

Seminar on Social Analysis in Natural Resource and Environmental Management

Mekong Learning Initiative

**Can Tho, Vietnam
3-7 June 2006**

Seminar Report

Prepared by Bob Fisher

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Introduction

The aim of this report is to provide a brief account of a seminar involving MLI partners from Can Tho and Tay Nguyen universities along with a facilitation team from the Australian Mekong Resource Centre. There were twenty participants, plus four facilitators. (See Attachment 1 for list of participants and facilitators.)

The purpose of the seminar was to assist in developing skills in social science analysis for natural resource and environmental management for the university staff, most of whom have been trained in natural science.

Rationale

Policy makers, practitioners and natural scientists working in natural resource and environmental management increasingly recognise that effective management requires social issues to be understood and addressed. As a response to the need for such understanding a variety of tools has been helped to assist in appraising social aspects of the use of natural resources. Examples of such tools are the methods used in RRA (Rapid Rural Appraisal) and PRA (Participatory Rural Appraisal).

While these tools are very useful for obtaining social data, they are less helpful in analysis of this data. For this, social science concepts and methods are essential.

This seminar attempted to provide an understanding of key social science concepts relevant to natural resource and environmental management, along with some experience in applying them in analysis of a real field situation. The seminar included discussions of ways to apply these concepts in teaching about natural resources and the environment within the existing curriculum in Vietnam.

Approach

The seminar used an experiential learning approach. Participants were given a very preliminary introduction to the concept of stakeholder analysis. They then explored stakeholder issues during a one-day field visit.

The three days following the field visit were used to analyse the information collected during the field visit. As analysis proceeded, additional social science concepts and theories were introduced to assist in the process. Readings on these concepts were provided progressively. The facilitators had some expectations as to which concepts would be relevant, but the approach was flexible and alternative or additional concepts, theories and methods were introduced as appropriate. Thus, the seminar structure was not planned in detail in advance. It was organised in terms of a strategy (experiential learning) rather than a detailed session plan.

Consistent with the experiential approach, the intention was to introduce concepts and theories on the basis of what seemed most relevant to the analysis as it proceeded, rather than to start by introducing a series of concepts and then applying them.

Day 1 (3 June 2006)

Introductory Session

This was a brief introductory session held in the late afternoon and early evening.

Bob briefly explained that the approach to the workshop would be experiential, starting with an experience and then looking at ideas to help us to understand the social context.

The workshop is more concerned with concepts than tools. He pointed out that when we are learning natural sciences we also start with ideas and theories. Later we learn the methods and tools.

We all understand that people are important in dealing with environmental issues. However, there are different ways of looking at environment and people interactions. For example people can be seen as just another organism. This is a biologist's view, with focus on population numbers and sometimes on consumption levels). Another approach is to look at people as intelligent beings with learned behaviour. This still focuses on individuals (eg environmental psychology). Another way is to look at people as social beings who interact with each other and have cultures (eg social psychology, anthropology); as social and socially structured actors in which there is a "science of society" that is relevant for the environment/NRM. This is what we are concerned with here - multi-disciplinary social science drawing from anthropology, geography, economics, sociology.

There was a discussion of the concept of "stakeholder". (At this stage the concept was not developed in detail. That was done on Day 3.)

The task for the field trip was discussed. Four groups would interview stakeholders. The idea is to identify as many different groups of stakeholders as possible and interview them. The main point is to try to identify the problems of particular stakeholders from their point of view (ie the problems they see, not the ones the researchers see).

Day 2 (4 June 2006)

Field Trip to Khanh Hoa Commune, Vinh Chau District, Soc Trang Province

Background to Field Site

Briefing notes were provided to participants prior to the field trip. (See Attachment 2.)

Some key points:

Khanh Hoa commune is located near the coast. It is a very poor commune. There has been a drastic decline in rice farming and shrimp farming has become a major economic activity. Fishing is also important.

Associated with the increase in shrimp farming are problems of salinity and siltation, which increasingly make rice farming impossible.

A high proportion of the population consists of ethnic Cambodians, with smaller populations of Chinese and Kinh.

Day 3 (5 June 2006 - Can Tho University)

[Morning session]

Field trip reflection and analysis

TASK 1

Participants were asked to write down responses to the following:

- What were one or two main problems faced by people you interviewed yesterday?
- What three things you saw or heard surprised you the most?

Responses were reported and discussed. Examples of problems identified:

- Unequal land holdings
- Decrease in size of plots
- Small landholdings forced people to fish leading to problems for natural resources
- Lack of capital
- Farmers forced to raise shrimp because of environmental change resulting from other people's activities
- No regulations for using common water resources for shrimp farming
- Lack of technology transfer from scientists to farmers.

Bob [Facilitator] Summed up: A large number of problems were identified by participants – some mentioned a number of times by different participants. There was also quite a lot of variety. The local government was mentioned as a problem, but the problems of the local government were not mentioned (because there were no interviews of local government officials).

Phil pointed out that there are different ways of looking at problems. For example is it a problem that the Khmer don't speak Vietnamese or that the Vietnamese don't speak Khmer? The fact that the government is following not leading was identified as a problem, but is this a problem in a market economy? Why do we see problems differently?

The "surprises were then discussed. Some examples:

- Many landless people
- Middlemen richer than others
- Speed of land use change
- Shrimp raising is high risk, but still practiced
- High interest rates (10% a month and 2% a day quoted)
- Rich farmers will force poor to sell land
- Lack of options to diversify production
- Labour shortage despite large families
- Most farmers in NEZ not active – wait for government.

Bob (summing up) noted that there were lots of different "surprises". Interestingly, there were some contradictions. For example one observation was the absence of diverse strategies and another was that there is a lot of diversity of strategy.

It was observed that there is a labour shortage despite the fact that there are a lot of children. In fact, there is plenty of unemployed labour. The problem is that the analysis has been about individual households. It's necessary to put this together and see it as a social system.

TASK 2

Bob introduced this group task. So far discussion has been about individual interview results. The next thing is to look at categories, both those we interviewed *and those we missed*. It can be useful to look at idea of an economic niche, like a niche in ecology.

Four groups each discussed the different categories of actors. The discussions were followed by group presentations of results. In summary, it was pointed out that several categories had been omitted: labourers and landless (mentioned only as input into farms, but not as stakeholders); fish collectors and fish dryers; small shop keepers. (The last two are part of the market chain.)

LUNCH TIME READING

[Task presented by Phil.]

The paper by Ramirez ("Stakeholder analysis and conflict management")¹ was distributed and participants were asked to read the first few pages after lunch.

- ❑ The presentations for Task 2 approached categories in a different way (income, main activity)
- ❑ Some were not presented as categories
- ❑ All recognised different people, activities, relationships
- ❑ From now the discussion would be more theoretical and would return to the idea of stakeholders
- ❑ In the field the approach was very open ("go and talk"). But what would it mean if the instructions were to "do a stakeholder analysis of the area"?

[Afternoon session]

Workshop approach and structure

Bob reminded participants of the seminar approach. In the introductory session we said that we would start with field experience and then provide ideas and theories. Several ideas have come up besides "stakeholders". These include tenure, risk, livelihood systems and conflict management. Readings would be provided on these themes progressively during the seminar and a CD of additional readings would be provided for use after the seminar.

Stakeholder analysis – concept and theory

[Facilitator: Phil]

Phil introduced the concept of stakeholder and the idea of stakeholder analysis and facilitated a discussion, basically developing the concept from Ramirez and linking it to the field site. Some of the key points from Phil and participants:

¹ Ramirez, Ricardo (1999) 'Stakeholder analysis and conflict management.' Chap 5 in *Cultivating Peace: Conflict and Collaboration in Natural Resource Management*. Daniel Buckles (ed). IDRC and World Bank.

- ❑ When we come to the social world, we often just try to understand people as individuals. But we know people live in societies, with political systems, economic systems etc. Just as the natural world operates in particular ways, so the social world operates in particular ways. But we often assume that the social world is simple and common sense. In fact we can see a lot more if we have certain tools and certain concepts.
- ❑ We should assume nobody works in isolation. We are not just talking about group of individuals or roles, we are talking about relationships such as upstream and downstream users. Others?
- ❑ Other examples: People who collect crabs at sea and inland. Middleman and farmers. Sellers and producers. Government and farmers. Men and women. Employers and workers.
- ❑ Relationships are not equal.
- ❑ The English word “stakeholder” comes from the idea of having a stake or an interest or a concern.
- ❑ We usually think in terms of people having a stake in something shared. Is land shared? Is capital shared?
- ❑ Everyone we talked to yesterday was a stakeholder in a natural resource system.
- ❑ Not only about wanting a share in a resource; stakeholders may want to determine the objective of use (i.e. conservation or income)
- ❑ Who has a right to have a stake? Do we have a right to influence forest policy in Brazil?
- ❑ Gets complicated. It can help to look at smaller parts of a system eg crab farming system.
- ❑ It often makes most sense to talk of stakeholder analysis when there is a proposed change – of policy, a new project, a development of some kind. Who will be affected and how? Whose interests are affected by the change in different ways? Relevant to stakeholder analysis.
- ❑ How would you do a stakeholder analysis of the change from rice farming to shrimp farming? Shift to shrimp farming – poor farmers can’t afford it. No choice. Concentration of wealth? Impacts on labour opportunities? (More? Less? Impact on pay rates?)

TASK 3

Four groups were asked to complete the following task: Take some of the problems raised this morning. In trying to solve these, apply a stakeholder approach looking at impacts on different actors.

The groups reported back.

Day 4 (6 June 2006 – Can Tho University)

[Morning session]

Review of yesterday

[Facilitator – Phil]

The concept of “stakeholder” was discussed and clarified. It was stressed that power relations are closely connected to stakeholders.

There was also a discussion of knowledge. On Day 3 there were some statements about villagers having no knowledge. But there are different types of knowledge and a key question is “whose knowledge counts?”

Workshop approach: experiential learning

Bob explained the theory behind the workshop approach – the idea of experiential learning, which is that learning begins with an experience and depends on reflection upon that experience. This is embodied in the Kolb Cycle. (Refer to Fig 1.)

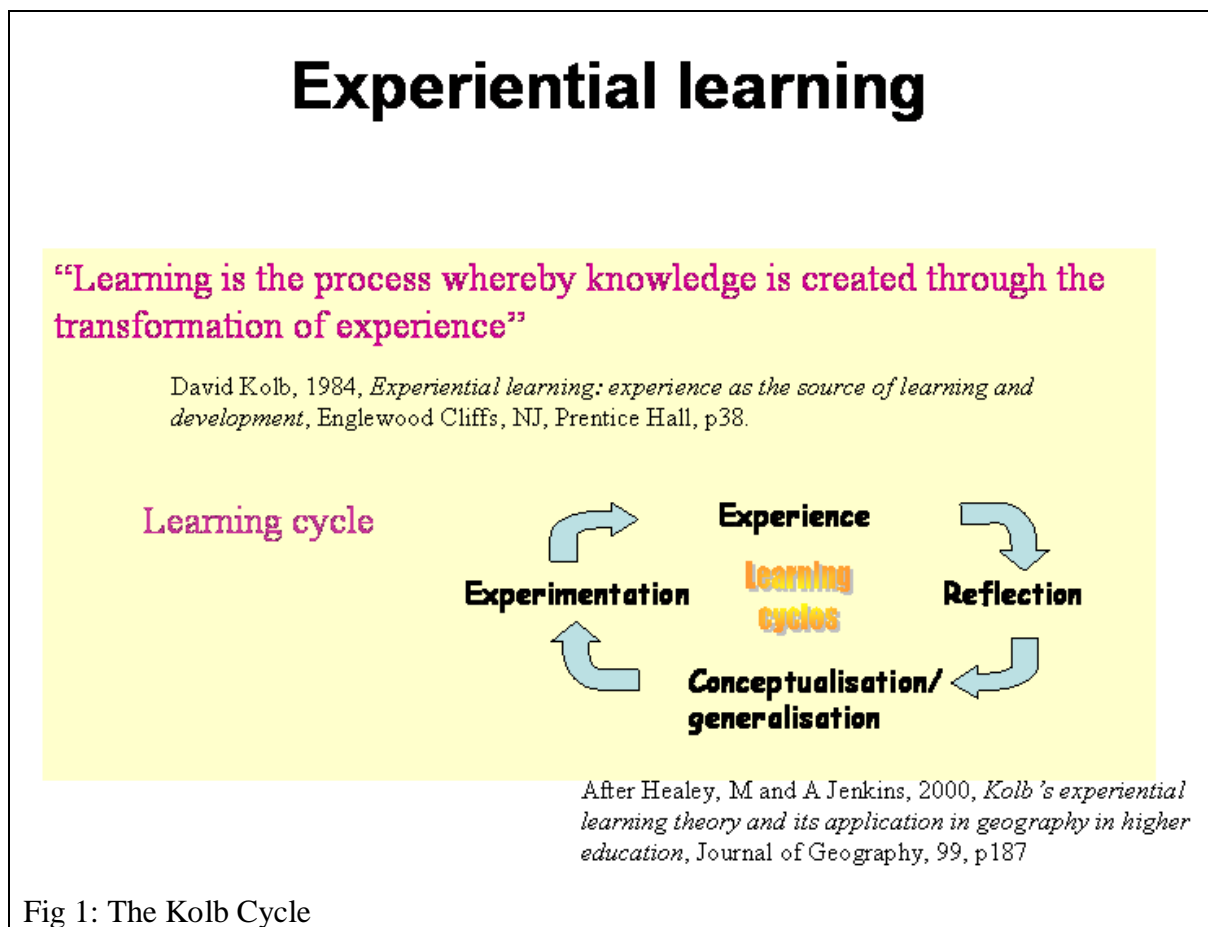


Fig 1: The Kolb Cycle

The Kolb cycle is both a model *of* learning (an explanation about how learning occurs) and a model *for* learning (a procedure which can be followed to foster learning). The idea of experiential learning is not just speculative, but is backed up by research.

Both the idea of experiential learning and the Kolb cycle are useful:

- ❑ As methodology for this workshop and the organising principle of the workshop
- ❑ For us all as teachers
- ❑ As a research method (especially in the form of action research).

Tenure – concept and theory

The session began with a brief powerpoint lecturette (by Bob) on tenure and tenure definitions.

Andrew then lead a discussion of the field trip, asking if there were any tenure related issues arising from the field trip.

Tubtim facilitated a discussion of an imaginary case study² of changing tenure in northern Thailand, showing both the complexity of tenure and how it can change.

TASK 4

Groups were asked to discuss tenure in relation to the field site, identifying tenure and related problems. This was for presentation after lunch.

A reading task for lunch time was also set: Bruce, “Tenure Brief”.³

[Afternoon session]

Task 4 presentations. The 4 groups presented their results. Some points of discussion:

- ❑ One group presented categories of various types of resources in property terms. Bob pointed out that it is not always possible to tell what sort of tenure exists and it is not safe to make assumptions. Sea fish and crabs probably are “open access”, but there could be rules about access.
- ❑ There is an important methodological question about how you can find out about tenure, especially if it is informal (de facto) tenure. You can’t just ask “is this common property?”
- ❑ Phil pointed out it is not always good to simply ask which type of tenure is best. Tenure systems evolve over time. they can change, but changes may have unintended consequences.
- ❑ Changes in livelihood systems can lead to changes in tenure.

Livelihoods – concept and theory

Bob introduced the concept of livelihoods and presented the DFID sustainable livelihoods framework. (see Fig 2).

He explained that one way stakeholders are different is in terms of their different ways of making a living. The sustainable livelihoods framework is a tool which can be used to analyse different livelihoods. Because people start with different assets (capitals) they have different livelihood options. The “transforming structures” are policies and other interventions which change the strategies available for livelihoods.

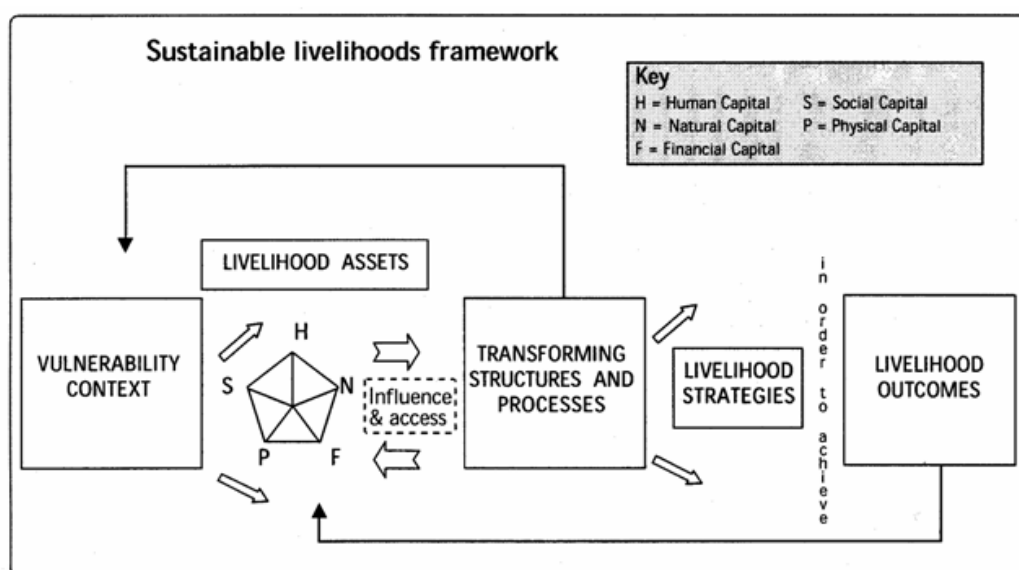
² This case is similar to the paper by Tubtim and Phil in the CD of readings. Tubtim, Nattaya and Philip Hirsch (2005) ‘Common property as enclosure: A case study of a backswamp in southern Laos.’ *Society and Natural Resources*, 18: 41-60.

³ Bruce, John W. (1998) ‘Review of Tenure Terminology.’ Tenure Brief No 1. Land Tenure Center, University of Wisconsin-Madison.

A definition of sustainable livelihoods:

“A livelihood comprises the capabilities, assets and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintains or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base.” (Carney et al 1999)

Fig 2: The DFID Sustainable Livelihoods Framework



Day 5 (7 June 2006 – Can Tho University)

[Morning session]

Introduction to CD of readings

A CD of readings has been prepared for distribution. This CD contains a word Document (“Guide to readings”) with hyperlinks to readings. It would not be necessary to read all of the documents. They were provided for people who want to follow up particular concepts in more detail.

The CD also contains an introduction to concepts prepared by Bob and Phil.

Discussion of MLI

This was outside the main workshop purpose. The object was to familiarise participants with the MLI and to consider future activities.

Livelihoods (continued)

TASK 5

This task involved four groups each of which prepared a livelihood analysis for one stakeholder from the field site applying the sustainable livelihood framework. It was accepted that participants did not have enough information on all of the stakeholders, but there was enough information to try to understand livelihoods using the framework.

In introducing the task Bob stressed that groups needed to look at all the capitals and transforming structures for each stakeholder and to try to understand how the combination and interaction makes certain strategies and livelihood outcomes possible or impossible.

The four stakeholders selected were:

Group 1. Labourer

Group 2 Fish collector

Group 3 Shrimp farmer

Group 4 Shopkeeper

Presentations.

[Afternoon session]

Social science – review and summary

In summing up, Bob pointed out that the workshop started with the idea that concepts come before research techniques in the social sciences. The workshop has introduced four related concepts (see Fig 3).

There has not been time at the workshop to present research techniques and methodologies. Andrew pointed out that readings (such as on interview methods) can be provided separately and could be apart of a follow-up activity.

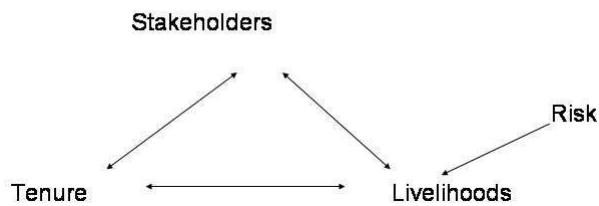


Fig 3: Relationships between concepts

Experiential learning – how useful is it?

Bob asked participants how useful experiential learning was as a way of organising the workshop. Some points made in discussion:

- ❑ It's good to exchange knowledge in groups and to clarify ideas.
- ❑ We can't always take students to the field, but we can use case studies as a basis for experiential learning.
- ❑ Also role plays, as in the Lao workshop.
- ❑ This approach can be difficult. Not having a detailed plan can cause stress for participants and facilitators.
- ❑ Psychological research suggests that some discomfort is good for learning.
- ❑ Just because there is no detailed plan, doesn't mean there is no preparation. There has to be a strategy. Lots of preparation is needed.
- ❑ There are implications to assessment. It can't be just about correct answers.

Evaluation

An evaluation form was distributed, combining both quantitative response and comments. Participants were not required to add their names – this was optional.

Overall the results of the evaluation were very positive in terms of content and approach. There was some concern that the time was possibly inadequate. A number of comments involved requests for further similar activities or follow-up. The results of the evaluation and comments are in Attachment 3.

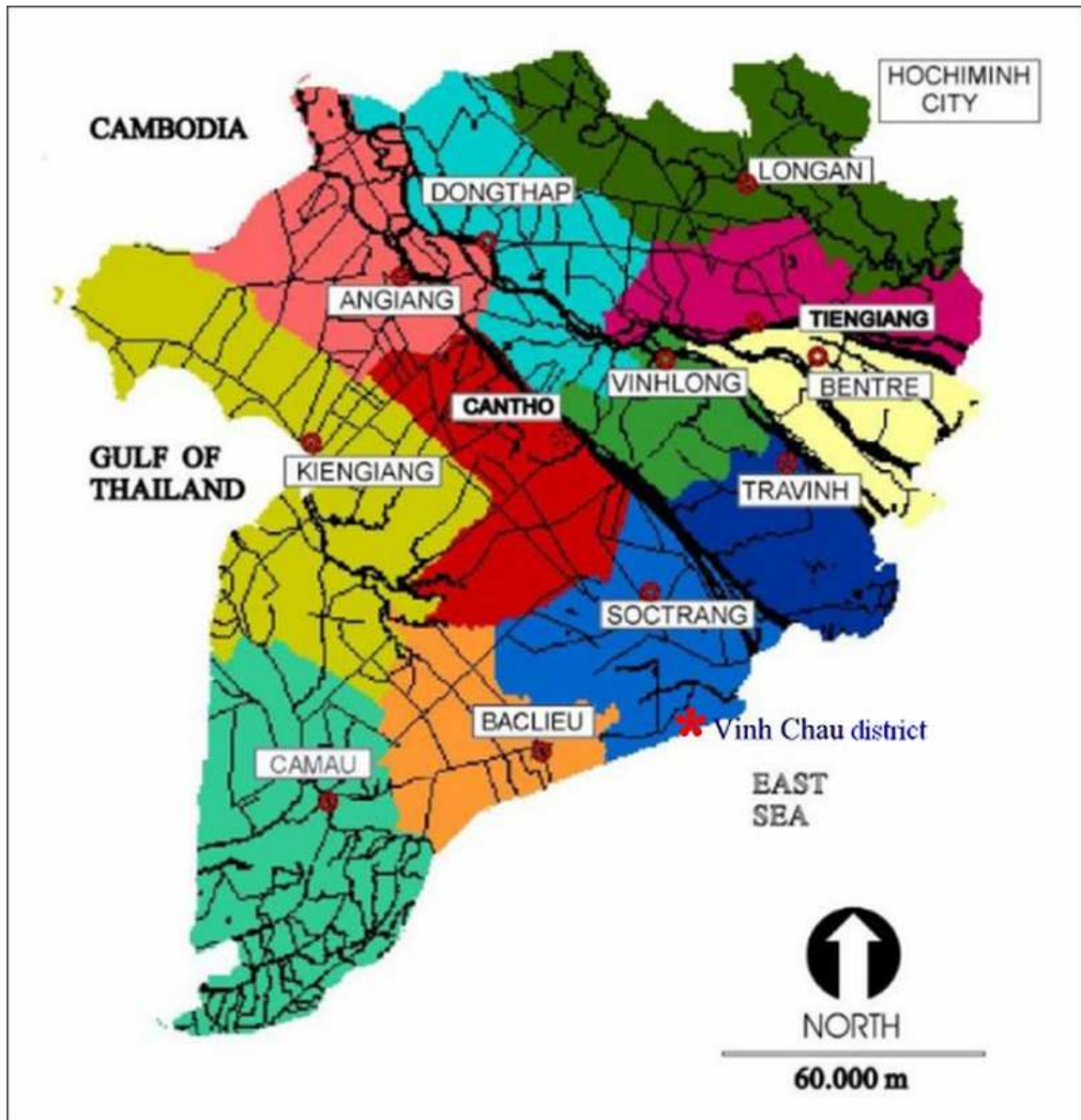
Attachment 1: List of participants

No.	Full name	Sex	Place of work	Major
1	Philip Hirsch	Male	MLI Program	
2	Nattaya Tubtim	Female	MLI Program	
3	Robert Fisher	Male	MLI Program	
4	Andrew Wyatt	Male	MLI Program	
5	Nguyen Huu Chiem	Male	Can Tho University	Environmental science
6	Le Tuyet Minh	Female	Can Tho University	Environmental science
7	Duong Tri Dung	Male	Can Tho University	Environmental science
8	Truong Thi Nga	Female	Can Tho University	Environmental science
9	Vu Van Nam	Male	Can Tho University	Hydrometeorology
10	Tran Thi Phung Ha	Female	Can Tho University	Geography
11	Tran Van Viet	Male	Can Tho University	Aquaculture
12	Doan Thanh Tam	Male	Can Tho University	Environmental science
13	Co Thi Kinh	Female	Can Tho University	Environmental science
14	Phan Thi Huynh Trang	Female	Can Tho University	Environmental science
15	Tran Ngoc Kham	Male	Tay Nguyen University	Environmental economics
16	Ngo dang Duyen	Male	Tay Nguyen University	Entomology
17	Dinh Nam Lam	Male	Tay Nguyen University	Veterinary Medicine
18	Hoang Thi Luong	Female	Tay Nguyen University	Agricultural Extension
19	Nguyen Van Quy	Male	Can Tho University	Agriculture
20	Nguyen Thi Kim Phung	Female	Tay Nguyen University	Soil Science
21	Ha Thi Mung	Female	Tay Nguyen University	Plant Physiology
22	Pham Thi Thuy Nga	Female	Tay Nguyen University	Veterinary Medicine
23	Ho Quoc Thong	Male	Tay Nguyen University	Forestry Economics
24	Bui Ngoc Tan	Male	Tay Nguyen University	Forestry Economics

Attachment 2: Field Site Information

BRIEF DESCRIPTION OF VINH CHAU DISTRICT, SOC TRANG PROVINCE

(Where the field trip will be conducted)



I. General of Soc Trang province

Soc Trang is a maritime province located in estuary of Cuu Long delta. Natural conditions divided Soc Trang into 2 ecological areas, one of which is semi-salty water suitable for both rice cultivation and shrimp feeding extensively; the other is fresh-water for rice specialization.

Before 1992, Soc Trang was a part of Hau Giang province. After separated, Soc Trang has faced a lot of challenges and difficulties with poor materials, mono-agricultural economy and low educational standard. Nowadays, the natural area of Soc Trang is about 322.330 ha in which about 249 088 ha for agriculture and 41 382 ha for aquaculture.

According to the data from the general surveying population in 1999, the population of Soc Trang is 1,172,404 persons in which the people reached labor age estimated about 50.3% (590,000 persons) with more than 80% of them belong to agriculture forces. In the population, the rate of the Kinh is about 64.9%, the Khmer people mainly live in My Xuyen, Thanh Tri, Vinh Chau and Long Phu districts.

Soc Trang has 7 administrative units including the Soc Trang town and 6 districts around. The districts with high rate of the Khmer mentioned above are also with the highest rate of poor people in the province (more than 26%). Since early the 20th century, Soc Trang - the former Ba Xuyen province, was known as the rice granary of the Cuu Long delta. So far, its strength is still the rice. However, from 1994 up to now, with the transition of farming and husbandry structure, combining with existing its strength, Soc Trang has developed the strength itself with 72 km long coastal for shrimp culture to export. It is clear that export turnover of shrimp and rice is increasing and the living standard is improving. In 1998, Soc Trang has obtained the highest aquatic export turnover in the country.

According to the report of Soc Trang People Committee, export turnover of shrimp and rice has increased from 19,6 million USD in 1994 to 122 million USD in 1998 and 104 million USD in the first half of 2001. The above is one of the most important elements to contribute in diminishing the rate of poor in the Soc Trang province from 64% in 1992 to 20% at present. The per capita income has increased to 400 USD/year.

In the year 1997, the Soc Trang has been damaged by typhoons No 5 for more than 300 billions VND. 121 were people were lost after the storm, more than 20,000 houses were destroyed, more than 50,000 ha of rice damaged completely. Some districts were suffered great losses as Vinh Chau, Long Phu, Ke Sach and a part of My Xuyen.

In the year 1999, many parts of dikes in Vinh Chau, Ke Sach and My Xuyen districts have been broken by tidal wave. Rice-fields were in series flooded with brackish water and caused great losses for farmers of above districts and neighboring communes. Early 2001, due to economic crisis and the downturn of shrimp market, the unit price was dropped for 2USD/kg, which caused a big loss for shrimp- feeding households in Soc Trang. Besides difficulties from natural disasters, Soc Trang always faces to many problems for output of agriculture-products as rice, shrimp, pig... According to reports of Soc Trang People's Committee and My Xuyen People's Committee, they have advocated to cut down the area for rice in 1999-2000, due to the decrease of the rice price from 1,700 VND/kg to 1000 VND or even 900 VND/kg during 1999 and 2000. Export rice production has decreased from 320,000 tons in 1999 to 160,000 tons in 2000 and estimated 120,000 tons in 2001.

Soc Trang has attracted quite much attention from some NGO operating in Viet Nam. Recently, some projects granted by International Organizations are under implementation, such as three SIDA- Canadian projects in My Xuyen district, which support hundred of billion for small- scale infrastructure construction; capacity improvement, favorable working condition for local people as profession development & vocational training; credit investment for technological transfer to the poor.

The above was general information of Soc Trang province which the research team has figured during the meeting with Soc Trang People's Committee in combination with other secondary documents as Annual Report on Socio-economic reviews, Annual publications of statistic from 1995 up to now, reports of several projects that implementing in Soc Trang ...

This information help to identify and select the sites for research in Soc Trang according to the INCO methodology defined in Bangkok Seminar.

II. Description of Vinh Chau District

According to statistical book 2004:

- Population: 147,805 people
- Density: 320 people /m²
- This was the poorest district of province (9 poor communes/10 communes + town).
- Ethnic group: 52% of population being the Khmer ethnic, 21% being of the Chinese origin and 27% Kinh (Vietnamese origin)
- Activities: Produce salt and growth rice, vegetable, green onion, brown onion and aquaculture

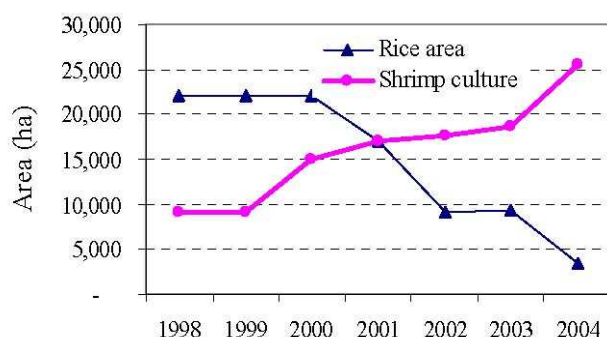


Fig 2.5 Area for rice planting and shrimp culture in Vinh Chau district
(Source: statistical book of Vinh Chau district, 2005)

Area for rice was decreased rapidly in both of communes, rice was not harvested in Khanh Hoa by losing and Vinh Tan was 2.9 tan / ha. (Statistical book of Vinh Chau district, 2005).

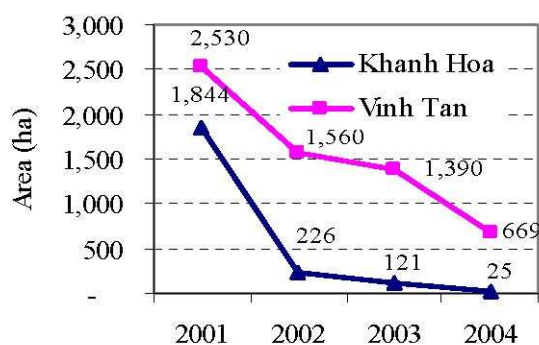


Fig 2.6 Area for rice planting in Khanh Hoa and Vinh Tan
(Source: statistical book of Vinh Chau district, 2005)

Black Tiger Shrimp was dominated species in coastal aquaculture in Vinh Chau, it was approximately from 86-98% of total yield.

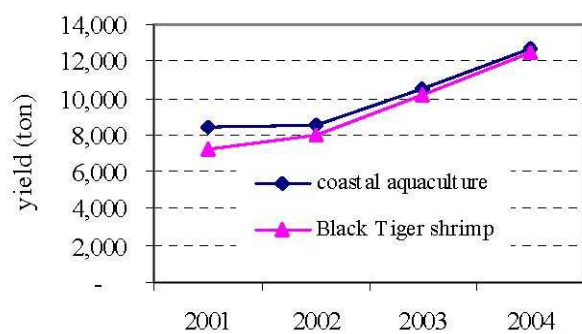


Fig 2.7 Yield from coastal aquaculture and Black Tiger Shrimp in Vinh Chau (Source: Statistical book of Vinh Chau district, 2005)

Table 2.3 Characteristic of households of in Vinh Chau (Sources: statistical book of Vinh Chau , 2005.

	Semi- intensive	Intensive	Improve extensive
In Vinh Chau district:			
Area (ha)	6,111	1,400	9,293
No of household	4,588	882	2,790
Average yield kg/ha/crop	1,800	3600	630
In Khanh Hoa commune:			
Area (ha)	870	221	1,783
No of household	563	153	382
Average yield kg/ha/crop	1,044	3000	580
In Vinh Tan commune:			
Area (ha)	350	45	1,480
No of household	290	27	135
Average yield kg/ha/crop	1,400	3,100	600

Attachment 3: Workshop Evaluation

	Total 18 respondents				
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
(1) The seminar helped me to understand social science concepts				6	12
(2) The concepts helped me to understand the situation at the field site.			1	12	5
(3) The experiential learning approach was a good way of organising the seminar.				11	7
(4) I will be able to adapt the experiential learning approach to my own teaching.			1	11	6
(5) The seminar was about the right length:			4	9	5
(6) The logistics of the workshop were well managed:			1	9	8
TOTAL			7	56	43

Additional comments (optional):

(1) The seminar helped me to understand social science concepts

Please introduce much more problems in other places and the solution of these places as the example of Tubtim in Laos about the tenure.

(Strongly agree) For the concepts you introduce in the workshop. However I am still not sure the other relative concept.

Can you organise other seminars for us so we understand social science.

In this seminar, I've got a lot of concepts.

I think this method is very good.

It is good for students from technical departments.

Good method and good preparation.

I would like to have lots of chances to learn more and more the other social sciences concepts.

I think that organisers need to prepare more detail before going to fieldtrip such as local [informants?].

I really enjoyed the contents of the seminar. This is a good approach. I will try to use this approach for my students in the time they go to rural areas to survey information about social economics, population, living standard of people.....

Provide some documents + examples (case study) about this content in other Asian countries.

This method is difficult for teacher who teaches basic subjects. [Relates to 4?]

Should have seminar next time.

This seminar is very interesting for us in our teaching and works.

(2) The concepts helped me to understand the situation at the field site.

I want to share the experiences from Tay Nguyen University or other place that has different geological condition from Mekong Delta to enlarge my mind about the relations, impacts of places in order to find out some good solutions to help our community to develop in sustainable ways.

It helps me to recognise more precisely about tenure, and more clearly to put [stakeholders?] in HSNPF (diagram).

What do learners need to contact and what kind of information should be collected. Avoid lacking of information and extra information.

In order to understand clearly the concepts, we would like to organise one more workshop in the future.

More video shown in other Asian countries about

- stakeholders
- livelihoods
- tenure

(3) The experiential learning approach was a good way of organising the seminar.

Yes, for small class. It is . But for large class and no experiences students we should require less outcomes.

It can help everybody who will learn very hard.

(4) I will be able to adapt the experiential learning approach to my own teaching.

Yes. But it also relates to school year's schedule.

(5) The seminar was about the right length.

If it has more time, it will be better!

It's too short.

A little bit short time.

Maybe some more concepts.

(6) The logistics of the workshop were well managed:

Yes, very good.

We had a good time in Can Tho University.

(7) Please add any other comments you think may be useful as feedback to the MLI:

We will organize alternative workshop or meetings to carry out what we have done and share experiences between schools.

Can you organise... another seminar for other subjects?

I hope it will be repeated in the future.

We have to request workshops more and more.

Continue organising other seminars to enhance the gained knowledge in social science.

Small grants to apply the knowledge after the seminar.

Analysis data.

We would like to have other seminar about data analysis by using SPSS. We will collect enough data and waiting for the next workshop.

- Develop new cooperation projects about this subject with Vietnam.
- Study tour next time (Laos, Cambodia, Vietnam, Thailand). If with limited fund, study tour Vietnam-Laos.

Can you organise another seminar for other subjects?