

PRACTICAL BASED TRAINING PROGRAMME ON AGRO-ECOLOGICAL FARMING SYSTEM

Background

*Overuse of resources and the lack of caring attitude towards Human-Nature relationships in many sensitive watershed ecosystems have been the major causes leading to 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 priorities in mechanized, industrialized, and urbanized “development” approaches have emerged new-problems; and that, **not answering** 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 areas¹, have attempted to try **an Alternative Development Approach** i.e. promote the capacity-building for young indigenous farmers. We do this by continuously upgrading our own **Practical based Training Programme on Agro-Ecological Farming System**. This training programme would hope to somehow assist Indigenous Youths to become good, genuine, and professional² indigenous farmers; or at least they were willing to take up challenges in putting agro-ecological farming practices into practice once they were in the leadership positions. We strongly wish that our accumulated small good deeds with much educational focuses could build-on as sound solutions and long term strategies to reduce Global Warming impacts and other possible unsecured threats that happen to the existence of many current ecological niches.*

¹ Quang Binh, Ha Tinh, and Lao Cai provinces.

² Training Manuals for Professional Farmers on Agro-Ecological Farming System.

Objectives

1. To build on a good group of indigenous youths, those who show enthusiasm and remain strong interests, to become genuinely professional and confident indigenous farmers. They could later become active members of the Agro-Ecological Farms' Networking and work in close relation with farmers of MECO-ECOTRA³;
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. The scale from each farm can later be extending to other individual farm-house, community farm-zone, regional farm-area, 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 situated knowledge of indigenous communities;
4. To form different forums to discuss issues - share experiences on the dynamics and complexity of the nature system in relation to effective land use planning for long term livelihood strategies of farmers;

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;

³ MECO-ECOTRA= Mekong Community Networking for Ecological Trading.

Training methodology: Our students are key inspirational resources. Their needs and concerns, their attitude on learning-by-doing play the *most important role in improving our practical based training manuals. Together with elders and farmers in the MECO-ECOTRA⁴, friends and colleagues, international experts and interns, and neighboring vocational and high schools; we would hope to complete step-by-step our training and teaching methodology.*

Holistic training programme:

1. Foundational Understanding and Fundamental Concepts;
2. Attitudinal and Behavioral improvement;
3. Professional Ecological Farmhouse;
4. Study and Publications - Public Awaring Enhancing - Policy Lobby;
5. Ecological Services and International Exchanges;

Pre-requisite: see details in Annex I

Location: Human Ecology Protected Areas⁵ in Son Kim I commune, Huong Son district, Ha Tinh province; belonged to Social Policy Ecology Research Institute.

Duration: 3 years (equivalent to 36 months = 4,800 credits)

⁴ MECO-ECOTRA= Mekong Community Networking for Ecological Trading.

⁵ HEPA has now become a part of satellite FFSs under the management of SPERI.

Part I: Foundational Understanding and Fundamental Concepts

Session I: Concepts and Definitions

Concepts⁶

1. Farm - Ecological Farm - Ecological Processes - Secured Ecofood;
2. Landscape, Landscape Design, Landscape Characteristics, Homeland Architecture, and Human Geography;
3. Ecological System - Ecological Diversity - Biodiversity - Cultural-Biodiversity, Community Ecology, Social Policy Ecology;
4. Community Values - Social Capital; Nature of Ecological System and Environmental Justice;
5. Ethnic Religion - Community Religion, Customary Rules and Legal Framework;

Definitions⁷

1. Ecological Farm-house; Ecological Processes; and Food Security;
2. Landscape, Landscape Architecture, Landscape Characteristics, Homeland Architecture, and Human Geography;
3. Ecological System - Ecological Diversity - Biodiversity - Cultural-Biodiversity, Community Ecology, Social Policy Ecology;
4. Community Values - Social Capital; Nature of Ecological System and Environmental Justice;
5. Ethnic Religion - Community Religion, Community Forests, Community Culture, Customary Rules and Legal Framework;

Session II – Practical-based Concepts⁸

Field Observations⁹

1. Landscape forms, and landscape characteristics;
2. Nature of the natural system, characteristics of different natural components (geomorphologic, altitude and slope, landscape functioning);
3. Advantageous features of each ecological component, decisive issues that relate to the continuity of the entire eco-system, interactive/dialectical relationships between eco-components;
4. Disadvantages and risks analysis of the system; solutions for future planning;

⁶ Details of the unit course in the annex.

⁷ Details of the unit course in the annex.

⁸ These concepts primarily base upon large amount of field work, hands-on practices in order to understand.

⁹ Details of the hands-on contents in the practical hours.

5. Nature of ecological processing;

Landscape Designing¹⁰

1. Draft design and holistic land use planning for the entire eco-farm;
2. Integrating local knowledge, local solutions, low cost techno for a small scale eco-farm;
3. Interactive relationships between natural characteristics of the landscape and the agro-eco-farming system;
4. Agro-Eco farming and its eco-products; strategies for branding;
5. Agro-Eco farming and strategies on educational tours (e.g. visiting, studying, touring, recreational services, educating, and lobbying policy changes);

Agro-Eco Farm Holistic Development Plan

1. Philosophy of action of the farm;
2. Strategies of implementation;
3. Priorities divided by time frame;
4. Operational plan (first three years - agreed between FFS and local community);
5. Expected feasible outcomes (of three years);

Plan of Action for Agro-Eco Farm

1. In according to weather season;
2. In according to crop season;
3. In according to each ecological zone in the farm;
4. In according to the whole farming system (with risks alert and solutions);
5. Plan of emergency;

Farm Diary¹¹

1. Narratives - be concise and exact to any details of the farm;
2. Always updating inputs/outputs (inflows - outflows); time and schedule and activities developed on farm; cropping and seasons; making transect and mapping; and positioning new changes of the farm;
3. Short reviews, comments and updates of changes in the agro-eco farm components;
4. Costs - benefits analysis; costs-effectiveness analysis; and costs-effets of the farm;
5. Completion of farm diary and TOT for others;

¹⁰ Details of the hands-on contents in the practical hours.

¹¹ Details of the hands-on contents in the practical hours.

Part II: Attitudinal and Behavioral Improvement

Theme I: Moral Ground and Behavior

Session I: Farm Diary

1. Morality in narration, documentation, and information protection of all farm diary; ability to explore and find out new ideas/initiatives;
2. Technical designs for dairies of each type (by weather season, by crop season, by each ecological zone, and by holistic farming system);
3. Skills in making photos of all phenomenon/sceneries; and systematic recording files/photos and archives;
4. Skills in de-briefing; making comments; feedbacks; and analyse risks and future advantages;
5. Morality in information sharing and dissemination;
6. Skills in observing, sketch drafting, shooting, videoing, sounds integrating, and voices editing when introducing about landscape forms, landscape characteristics of all natural components in the agro-eco farm;
7. Skills in bridging between observation and field re-sketch;
8. Skills in making photos;
9. Skills in videoing;
10. Skills in introducing about landscape forms, landscape characteristics of all natural components in the agro-eco farm;
11. Skills in completing documents and making publications;

Session II: Enhancing New Skills

I. Skills in System Planning and Design:

1. Skills in learning the natural characters of nature; features of components in nature (including geomorphology, slope, and landscape);
2. Skills in differentiating the changes of landscape in the two ranges (a) in the visible range; and (b) in the farm-wide holistic exposures;
3. Skills in describing different ecological zones/components in the agro-eco farm system;
4. Skills in making interactive linkages between ecological zones/components;
5. Skills in combining varied components' advantages and developing for a full agro-eco farm system;
6. Skills in making holistic planning for all components in the farm;

7. Skills in detailing the design and operational planning of each component in the farm;
8. Skills in presenting outcomes/addressing challenges of each component in the farm;

II: Skills in Building System Dynamics

Ability to realize the comparative advantage of each component given any ecological zone is an advanced skill to decide the later Building of System Dynamics that combines all advantages in the landscape, and design well the functional interrelationships between all components;

III. Skills in Analyzing Nature of System Dynamics

IV. Skills in Coordinating, Making Linkages, and integrating inside-and-outside components

V. Skills in Combining Comparative Advantages of all components

Theme II: Ecological Processes and Products

Part III: Professional Ecological Farmhouse

Theme I: Design - Techniques - Practices on Farm and in each component

Animal veterinary; husbandry; savings and credits; nursery and other silviculture techniques; rotational cropping and diversifying crops; VAC-R model; any new initiatives (try and errors) and learning from practices are most encouraged to do. These are full time practices.

Theme II: Costs Benefits Analysis

Financial benefits for farm; other benefits; economic sustainability; environmental economics; moral economy; religious economy; social economy; nature-based economy;

Theme III: Information Technology - Languages - Professional Services Skills

Be integrative through out the program length;

Theme IV: Strategies in Ecological Management and Future Generations:

Be integrative through out the program length;

Theme V: Networking and Development of Eco Niche Market

Be integrative through out the program length;

Part IV: Study and Publications - Public Awareness Enhancing - Policy Lobby

Theme I: Ethno-Psycho based Approach Methodology

Theme II: Intergeneration among Ethnic Groups

Theme III: Natural Religion and Ethnicity Pride

Be integrative in all lecture hours and unit courses;

Theme IV: Community Religion, Community Forest, Community Education

Be integrative in all lecture hours including ones given by the elders "Giáo sư Gia truyền liên thế hệ"

Theme V: Law, Security and Ecological Services

Part V: Ecological Services and International Exchanges

Theme I: 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 network, meeting and discussion, information sharing and dissemination, and visiting demonstration sites with other social actors e.g. journalists, students of all levels including primary - lower secondary - upper secondary school boys/girls, undergrad and post grad, applied scientists, scholars and researchers, legislative makers, local authority, entrepreneurial men; and international friends;

Theme II: International Exchanges

Those students of high distinction level, and maintain good nature and manner will be recommended to do exchanges in regional countries in the Mekong and other international farm houses; even join as international member of Agro-Eco Farm Network;

Theme III: 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 specializing on a daily, weekly, monthly, quarterly, 1/2 a year, and annually bases.

Assessment Component I: Attitudinal and Behavioral Changes 50%

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

Assessment Component II: Major 50%

Assessments will be assessed directly at the demonstration site and farm-house of each student at his/her community.

Annex I – Requirements

❖ Selection criteria

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.

❖ Curriculum vitae includes

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 holder

1. Family: full support from student's family, commitments being signed by both the family and local authority for the later land use rights certificate to enable the continued practice of agro-eco farming practices;
2. Community: offer favorable environment for students after finishing the Training to return home and start practicing agro-eco farming practices in the community;
3. Local authority: supportive legal documents in the pre-, during-, and post-Training duration. Most favorable environment for students to utilize their own intellectual and practical spaces to build new examples/pilots on agro-eco farm system. Enabling financial resources to be allocated to students after the Training so that they could put their skills and knowledge onto a real farm.
4. Partnerships in education: support (in partial) the practical based training manual and teachers. Organize examinations and issuance of graduate (or diploma) certificates (co-offered with SPERI);
5. SPERI: support learning methodology, training manuals, real pilots for training and practice, accommodation, food, and traveling; and also credits loaning for building each student's farm after graduation.

Recruitment

- Based on selection criteria (annex I)
- Consensus building between local authority, local community, local school, student's family, and SPERI.
- Direct contact and interviews between local school and SPERI of that student.
- 1 month intern in HEPA (capacity, attitude, behavior, discipline, and enthusiasm on the topic).
- Announcement of the offer after 1 month intern; and inform to the student, his family, his community, and also local authority.
- Students of high distinction levels might be offered with advanced positions e.g. teaching assistant, semi-researcher, etc after graduation.

❖ Supports from SPERI

- Full supports by 24/24 insurance during the training course duration.
- Participate in the training courses in and out Vietnam (with specific to high distinctions students).
- Partial supports of individual innovations towards bettering agro-eco farming system.

❖ Highlight areas for recruitment: Term I – Agro-Eco Farming System 2008-10

- Lao Cai province:
 - Simacai district: 3 students.
 - Bac Ha district: 3 students.
- Lang Son province: expected 2 students.
- Nghe An province:
 - Quế Phong district, Hạnh Dịch commune, Na Sái and Pòm Om villages: 6 students.
 - Tri Lễ commune: 4 students.
- Hà Tĩnh province:
 - Hương Khê district, Hương Liên commune, Rào Tre and Giàng villages: 4 students.
- Quảng Bình province:
 - Tuyên Hoá district, Lâm Hoá commune :
 - Kè village: 1 student;
 - Kà Xen village: 1 student;
 - Chuối village: 1 student;
 - Cáo village: 2 students.
- Luang Prabang, Laos PDR: expected 6 students
- Yunnan, China: expected 2 students

**Training Course on
Professional Young Eco-farmers 2008-2010
(Class K1A)**

A. Background

The collaboration between Social Policy Ecology Research Institute (SPERI - Vietnam) and Australian Permaculture Research Institute (PRI - Australia) has agreed that in 5 years time - a group of young professional minority eco-farmers in the Mekong region will be nurtured and strongly networked. These young farmers are dedicated with organic farming practices, showing strong commitments to become future leaderships in pioneering Organic Farming Movement throughout Mekong wide.

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. These young professional minority eco-farmers will be the ones who contribute to the development and completion of a systematic **Learning and Training Curriculum**. The curriculum is primarily built by a combination of rich in contents of local knowledge, local innovation, local practices, local solutions, and local techno. The sense of localization is purely derived from students' interactions with their local landscape, nature at their own locality, and strong belief system between local people and local natural system. These will provide foundational solutions to address land desertification and forest degradation in many fragile ecosystems along the Mekong watershed.

Young Eco-farmers after certified to be graduates of the training course will become owners of their agro-eco farms. They will be invited to be part of SPERI's network of on-site teachers (or trainers); and their agro-eco farms are the real demonstration sites and used for educational purposes. These farms will provide the most dynamic resources for live forums, live discussions, live sharing, and live learning on Local Practices on Respecting System Dynamics of Nature; and Local Solutions on Effective Land Use Planning for the Locals. The farms themselves can be good destination for learning cultural practices, landscape preservation, and any social studies issues. Agro-eco farms will become live museums of "Preserving the Culture Bio-Diversity Practices of Minority Communities"; and will be as heritages leaving behind for future generations.

It is the young professional minority eco-farmers whose their continued knowledge, experience, and issues of interests; and also their living lifestyles closed to nature are practiced will bring about better future for the Human Nature relationships.

B. Students-based Approach

Step 1: Students meet all the selection criteria (agreed by both SPERI-Vietnam and PRI-Australia); direct meetings between students - their families - their communities - and local authority and SPERI are also required;

Step 2: It is the local community who goes through the first approval.

Step 3: Family, local community, and local authority are all committed to agree upon selection results.

Step 4: Completion of documents and procedures; and also decision from SPERI for the enrolment and testing duration.

Step 5: Students are enrolled; and in the period of getting-to-know, as many discussions among students will be organized in order to share and exchange - starting thinking about ideas about eco-farm and discussed with others (including friends, farm owners, and elders). Staff of SPERI only documents and give facilitation through pictures;

Step 6: Each student discusses in groups or teams to explore and try out ideas - practices - solutions on the demonstration sites. These will be continuing to discuss and share and exchange with others (including friends, farm owners, and elders). Staff of SPERI documents, videoing, and give facilitation through pictures;

Step 7: 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 landscape-making. Sketch and ideas should be discussed and gained comments/feedbacks from others for the better. Staff of SPERI documents, and gives facilitation through pictures;

Step 8: Students discuss among themselves about alternative solutions towards land use planning, land measurements, and holistic design and planning for each group. These will be also gained comments/feedbacks from others (including friends, farm owners, family members, and elders from students' communities). Staff of SPERI documents, and gives facilitation through pictures;

Step 9: Each group designs on each demonstration sites with attachment of estimated costs (materials, and other required resources). Costs analysis will be gained comments/feedbacks from senior farm owners and elders from their communities. Staff of SPERI documents, and gives facilitation through pictures;

Step 10: Each student shares the result of above 9 steps to ask for comments from family members, from local community and authority; and complete the final results. It is the full responsibility of students to put the results of above 9 steps into practice in their own farm.

Step 11: 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 12: 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;

Step 13: SPERI officially issues the Decision of Successful Enrolment to the Training Course on Professional Young Eco-farmers 2008-2010 – Class K1A.

C. Self management regulations at the time of field interning to become official member of Class K1A:

The major part

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;

Step 7: 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; head@speri.org, board@speri.org, k1Afacilitator@speri.org;))

Notes: to international students, or Vietnamese students who are fluent in English; all issues of unresolved matters might seek consultations and solutions by contacting those emails above or info@farmerfieldschool.net

Step 12: HEPA Regulations

Article 1: Traditional and Ecological wearing style and manner will be very highly appreciated. Key ideas for the clothes are ecological based, simplicity, educational, and morally sound.

Article 2: Clothes to attend class hours must be different to the ones used for practical hours;

Article 3: Strictly prohibited teachers/lecturers to drink wine during working days (noon time especially);

**Framework of Training Course on Professional Eco-farmers
Professional Farmers Field School – HEPA**

	Courses	Hours	Theory	Practice	Seminars Tutorial	Term
I	FOUNDATIONS	400	100	300		K.I
I.1	Concepts & Definitions					
I.1.1	Concepts					
I.1.2	Definitions					
I.2	Practical concepts					
I.2.1	Field Observations				Compulsory	
	Landscape Designing				Compulsory	
	Agro-Eco Farm Holistic Development Plan				Compulsory	
	Plan of Action for Agro-Eco farm				Compulsory	
	Farm Diary				Compulsory	
II	ATTITUDINAL AND BEHAVIORAL CHANGES – SKILLS BUILDING	700	150	550		K.II -TB
II.1	Moral ground and behavior					
II.1.1	Farm Diary					
II.2	Enhancing New Professional Skills					
II.2.1	Skills in System Planning and Design					
II.2.2	Skills in Analyzing Nature of System Dynamics				Compulsory	
II.2.3	Ecological Processes				Compulsory	
III	PROFESSIONAL ECOLOGICAL FARMHOUSE	1.800	150	1.650		KIII - TB
III.1	Practices on Farm					
III.2	Costs – Benefits – Effectiveness Analysis				Compulsory	
III.3	Info Techno – Languages – Professional Services					
III.4	Strategies in Ecological Management				Compulsory	
III.5	Networking and Development of Eco Niche Market				Compulsory	
IV	R&D – PAR – POLICY LOBBY	1.500	300	1.200		KIV -TB
IV.1	Intergeneration – Natural Religion				Compulsory	
IV.2	Community Religion – Community Education (by Customary Rules)				Compulsory	
IV.3	Law – Order – Social Psychology					
V	ECOLOGICAL SERVICES AND INTERNATIONAL EXCHANGES	400	50	350		KV + VI TB
	Total credits	4.800	750	4.050	12	Graduate

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

Introduction

“Teaching by Learning – Learning by Doing” Methodology of the Farmer Field School of SPERI is the pioneer of the “Training of Trainer - TOT” system which based on the learner’s perception and interest; and applying stimulative manner in stead of regulative behaviour in relation between the Learner and the Teacher;

The system trying to create a freedom spaces for the Learners who come from different identities and localities to share their solution and experience to harmonize with their environment in order to taking care their longlife of inter – generation;

Having a freedom sharing, the system to contribute the basic condition for the learners to initiate their own creativeness for exchanging and enriching their own knowledges to use and manage the nature in an effectiveness;

Based on their own knowledges and experiences to develop their own dreaming for future security development based on their own farming territory.

The logical process of Teaching by Learning – Learning by Doing

I. Field Transect Footing and Observation

Step 1. Group field transect footing and discussion; stop down, overviewing 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

II. “Landscape Master Planning” Practice and Concept

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

Step 2: Learner together to indicate about 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

III. “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

IV. “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

V. “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 feadback 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 feadback by elders and farmers at community
5. Go to HEPA to defending for their own farm design

VI. "Floral Classification" Practice and Concept

Step 1: Learner together to share their community knowledges of describe 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

VII. "Faunal Classification" Practice and Concept

Step 1: Learner together to share their community knowledges of describe 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

VIII. “Insect Classification” Practice and Concept

Step 1: Learner together to share their community knowledges of describe 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 like 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

IX. “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

X. “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 advice 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

XI. “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 advice 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 usefull 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

XII.“Local knowledge¹²” 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 seasonalities?

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 resourses 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

XIII.“Ecological – Diversity¹³” Practice and Concept

Step 1: Learner together to describe their traditional experience of the interaction between natural resourses, 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 alonging friendly;

¹² The knowledge based on the human adaptation during along and practicing daily life with their surrounding nature

¹³ Its naturally existence and human’s daily adaptation and understanding

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

XIV.“Ecological-Cultural Diversity¹⁴” Practice and Concept

Step 1: Learner together to describe the inter – connection between Traditional Social Norm in their communities and the Natural Enviromental 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 resourse 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

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

¹⁴ A human philosophical foundation which footing from natural power of its diversity

XV. Biological Diversity and natural rights Practice and Concept

Step 1: Learner together to describe the inter – connection between natural resources in the internal ecological farming system and the others system. Analysing how farmer inter – action with their nature by their traditional spiritual framework. Together to learnt how the conflict between traditional spiritual framework and legal framework in behaviour and exploring the nature (animal hunting, logging, monomizing 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 learnt how between Biodiversity and Ecological Diversity being different by natural laws, by social norms and social inter –action 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 inter- 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

XVI. “Environmental justice¹⁵ – 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;

¹⁵ The equity right of the Natural World – between Fauna – Flora – Insect – Animal – Bushes – Grasses – land – Water – climate...

Step 2: Learner together to justify why and how different minority & indigenous identities, they have been similarity in many perspective. 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 valueing the natural resourses in order to nurture their nature; What happended with any action or behave to abuse and destroy the nature; Punish or award among their communities in order to encourage or limite 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 be come 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

XVII. “Human Ecology¹⁶” 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 behaviour’s norm under their traditional belief values system towards nature?

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

¹⁶ Balance interaction and dialectical behave between human – nature philosophy

XVIII. Interlinkage between Community¹⁷ 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 resources;

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

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

Step 5: Clarification of the Understanding “**Interlinkage 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

XIX. Da Spiritualistic Tree¹⁸ 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 a alter of natural worshipping in their own farming;

Step 3: To practice in daily action and behave in their farming;

¹⁷ 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.

¹⁸ 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.

Step 4: Slogan and Documentation the ceremony in seasonality of farming;

Step 5: Giving supervice and guideline for visitors and leaners

XX.“Ecological Farming diary¹⁹” concept and principle

Step1. 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;

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

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

XXI.“High yield²⁰” Argriculture” 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 analyse 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 seasonailities;

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?

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

¹⁹ A key notion for any farmer who respect and engage in to the ecologicalistic and spiritualistic farming philosophy, then farmer should be realised and justified that they are the one to be very only sanding up to fight against the mainstream of comsumerism and modernistic entities. Diary will contribute excellent information in a systematically and historically filling method for later on whoever want to continue to study on ecological farming system. Ecological Farmer also need their diary for teaching, sharing and exchagning later on their practical curriculum on their farm to younger farmers.

²⁰ 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 5: Clarification of the Understanding “**high yield argriculture**” 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

XXII. “Commercial - Mono²¹ - Argriculture” Practice and Concept

Step 1: Group discussion on what the learner understanding about “Commercial Mono - Argriculture” 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- argriculture” 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 analyse their own situation due to the consequences of the commercial argriculture;

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

Step 5: Clarification of the Understanding “**commercial Mono -argriculture**” 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

XXIII. “Sustainable²² Argriculture” Practice and Concept

Step 1: Group discussion on what the learner understanding about “Sustainable Argriculture” 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 argriculture” that their farming have been facing;

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

²¹ The concept and the practice are only moving forwards in to “rent seeking behave” to again profit from the natural land as much as possible and the farm always “dependency” of the artificial processes

²² An Argricultural system which still welcome new species and pesticide in the security’s carrying out’s capacity of the farming framework

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

Step 5: Clarification of the Understanding “**Sustainable Argriculture**” 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

XXIV. “Ecological processing²³” Practice and Concept

Step 1: Group discussion on what visible indicator that learner describe their understanding about Banana rings inside HEPA gardern;

Step 2: Group discussion on how those Banana ring telling about natural relationship;

Step 3: Group discussion on how the learner to analyse their lesson learnt about Banana ring system in term of digesting waste;

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

Step 5: Clarification of the Understanding “**ecological processing**” 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

XXV. “Ecological Manual²⁴” 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 analyse their lesson learnt about “ Bush manual composting system in term of producing the fertile resourses;

²³ Using natural Bacillus to digesting natural waste in order to re – nurturing the ecological fertile system

²⁴ Manual Composting in an ecologically environment among natural components

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

XXVI. “Ecological²⁵ Argriculture” Practice and Concept

Step 1: Group discussion on what visible indicator that learner describe 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 realing with their natural surrounding;

Step 3: Group discussion on how the learner to analyse their own situation due to the consequences of the commercial high yield argriculture to those their traditional living style with their natural surrounding;

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

Step 5: Clarification of the Understanding “**ecological argriculture**” 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

XXVII. “Rotating²⁶ Argriculture” Practice and Concept

Step 1. Group overviewing their parent’s farming in their traditional village;

Sept 2. Facilitator summarizing their opinion discussion;

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

²⁵ Farming system which maintaining Traditionalistic, Naturalistic, Spiritualistic and be harmonized their farming behave in relationship with their natural resources

²⁶ Applying human adaptation’s understanding and wisdom in to the farming system in order to meet the human selfsufficiency’s 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” overcome;

XXVIII. “Argro -Forestry²⁷” Practice and Concept

Step 1. Field Transect overviewing 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. Argro – Forestry concept overcome;

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

XXIX. “Vườn – Ao - Chuông - Rừng = VAC – R²⁸” Practice and Concept

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

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

Step 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.

XXX. “Alternative²⁹ Agriculture” Practice and Concept

Step 1. Overviewing 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 i;

²⁷ Respecting naturally characteristic existing life of the nature

²⁸ Integrated different components in farming system, some component made by artificially

²⁹ Integrated and diversify different resources (artificial and natural) and applying in farming system to meet human concern and need

Step 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.

XXXI. 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 mixed between livestock husbandary 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.

XXXII. Ecological Fishery and nursery (if fesibility)

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 fesibility 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

XXXIII. 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 .

XXXIV. 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.

XXXV. 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 spraying 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.

XXXVI. 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 – quartely – yearly monitor and evaluationaSupervision by expert montly;

Step 4. Practice and inter – sharing with expert

Step 5. Group Updating in Farming Diary and comments – essay on process.

XXXVII. “Democratization³⁰ 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.

³⁰ Power of the Traditional Social Political Cultural Based sharing, dialogue, debate and decision making

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;

XXXVIII. Learner is the Centred of Training Approach

Step 1. Plenary Facilitation on how learners could raise their understanding on “Learners is the Centred of Training Approach”;

Step 2: Facilitator summarize from learners’s understanding opinions;

Step 3. Open criticize and feedback by learners;

Step 4. Concept of “Learner is the Centred of Training Approach” overcome;

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

XXXIX. 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 integrated 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 knowledges;

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

XXXX. Warm welcoming any outside’s initiative and innovative in the principle of ecological behave and habit for experermental 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 personel concern and Civil with Self- Responsibility and Self- Guarantee for any – elses coming included key note – programing;

Step 4. Administrative organizing and logistic included agreement via electrolic contract ;

Step 5. Arrived with Willingness and respectful of differences in practice and sharing included report and documentation under the transparent's intellectual property's rights before public.

XXXXI. Ecological Farming Network for Social Enterpreneurnship

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. Intership and study tour for enriching and socializing and policy lobby ;

Step 5. Local – National – International Forum and Conference included Social Enterpreneurnship's Visionary Sharing and Action for publication and education strategies.

XXXXII. Nich 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 kindergarthen, hospitalism, businessmen and decision maker;

Step 3. Gaining criticize and feadback from society;

Step 4. Reforming and appropriated renewable farming's intervention;

Step 5. Update evedents and documentation for publication and education strategy.

XXXXIII. Publication under local – national – international Media and Universal entertainment strategy

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

Step 2. Scalling 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

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 Grassroot Democracy”;
- “Indigenous Religion and Natural Justice”;
- Ancestral Territory and Traditional Religion ”;
- “Livelihood Security: Land – Cultural – Environmental Rights based”;
- “Grassroot Participation and Transparant Society”