emphasis on sharing of life experience and ideas greatly enriches the learning experience.

The TOT system aims to empower the learner to initiate their own training programs integrating their creativity with newfound knowledge to form the basis of Community led training programmes and networks throughout South East Asia. Communities will be encouraged by the trainee to develop their own dream for a secure future.

### **Update and Clarify Concepts:**

During ‘Teaching by Learning and Learning by Doing’ the following concepts are at the fore:

- Inter-Generational and Cultural Heritage in Community Development ;
- Conservation and Community Behaviour during Development ;
- Dignity and Justice Indicators in Daily Action;
- Environmental Behaviour and Social Processes;
- The Image of Community Culture and Traditional Civil Society;
- Traditional Voluntary actions and values within Grassroot Democracy;
- Indigenous Religion and Natural Justice;
- Ancestral Territory and Traditional Religion;
- Livelihood Security: Land – Cultural – Environmental Rights based;
- Grassroot Participation and Transparent Society.

### ***Areas for Student Recruitment:***

#### **❖ Term I – Agro-Eco Farming System 2008-10**

- Lao Cai province:
  - Simacai district
  - Bac Ha district
- Lang Son province:
- Nghe An province:
  - Quế Phong district, Hạnh Dịch commune, Na Sái and Pôm Om villages
  - Tri Lễ commune
- Hà Tĩnh province:



- Hương Khê district, Hương Liên commune, Rào Tre and Giàng villages
- Quảng Bình province:
  - Tuyên Hoá district, Lâm Hoá commune :
    - Kè village
    - Kà Xen village
    - Chuối village
    - Cáo village
- Luang Prabang, Laos PDR
- Yunnan, China

### ***Protocols within the classroom***

Step 1: Students are enrolled; and during the initial period many discussions among students will be organized in order to share and exchange - ideas about eco-farming also discussed with others (including friends, farm owners, and elders). SPERI Staff only document and facilitate through pictures;

Step 2: Each student discusses in groups or teams exploring new ideas - practices - solutions on the demonstration sites. Continuing discussion with others (including friends, farm owners, and elders). Staff of SPERI documents, videoing, and facilitates through pictures;

Step 3: Grouping of students who share similar ideas and interests in practices and solutions in specific ecological zone. Students will make draft sketch of their proposed farm designs. Sketch and ideas should be discussed for comments/feedbacks from others. Staff of SPERI documents, and facilitates through pictures;

Step 4: Students discuss among themselves alternative solutions towards land use planning, land measurements, and holistic design and planning for each group. These will be also be open for comments/feedbacks from others (including friends, farm owners, family members, and elders from students' communities). Staff of SPERI documents, and facilitate through pictures;

Step 5: Each group designs on one demonstration site including estimated costs (materials, and other required resources). Feedback from senior farm owners and elders from their communities. Staff of SPERI documents, and facilitates through pictures;

Step 6: Each student shares final design with family members, from local community and authority; and completes the final design and report. It is the full responsibility of students to put the results of above 9 steps into practice in their own farm.

Step 7: Up to this point, students may make their own proposal of Eco-farm Design and Planning for his family; along with comments and suggestions from family and community; students should bring the proposal back to the FFS to gain further additions. The proposals will be defended by students themselves in front of other senior successful eco-farmers.

Step 8: Students officially defend their Proposal named 'Eco-farm Model of the Young Eco-farmers' – Class K1A in front of all class members and SPERI colleagues;

### **Interactive class set up**

Step 1: Students elect Class Monitor on the democratic discussion and approval;

Step 2: Students make their own Class Regulations, gaining comments from farm owners from demonstration sites and lecturers/teachers;

Step 3: Students self-design Class Attendance Sheets; Class Diary; and Monitoring of Regulations;

Step 4: Students self-drafting different monitoring and assessment criterion by weekly, monthly, quarterly bases; and in accordance to each theme and each unit course;

Step 5: Students self-propose their issues of interests, study areas, and (possible) research issues to the whole class members (including Class Monitor or Vice Monitor);

### **The attitudinal and behavioral changes part**

Step 6: Students of each minority group wear and respect the clothes of the group themselves (both in the field and in class); all must use eco-products for body cleaning, washing clothes, and other necessities;

Step7: Students at each demonstration site must be self responsible with property and assets at the site; whilst is self-catered by each scholarship fund per person;

Step 8: Each demonstration site must be self responsible with its source of recyclable and un-recyclable wastes. Cultural exchanges through e.g. wine-drinking between each

minority group must be done and reported to Class Monitor. Taboo includes: smoking and drinking excessively, swearing and fighting each other, any internal conflicts, jealousy, and arrogance.

Step 9: When finding out the chopping down trees behaviors; and violate Class Regulations, students should report to the Class Monitor and Head Master of the Class;

Step 10: Students at each demonstration site should think of one new initiative per week. Such initiative gives preferences to the nurturing of community values, tender-loving-care among class and FFS members. Any initiatives towards Together Protecting and Nurturing the Nature are also strongly encouraged. It is strictly prohibited for students to get involved with illegal hunting, eating wildlife, and moving plants and animals to different places.

Step 11: Class Monitor will find out solutions to any issues/matters first. If issues remained unresolved, then he/she can ask for consultations from farm owners, or directly address issues to Head Master of the Class (any other Teachers/Lecturers of the class). If problems get worsen, the Monitor can report to FFS\_HEPA colleagues by any of these emails ([coordinator@speri.org](mailto:coordinator@speri.org); [head@speri.org](mailto:head@speri.org), [board@speri.org](mailto:board@speri.org), [k1Afacilitator@speri.org](mailto:k1Afacilitator@speri.org);) )

Appendices:

## Appendix One

### **Permaculture Design Certificate Teacher Registration**

Teacher Registration may be granted by the Permaculture Institute of Australia as outlined below. As well, SPERI would undergo 3-12 months mentoring of students in their own community or at HEPA.

Teachers applying for registration need to provide a copy of their Permaculture Design Course Outline. Please note, if each topic is not clearly indicated in the Permaculture Design Course Outline, notes need to be attached explaining in which section of the Permaculture Design Course the topic is presented.

The Institute requires on file, a copy of the teacher's own Permaculture Design Course Certificate; however, if teachers have a Diploma of Permaculture Design, it is not necessary to submit a Permaculture Design Course Certificate. Perusal of Permaculture Design Course outlines to determine content demands a substantial input of time. It has become necessary to request a fee of AUD\$125.00 to cover costs on application for registration.

#### List of Requirements

1. Letter requesting registration as a Teacher of the Permaculture Design Certificate Course.
2. Copy of Certificate of successful completion of the Permaculture Design Certificate Course. (not necessary if you have a Diploma of Permaculture Design)
3. Resume stating previous Education and Experience.
4. Comprehensive Course Outline based on: PERMACULTURE: A Designers' Manual by Bill Mollison. All chapters need to be covered.
5. A daily course schedule based on 72 hour instruction. (12 six hour days and a final 13th half day session.)
6. Details of student practical component of Permaculture design work and assessment.
7. Payment of registration fee that covers assessment and processing of your application. (Check [www.tagari.com](http://www.tagari.com) for current fees).

8. Supportive letter from your Permaculture Teacher.

*Helpful Hints:*

*1. Spend considerable time studying PERMACULTURE: A Designers' Manual to work up your course notes. Have an excess of material you can draw on to present to your students and be fully conversant with it.*

*2. Using the Index of the PERMACULTURE: A Designers' Manual and using the sub heading of each chapter make summary notes to present your Course. Remember that PERMACULTURE: A Designers' Manual is the Manual for the 72 hour PDC Course. Therefore every chapter needs to be covered thoroughly. As there is a vast amount of material TO COVER it is important to consider how to teach the material AND not leave out important information.*

## Appendice TWO

**The following is an excerpt from the Dannish TOT Programme:**

**Democratization<sup>8</sup> 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-

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<sup>8</sup>

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

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 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-conflictory 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;