



## **K1A Level One Curriculum Five Step Processes – Integrated Learning Objectives**

*Working document in draft  
For Internal Use Only*

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

### Introduction:

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

The curriculum has the five step teaching methodology as it's basis.

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

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

### **FIVE STEP SUMMARIES FROM K1A CURRICULUM FOR LEVEL ONE:**

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

*Level One –*

|                                           |                                                                                                                                                                                                                                   |                |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Attitudinal and Behavioral Changes</b> | Tutor:<br><br>Assessment: Completion of Course. Tests/ Assignments.                                                                                                                                                               |                |
| <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> |

**ATT 101.1 “Democratization<sup>1</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;

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<sup>1</sup> Power of the Traditional Social Political Cultural Based sharing, dialogue, debate and decision making

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

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

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

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

### **ATT101.2. Learner is the Centre 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.

### **ATT 101.3. Traditional diversity of Ecological Sauna and Massage**

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

Step 2. Group discussion on how to 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.

## **ATT 101.4 .“Environmental justice<sup>2</sup> – behave and Social Norm ” Practice and Concept**

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

Step 2: Learner together to justify why and how different minority & indigenous identities, they have been similarity in many 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 happenned 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](mailto:info@farmerfieldschool.net)

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

### **ATT 120.1.“Ecological Farming diary<sup>3</sup>” concept and principle**

Step1. Group design for their Farming Diary and presentation in the plenary class;

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<sup>2</sup> The equity right of the Natural World – between Fauna – Flora – Insect – Animal – Bushes – Grasses – land – Water – climit..

<sup>3</sup> 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 exchagnig later on their practical curriculum on their farm to younger farmers.

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.

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|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Environmental Studies</b>                                             | Tutor:<br><br>Assessment: Student to show an understanding of topic, contribution to class discussion. Assignment on global environmental issue.                                                                                                                             |                |
| <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, Conventional Agriculture, Global Fish Stocks, Peak Oil etc.                                                | <b>ENV 101</b> |
| <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> |

### **ENV 130.1. “High yield<sup>4</sup>” Agriculture” Practice and Concept**

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

Step 2: Group identify on how to 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

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](mailto:info@farmerfieldschool.net)

### **ENV130.2. “Commercial - Mono<sup>5</sup> - Agriculture” 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;

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<sup>4</sup> 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

<sup>5</sup> 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

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](mailto:info@farmerfieldschool.net)

### **ENV 130.3.“Sustainable<sup>6</sup> 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;

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](mailto:info@farmerfieldschool.net)

### **ENV 130.4.“Ecological<sup>7</sup> 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;

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<sup>6</sup> An Argricultural system which still welcome new species and pesticide in the security’s carrying out’s capacity of the farming framework

<sup>7</sup> Farming system which maintaining Traditionalistic, Naturalistic, Spiritualistic and be harmonized their farming behave in relationship with their natural resources



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](mailto:info@farmerfieldschool.net)

### **ENV 130.5. “Rotating<sup>8</sup> 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;

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

Step 5. Concept of Rotating Argriculture” overcome;

### **ENV 130. 6. “Argro -Forestry<sup>9</sup>” 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;

Setp 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.

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<sup>8</sup> Applying human adaptation’s understanding and wisdom in to the farming system in order to meet the human selfsufficiency’s need

<sup>9</sup> Respecting naturally characteristic existing life of the nature

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

Step 1. discussion among learners;

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

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

Step 4. Argro – Forestry concept overview;

Step 5. Student writing down their opinions and comment individually. Photolog/ powerpoint created

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Ecology                             |                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |
|                                     | Tutor:<br><br>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.<br><br>Extrapolate this knowledge to agricultural systems and apply permaculture principles. Inclusion of traditional views/ mythology about ecology. Also included is Human Ecology.                    | <b>ECOL 101</b> |
| <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.<br><br>Food forests as in depth topic. Herbarium made by | <b>ECOL 110</b> |

|                                              |                                                                                                                                                                                                                                                                                                                                                                                    |                 |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                              | students.                                                                                                                                                                                                                                                                                                                                                                          |                 |
| <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> |

### **ECOL 101.1.“Floral Ecology” Practice and Concept**

Step 1: Learner together to describe where the plant can live in the forest and why?

Step 2: Learner together to justify on how the plant to growth in the different seasonality?

Step 3: Learner together to describe how the plant to adapt with different conditions of soil

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

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

### **ECOL 101.2.“Faunal Ecology” Practice and Concept**

Step 1: Learner together to describe where the plant can live in the forest and why?

Step 2: Learner together to justify on how the Fauna to live along with forest in the different seasonality? Which season will be eaten trees, products from the farm and why? How to 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](mailto:info@farmerfieldschool.net)

### **ECOL 101.3“Insect Ecology” Practice and Concept**

Step 1: Learner together to describe where the Insect can live in the forest and why?

Step 2: Learner together to justify on how the Insect to live along with forest in the different seasonality? Which season will be eaten products, eat vegetation, eat fruit trees of the farm and why? How to 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](mailto:info@farmerfieldschool.net)

### **ECOL 101.4.“Local knowledge<sup>10</sup>” 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?

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<sup>10</sup> The knowledge based on the human adaptation during along and practicing daily life with their surrounding nature

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](mailto:info@farmerfieldschool.net)

### **ECOL 101.5.“Ecological – Diversity<sup>11</sup>” 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;

Step 3: Learner together to share about how inter-action need between natural world. Why and how they compete among for surrviving and for leadingship 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](mailto:info@farmerfieldschool.net)

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<sup>11</sup> Its naturally existence and human’s daily adaptation and understanding

## **ECOL 101.6.“Ecological-Cultural Diversity<sup>12</sup>” 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 resource to lead their diversification of the cultural belief. What happenned 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](mailto:info@farmerfieldschool.net)

## **ECOL 101.7.Biological Diversity and natural rights Practice and Concept**

Step 1: Learner together to describe the inter – connection between natural resourses in the internal ecological farming system and the others system. Analysing how farmer inter – action with their nautre 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 surrve 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 frameword did not pay attention on the *NATURAL RIGHTS* - , *the rights to live in harmony with another species naturally?!*;

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<sup>12</sup> A human philosophical foundation which footing from natural power of its diversity

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 interaction concerns (herbal medicinal network: elders are sharing herbal species – herbal knowledge and herbal ecological manner to enriching herbal localities among region). Why and how need to be changed of legal framework in order to offer the natural liberty of rights to 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](mailto:info@farmerfieldschool.net)  
**ECOL 101.8. “Human Ecology<sup>13</sup>” 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](mailto:info@farmerfieldschool.net)

### **ECOL110.1 “Floral Classification” Practice and Concept**

Step 1: Learner together to share their community knowledges of describe the different species of the plant;

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<sup>13</sup> Balance interaction and dialectical behave between human – nature philosophy

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](mailto:info@farmerfieldschool.net)

### **ECOL 110.2. “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](mailto:info@farmerfieldschool.net)

### **ECOL110.3. “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 foret; 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 “**InsectClassification**” 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](mailto:info@farmerfieldschool.net)

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|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Traditional Studies</b>                                              |                                                                                                                                                                                                                                                                                                    |                 |
|                                                                         | Tutor:<br><br>Assessment: Class interaction and knowledge sharing.                                                                                                                                                                                                                                 |                 |
| <b>Da Spiritualistic Tree<sup>14</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 discussed and students encouraged to adopt practices appropriate for their own heritage.                                                                             | <b>TRAD 101</b> |
| <b>Interlinkage Between Natural Forest and Community Religion</b>       | An exploration of community spirit and it’s 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.<br><br>Learning objective: understanding and respecting their own local knowledge- Student to become confident sharing their local | <b>TRAD 120</b> |

<sup>14</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.

|                                            |                                                                                                                                                                                                                                                                                                                                              |                 |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                            | knowledge.                                                                                                                                                                                                                                                                                                                                   |                 |
| <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 studied 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> |

### **TRAD 110.1 .Interlinkage between Community<sup>15</sup> 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 resourses;

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](mailto:info@farmerfieldschool.net)

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<sup>15</sup> 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.

## **TRAD 101.1 .Da Spiritualistic Tree<sup>16</sup> 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; **TRAD 101.1 .Da Spiritualistic Tree<sup>17</sup> 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;

- Discussion on the meaning of Da Tree symbol in spiritual life.
- Discussion on the meaning of Da Tree and other symbols in practice (do not harm the symbol of spirits, so contribute to forest protection and nurturing the nature)
- Diversification of the symbol (different trees, rocks) across different ethnic groups. Da Tree (esp. old one) is one of the commonly accepted symbol

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

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

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

Step 5: Giving supervice and guideline for visitors and learners

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

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<sup>16</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.

<sup>17</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.

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

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| <b>Permaculture Design</b>                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                 |
| <b>Permaculture Design Certificate Course</b>                                  | <b>A 72 hour course over 13 days</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>PDC</b>      |
| <b>Permaculture Design in Practice- A comprehensive range of focus topics.</b> | Tutor:<br>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 process will be repeated throughout the course for a selection of focus topics: Plant Nursery, Nutrient Cycling, Food Forests, Waste etc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Perm 110</b> |
| <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, Greywater biofilters, Blackwater and compost toilet systems, Animal husbandry, Worm Farming, Mulching, Cover cropping, Guilds, Food forests, Mandala Gardens and Animal Tractors, Tree Crops, Aquaculture, VAC systems, Rotating Crops, Beekeeping, Contours, Transects and Swales. Garden bed preparation, | <b>Perm 120</b> |

**PERM 110.1- Observation and Interaction (need development)**

**PERM 110.2 Discussion Presentation**

### **PERM 110.3 Mind Map**

### **PERM 110.4 Flow Chart**

### **PERM 110.5 Design exercise**

### **PERM 110.6 Implementation**

### **PERM 110.7 Feedback**

### **PERM 120.1. 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](mailto:info@farmerfieldschool.net)

### **PERM 120.2. “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](mailto:info@farmerfieldschool.net)

### **PERM 120.3.“Land Use Planning” Practice and Concept**

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

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

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

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

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

### **PERM 120.4.“Farming Argumentation” Practice and Concept**

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

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

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

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

Step 5: Clarification of the Understanding “**Farming Argumentation**” by curriculum building up and documentation will be written down (information, pictures, recording,

video, art drawing...). Learner and Teacher are preparing together in order to post them in to Global Farmer Field School network [info@farmerfieldschool.net](mailto:info@farmerfieldschool.net)

### **PERM 120.5. “Action Plan” Practice and Concept**

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

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

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

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

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

### **PERM 120.6. “Compost<sup>18</sup>” 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 resources;

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](mailto:info@farmerfieldschool.net)

### **PERM 120.7. “Vườn – Ao - Chuồng - Rừng = VAC – R<sup>19</sup>” 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

### **PERM 120.8. “Alternative<sup>20</sup> 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;

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<sup>18</sup> Manual Composting in an ecologically environment among natural components

<sup>19</sup> Integrated different components in farming system, some component made by artificially

<sup>20</sup> Integrated and diversify different resources (artificial and natural) and applying in farming system to meet human concern and need



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.

### **PERM 120.9. Semi - Ecological Veterinary - Livestock and Credit**

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

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

Step 3. How to 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.

### **PERM 120.10. 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

### **PERM 120.11. Ecological Beekeeping and nursery (if feasibility)**

Step 1. Group discussion on what and how the specific condition of farming could be fit with the subject;

Step 2. Group finding how to link with native bee adapting with applying beekeeping in the farming system;

Step 3. How professionalizing beekeeping from ecologically to semi – ecologically in farming system;

Step 4. Concept of the Ecological Beekeeping overcome

Step 5. Group's recommendation wherever farm should or should not be .

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

Step 1. Group discussion on how important to nurture the native Faunal and Floral in an Ecological ways;

Step 2. How to understanding the natural process of native Faunal and Floral growing?

Step 3. How to applying in the ecological farming system;

Step 4. How to deal with the natural nurturing the native species;

Step 5. Recommendations and comment for specific.

### **PERM 120.13. Traditional Knowledge on ecological spraying values**

Step 1. Group discussion on why and how import of the specific traditional wisdom regarding ecological spraying value in a Ecological Farming habit;

Step 2: Group discussion on how to enriching and diversifying the traditional knowledge on ecological 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.

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|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Business Skills</b> | Tutor:<br><br>Assessment: Presentations, assignments, class discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                 |
| <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> |

### **BUSI 101.1. Governing farming business – cost – benefit and effectiveness**

Step 1. Group discussion on input and output describe and planning;

Step 2. Group criticize and feedback on input - output;

Step 3. Group designing on weekly – monthly – quartely – yearly monitor and evaluation by Supervision by expert monthly;

Step 4. Practice and inter – sharing with experts

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

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

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

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

Step 3. Gaining criticize and feedback from society;

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

Step 5. Update evidence and documentation for publication education.

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

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|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Policy and Publications</b> | Assessment: Class discussion. Assignment of mock policy submission                                                                                                                       |                |
| <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>POL 101</b> |

**POL 101.1 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](http://www.ecofarming.net)

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|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Worldview and Networking</b>                                  | Tutor:<br>Assessment: Profile development. Mind map of current and possible networks                                                                                                                                                          |                |
| <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 investigated in the students local community-during class hours. | <b>NET 101</b> |
| <b>International Networking</b>                                  | A programme during which students will develop and become involved in real world wide networks (possible examples Permaculture Cairns, WWF, PINZ)                                                                                             | <b>NET 110</b> |

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

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

### **NET 101.1. Ecological Farming Network for Social Enterpreurnership**

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 Enterpreurnership's Visionary Sharing and Action for publication and education strategies.

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

Step 1. Communication and search via [www.speri.org](http://www.speri.org);

Step 2. Direct contact [decode@speri.org](mailto:decode@speri.org) and [defo@speri.org](mailto:defo@speri.org) under [dtuan@speri.org](mailto:dtuan@speri.org) and [nmpuong@speri.org](mailto:nmpuong@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 tranparent's intellectual property's rights before pubic.