

GUIDEBOOK ON INTERGRATION OF SOCIAL-ECOLOGICAL TRANSFORMATION INTO
EDUCATIONAL PROGRAMS FOR YOUTH

SOCIAL-ECOLOGICAL TRANSFORMATION



Hanoi, September 2021

Implementation: Center for Development of Community Initiative and Environment (C&E)

Reproduction Policy: This document may be reproduced or cited for non-commercial purposes.

Composed by: Ngo Thi Phuong Thao

Edited by: Do Thi Huyen, Hoang Thanh Tam, Bui Thi Thanh Thuy

Designed by: Nguyen Huong Giang

Address: R. 510, E1 Building, Trung Tu diplomatic compound,
No. 6 Dang Van Ngu st, Dong Da dist, Hanoi, Vietnam

Phone: +84 24 35738536

Email: ce.center.office@gmail.com

Website: ce-center.org.vn

PREFACE

Within the framework of the project “Integrating and advocating the content of Social-ecological transformation (SET) in Vietnam’s tertiary education” with the sponsorship of the Representative office of the Rosa-Luxemburg-Stiftung Southeast Asia in Hanoi (RLS SEA, Hanoi office). “Guidebook on integration of social-ecological transformation into educational programs for youth – the topic of social-ecological transformation” is a part of the educational toolkits on ecological lifestyle. This toolkit is designed with content related to education and social-ecology for teachers, trainers and young activists.

This document encourages and facilitates access to new knowledge and behaviour for teachers and students, at the same time opens up the potential for theoretical and practical application of social-ecological transformation in day-to-day life and future work, particularly the application of social-ecological transformation to personal and professional life in the face of the challenges of the current climate crisis.

The material will also support young trainers, teachers and activists to inspire themselves and above all, learners in a diverse, interesting and scientific way through integrated methods. The dominant approach in this document will be education, awareness raising, professional development and practice, self-improvement as well as practical interventions of social-ecological transformation. In particular it integrates and educates Vietnamese students and young leaders the knowledge, skills and behaviour to respond to climate change, social and ecological crises, and to unite with social-ecological movements that are being developed in Vietnam.

Moreover, this document is a tool compiled in an easy to understand way for all individuals and organizations wishing to learn and integrate this topic into community activities. Whoever you are or whatever your position is, you can be an inspiration to your community. The guidebook is expected to motivate the target audience to practice sustainable social-ecological activities, offer initiatives and share practical experiences for young practitioners in implementation of ecological - social projects.

The compilation team looks forward to receiving comments and suggestions from organizations and individuals so that this guidebook can be more comprehensive and widely disseminated in the near future.

TABLE OF CONTENT

Abbreviations

List of table

List of figure

Preface

01

UNDERSTAND SOCIAL-ECOLOGICAL TRANSFORMATION

9

What is social-ecological transformation?

10

The concept of social-ecological transformation

10

Why should we talk about social-ecological transformation?

10

Elements in social-ecological transformation

17

Theoretical foundations and research approaches of social-ecological transformation

20

Practical case studies of social-ecological transformation

22

Theoretical model - Doughnut Economics

22

Policy model - Gross National Happiness

24

Social movement - The Rights of Nature

28

Universal basic income

30

Community movement - Transition Town

33

Solar energy sharing network in the countryside - SOLshare (Bangladesh)

35

The model of a farming community network - Thamturakit (Thailand)

37

Social enterprise model - Vietherb (Vietnam)

39

Research activity - Rosa-Luxemburg-Stiftung Southeast Asia

41

Green Office Movement in universities

42

Personal lifestyle - Minimalism

43

The importance of introducing SET into education

46

02 THE INTEGRATION OF SOCIAL - ECOLOGICAL TRANSFORMATION INTO EDUCATIONAL PROGRAM FOR YOUTH 47

Basic forms of integration	48
Integration into lessons	48
Integration into culture	49
Integration into research	49
Integration into training and field-trips	50
Integration in events, campaigns and movements	51
Recommendation of some methods to integrate this topic in education	52
The iceberg model	52
Case-study analysis	55
Experiential learning cycle	57
Examples of training programs	59
In-class lesson	59
Field-trip	61
Further readings	63

03 BIBLIOGRAPHY 64

Abbreviations

CC: Climate Change

FAO: Food and Agriculture Organization

GNH: Gross National Happiness

IEA: International Economic Association
OECD: Organization for Economic Cooperation and Development

ILO: International Labour Organization

SD: Sustainable Development

SET: Social-Ecological Transformation

UBI: Universal Basic Income

UN: United Nations

UNESCO: United Nations Educational Scientific and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

UNODC: United Nations Office on Drugs and Crime

WHO: World Health Organization

List of table

Table 1: The social foundation and its indicators of shortfall	15
Table 2: The priority set of criteria in SET divided into economic-social-ecological areas	19

List of figure

Figure 1: Changes in the nine planetary boundaries from 1950 to present	11
Figure 2: Shortfalls below the social foundation	14
Figure 3: Social-ecological research in the context of transdisciplinary sustainability research	21
Figure 4: The doughnut model with ecological boundaries and social shortfalls	23
Figure 5: The Four Pillars of Gross National Happiness	25
Figure 6: GNH index assessment table in Tinh Truc Gia (Hue, Vietnam)	27
Figure 7: Indigenous people protest against the construction of an oil pipeline in Canada	28
Figure 8: The documentary film "THE RIGHT OF NATURE: A GLOBAL MOVEMENT"	29
Figure 9: Evidence of large wealth disparities in Brazil	31
Figure 10: Basic income split test in India	32
Figure 11: "Transition Town" Fujino town in Kanagawa Prefecture, Japan.	34
Figure 12: Installing solar panels in rural Bangladesh	35
Figure 13: People manage the power grid with the help of technology	36
Figure 14: A pharmacist in Bangladesh uses SOLshare at a pharmac	37
Figure 15: A seed preservation class at the Pun Pun center	38
Figure 16: Some products for babies and pregnant women made from Vietherb herbs	40
Figure 17: Ms. Rosa Luxemburg, German philosopher	41
Figure 18: Rosa-Luxemburg-Stiftung Southeast Asia.Hanoi office, (centered) Mr Philip Degenhardt - Director region	41
Figure 19: An outdoor session of Green Office for KU Leuven on urban agriculture	42
Figure 20: The entire personal fortune of Rob Greenfield - a minimalist	44

Figure 21: Some books on minimalist lifestyle in Vietnamese	45
Figure 22: Information layers in the iceberg model	52
Figure 23: An example of the iceberg model	54
Figure 24: The experiential learning cycle model	57

PART
01

**UNDERSTAND
SOCIAL-ECOLOGICAL
TRANSFORMATION**

WHAT IS SOCIAL-ECOLOGICAL TRANSFORMATION?

The concept of social-ecological transformation

In this guidebook, the term social-ecological transformation will sometimes be replaced by SET for short. Transformation refers to the process of holistic change in all aspects from economics, social, political to cultural [5, 52]¹.

There is no single definition for “social-ecological transformation”. It can be understood as a general concept referring to **the political, social-economic and cultural changes which aim to resolve the social-economical crisis [6, 1]**.

Bruckmeier briefly explains the “social-ecological transformation” in his 2016 book of the same name as **“the transformation of modern society and its relations with nature”**[7, viii]. This can be achieved when segments of society from the political, economic, civil society and other stakeholders work together to intervene and solve social and environmental problems, which leads to structural changes in the relationship between human and nature [12].

Why should we talk about social-ecological transformation?

To answer this question, we need to take a look at the big picture of the world around us. While humanity is facing unprecedented economic, environmental, social and health crises such as a global pandemic affecting the health of hundreds of millions of people worldwide, forest fires occur frequently with great intensity in the remaining precious natural forests, seriously affecting biodiversity, damaging life and health of people as well as all species; extreme weather events such as erratic heat and cold waves, tsunamis, typhoons, and landslides occur in large number with stronger intensity and more difficult to predict.

Despite not being a new concept, social-ecological transformation has received much attention and research focus in recent times as a way to solve the social and ecological crises that we are facing, and at the same time, respond to criticisms about the imbalance in the progress in the name of “sustainable development”. We’ll dive into each of these specific aspects shortly.

¹ Citation template: [number of reference, (page)].

The social and ecological crisis

We are living in an unprecedented time in human history, when the “development” of modern society is gradually surpassing a series of ecological thresholds of the Earth. At the same time, social pressures are constantly increasing.

To get a better picture of the ecological context, take a look at the “nine planetary boundaries” model researched and proposed in 2009 by a team of scientists led by Johan Rockström (Stockholm Resilience Center) and Will Steffen (Australian National University).

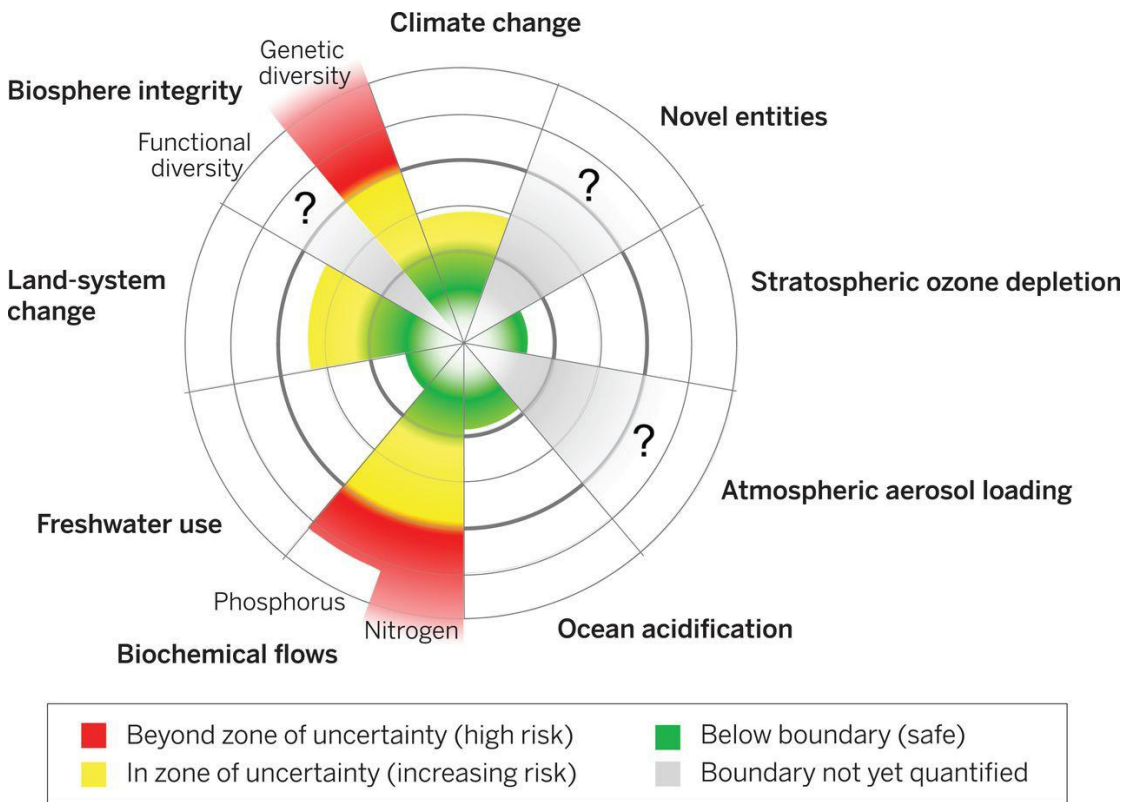


Figure 1: Changes in the nine planetary boundaries from 1950 to present [36]

It can be seen that the ecological threshold of biodiversity (extinction rate) and biochemical flows (phosphorus, nitrogen) has exceeded alarming boundaries. The index of land-system change (forest cover and natural ecosystems) as well as climate change have been at an uncertainty level.

We need to understand that these factors do not work individually, but always interact and influence each other, exceeding the boundary in one factor will lead to aggravating the situation of other factors. For example, reduced forest area and air pollution will

1. Scientists believe we may be facing the **Sixth Great Extinction** in Earth's history because the current extinction rate is higher than the previous five mass extinctions, thousands of times higher than the natural extinction rate. (in the absence of humans) [11].

2. In October 2020, **the Antarctic ozone hole reached a record size of about 25 million square kilometers**. This worries scientists because it is one of the largest recorded ozone holes in the past 40 years, although there have been positive signs in recent years from efforts to reduce ozone depletion following the Montreal agreement (banning the use of compounds that affect the ozone layer). [48]

3. Due to human activities, **250 billion tons of synthetic chemicals** are produced annually. Exposure to chemicals, pollution, climate change and ultraviolet rays causes about **12 million deaths** each year. [47]

4. In 2020, the world's tropics lost **4.2 million hectares** of humid primary forest - equivalent to the size of the Netherlands. Much of the forest area is lost due to deforestation and forest fires. [20]

5. The CO₂ concentration in the atmosphere is still increasing steadily even though the whole world is rising with calls to reduce emissions and reverse global warming during the past years. According to the 2-degrees Institute, the CO₂ concentration in the atmosphere on June 16, 2021 was **419.48ppm** (parts per million). Note that scientists think the safe limit for atmospheric CO₂ is 350ppm. [1]

Listen to the numbers

accelerate global warming, reduce freshwater reserves, increase ocean acidification and seriously damage ecosystems.

6. The oceans absorb about **22 million tons of CO₂** every day - about 26% of the CO₂ emitted from human activities. If CO₂ levels continue to rise at the current rate, by the end of this century, acidified seawater will corrode the shells of animals in the ocean. The life of plankton which is very important in the marine ecosystem will also be threatened. [41]

7. There are currently **1.42 billion people** in the world, including 450 million children, living in areas of high water vulnerability or extreme water shortages (these areas both are in water scarcity and lack of drinkable clean water). [43]

8. Synthetic nitrogen and phosphorus fertilizers are used to increase agricultural productivity. Through runoff and soil erosion, these substances will enter water sources and soil systems, causing eutrophication, altering nutrient flows in the soil, causing pollution and affecting climate change. In the last 60 years, the amount of nitrogen fertilizer used has increased **eightfold** and phosphorus **threefold**. [27]

9. The special report of the IPCC (Intergovernmental Panel on Climate Change) in 2018 indicated that we are on a "road map" towards the milestone of **1.5 degrees Celsius** increase (the average temperature of the Earth compared to the pre-industrial era) in **less than 10 years**. The whole world needs to join forces to prevent this number from reaching 2 degrees Celsius. A world with global warming of 2 degrees Celsius will see heat deaths, reduced agricultural productivity, many extreme weather events, economic breakdown, increasing poverty and severe shortage of fresh water - all **increase by 50%** compared to the 1.5°C rise scenario. [25]

This not-so-bright ecological picture is coated with a darker shade by the context of social problems that humanity are facing on a global scale. We are talking about stories closely related to life that we can hear and read everywhere in the media like hunger, illiteracy, lack of basic needs for water, food, energy, pandemics, homelessness, unemployment or exploitation, gender inequality, peace and justice...

Figure 2 below illustrates indicators of basic aspects of social life and the red area is the degree of deprivation (see details in Table 1 for a better understanding).

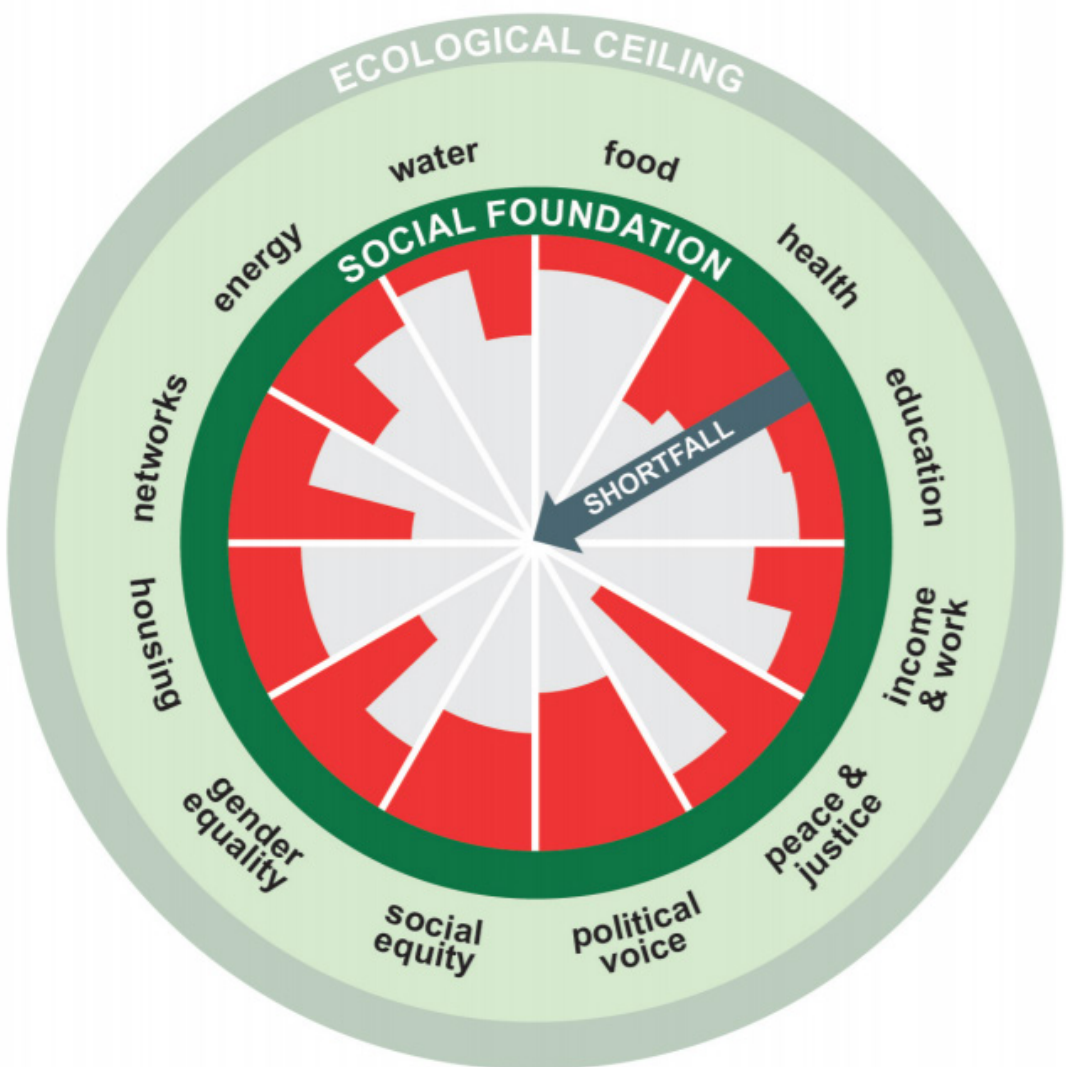


Figure 2: Shortfalls below the social foundation [33, 4]

Table 1: The social foundation and its indicators of shortfall [33, 4-5]

Dimension	Illustrative Indicator (% of global population unless otherwise stated)	%	Year	Data Source
Food	Population undernourished	11	2014-16	FAO
Health	Population living in countries with under-five mortality rate exceeding 25 per 1,000 live births	46	2015	World Bank
	Population living in countries with life expectancy at birth of less than 70 years	39	2013	World Bank
Education	Adult population (aged 15+) who are illiterate	15	2013	UNESCO
	Children aged 12-15 out of school	17	2013	UNESCO
Income & Work	Population living on less than the international poverty line of \$3.10 a day	29	2012	World Bank
	Proportion of young people (aged 15-24) seeking but not able to find work	13	2014	ILO
Water & Sanitation	Population without access to improved drinking water	9	2015	WHO/UNICEF
	Population without access to improved sanitation	32	2015	WHO/UNICEF
Energy	Population lacking access to electricity	17	2013	OECD/IEA
	Population lacking access to clean cooking facilities	38	2013	OECD/IEA
Networks	Population stating that they are without someone to count on for help in times of trouble	24	2015	Gallup
	Population without access to the Internet	57	2015	ITU

Housing	Proportion of global urban population living in slum housing in developing countries	24	2012	UN
Gender equality	Representation gap between women and men in national parliaments	56	2014	World Bank
	Worldwide earnings gap between women and men	23	2009	ILO
Social equity	Population living in countries with a Palma ratio of 2 or more (the ratio of the income share of the top 10% of people to that of the bottom 40%)	39	1995-2012	World Bank
Political voice	Population living in countries scoring 0.5 or less out of 1.0 in the Voice and Accountability Index	52	2013	World Bank
Peace & justice	Population living in countries scoring 50 or less out of 100 in the Corruption Perceptions Index	85	2014	Transparency International
	Population living in countries with a homicide rate of 10 or more per 10,000	13	2008-2013	UNODC

The need for a new development model

With a clear awareness of the global crises that humanity was facing, in 1987 the Brundtland Commission defined “Sustainable Development” as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”, which emphasizes the three pillars of economy, society and environment [44, 43]. Since then, the concept of Sustainable Development has become increasingly prevalent in legal documents, development documents or communication programs. Nonetheless, 35 years later, humanity continues to face escalating social, environmental and economic crises. Why is that?

Many experts believe that multiple development campaigns and programs from individuals, organizations and regions in the name of “Sustainable Development” but in fact put a heavier weight on the economic pillar rather than the society and environment pillars [12]. Imagine that instead of a solid tripod model, here the “economic” leg is much larger than the “social” and “environmental” legs, making this sustainable development chair unsteady and prone to collapse. These development models assume that economic development is the most important and can be completely harmonized with environmental protection, ignoring the complex interrelationships between society-environment and economy [6]. Especially, neo-liberalism and capitalism gradually prevailed all over the world, leading to the fact that capitalists and multinational corporations took advantage of the label “sustainable development” to conceal profit maximization motive [10]. The globalized free market has been affecting every corner of daily life as the Western elite lifestyle is promoted, consumerism flourishes, cheap labor or low-quality products become popular [6; 10].

In this particular context, under the pressure of crises and the weaknesses in applications of the sustainable development model, which pose challenges and the need for major and radical changes, we need to look at the root of the crises and reasons why efforts to achieve sustainable development in the past 35 years have not been effective. The root cause lies in the profound disconnection between the individual, society and nature, in ignoring the complex and intimate relationships between social and environmental factors in the pursuit of economic development [12]. The idea of social-ecological transformation as a development model arose from the intention to bring these aspects back into the center of our human attention, especially to delve into the realities of life and have an impact on policy and system level. This transition is a multi-layered and non-linear process, because it involves complex, multidimensional and dynamic systems, and has potentially critical tipping points capable of making big changes [6].

Elements in Social-ecological transformation

First and foremost, it is necessary to point out that social-Ecological Transformation (SET) is a relatively new concept and very new concept, especially in Vietnam and the Asia region. Literature can now be found from many civil society organizations and research institutes who are beginning to focus on building theoretical frameworks and information around this concept. However, there is no single framework or model for social-ecological transformation. This document introduces approaches from many different sources that complement each other.

Six challenges that SET aspires to solve [7, 9]

1. Adaptive Governance to changes occurring at the micro and macro levels
2. Transforming the societal metabolism of combined use of material and energy resources
3. International policies and global governance
4. Transition to social and ecological sustainability at local, regional, national and global scale
5. Reduce exponential growth of resource extraction, ecosystems destruction and climate damaging emissions
6. Identify and form new social subjects for social-ecological transformation of society; and the relations between these actors include the change of existing subjects and societal relations

Towards a sustainable society, SET focuses on the following factors in order to balance efforts to develop ecological and social aspects in proportion to the economic sphere.

Ensuring social justice, economic efficiency and environmental justice

Systemic change in social relationships (individual, group, gender)

Changes in the relationship between human and nature

Promote processes that distribute resources, ensure equity and reduce ecological footprint

Table 2: The priority set of criteria in SET divided into economic-social-ecological areas (adapted from the document of Rosa-Luxemburg-Stiftung Southeast Asia. Hanoi office, 2020)

Economics	Economics	Ecology
Promote local economic development on a small and medium scale instead of encouraging multinational corporations	Democratize decision making in policy and public property	Limit and reduce pollution
Improve welfare and income	Increase participation of citizens and stakeholders	Regulations on land and water use management
Mitigation of international market barriers	Ensure working conditions and quality of life	Saving resources & the use of renewable energy
Public financial regulation	Enhance gender equality and shorten the gaps in society	Conservation of biodiversity and ecological restoration
Promote sustainable production and consumption	Promoting sustainable lifestyles (democracy, equality and environmental friendliness)	Apply nature-based solutions to create innovations in all areas of life
Prevent mega investments into economy	Promoting learning and creativity in social innovation	Prevent ecological destruction
Dealing with international agreements on free trade and foreign investment protection	Dealing with societal hierarchies	Effective sanctions against ecological crimes, consequent prosecution of ecological crimes
	Orient societal politics on health, learning, solidarity	

In addition, the Friedrich-Ebert-Stiftung has also developed four key areas of SET focusing on the city/urban area [2, 1]:

1. Improving transport between residential areas, jobs, leisure activities and government services, with associated impacts on environmental pollution and human health
2. Redressing inequalities in the distribution of ecological benefits and risks and social assistance for ecological transformations
3. Improving human well-being and integrating wellbeing indicators into public policies
4. Bettering urban energy metabolism and adaptation to climate change

Theoretical foundations and research approaches of social-ecological transformation

Social Ecological Transformation (SET) is developed on the foundation of a critical analysis of the society and Social Ecology Study. Social Ecology includes interdisciplinary studies that apply both the social and natural sciences. The core of this field lies in the interrelationship and co-evolution of human society and natural systems over time, with consequences affecting both. Social Ecology encompasses many areas such as energy and society, land use and food production, social metabolism, environmental impact of human activities, etc [15, 254].

Social-ecological transformation can be viewed in many different lenses: academic research and policy advocacy development, practical application model in organization and production, development of application model in technological innovations, educational models, participatory research...

From the perspective of academic research, SET has the following main approaches [6]:

1. Transition the metabolic system in society - emphasis on the use of energy and raw materials
2. Research and apply research results to management focusing on aspects of social institutional, technological innovation and social innovation to build a social technology system towards more sustainable production and consumption.
3. The study of social practices - behavioral habits formed by interrelated factors such as sociopolitical institutions, technology, infrastructure, and power relations in those systems
4. Degrowth: changing orientation at the macro (socio-economic institutions) and micro (personal values and motivations) to move towards a measure of welfare rather than a measure of economic growth as the engine of development.
5. Political ecology: considers the materiality of the social structure, considers economic growth as a social relation intrinsically related to domination, capable of reproducing the social structure.

The study of social-ecological transformation is an interdisciplinary and intersecting field between the study of natural sciences, social sciences and technology sciences. To really understand and come up with effective policy, social, environmental and economic solutions in SET, it is necessary to have a holistic and deep understanding of the interrelationships between aspects and actors in natural and social ecosystems.



Figure 3: Social-ecological research in the context of transdisciplinary sustainability research [3, 11]

PRACTICAL CASE STUDIES OF SOCIAL-ECOLOGICAL TRANSFORMATION

Social-ecological transformations often range from small to large, they arise from small gaps in society and then grow into institutional changes that can ultimately contribute to the transformation of bigger factors socially, culturally, economically or politically [6].

Theoretical model - Doughnut Economics

Doughnut Economics is a model developed by economist Kate Raworth since 2012. The Doughnut model has attracted the world's attention since then and has been applied as a tool to concretize sustainable development in many fields from academia, policy building, business strategy, urban and civil planning and so on [33].



*Economist Kate Raworth, 2018
(Source: TED.com)*

The highlight of this model is the combination of two concentric circles to describe the social and ecological boundaries (Figure 4), within these two circles is the sustainable development interval for humanity.

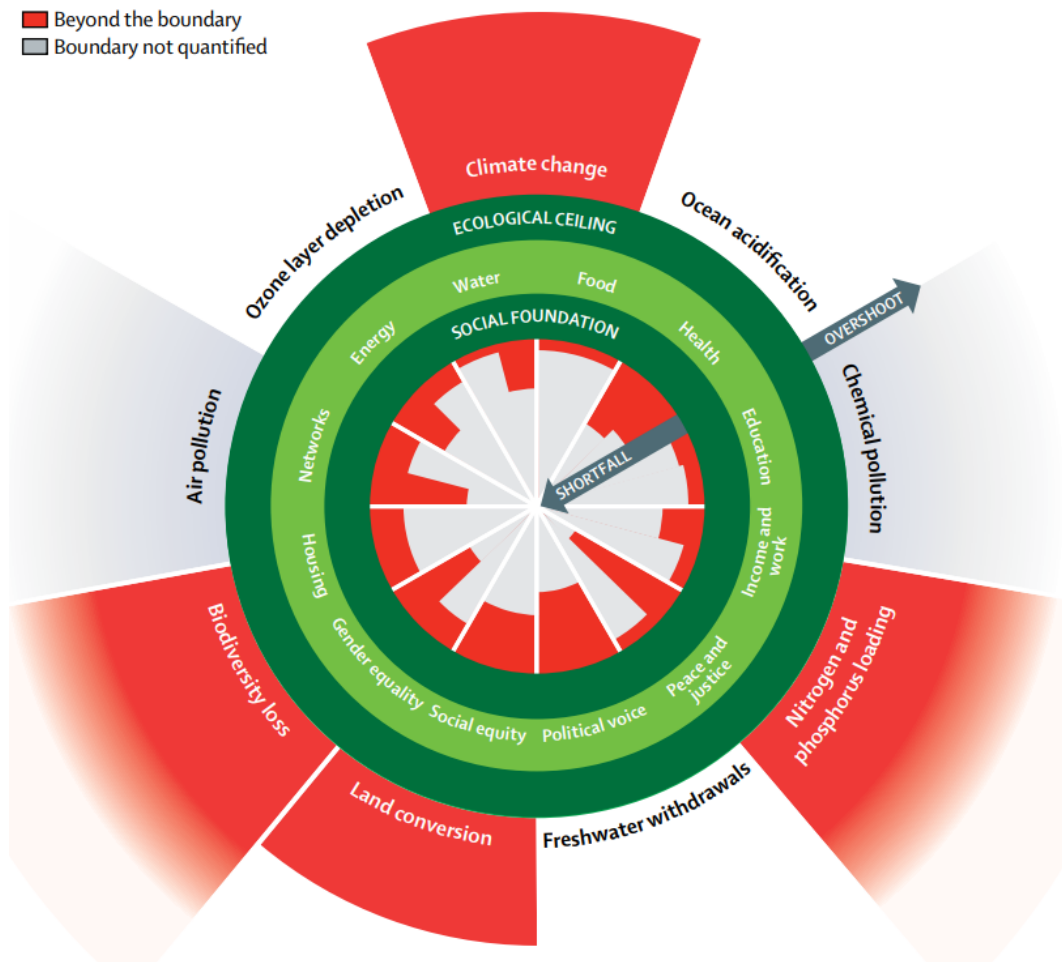


Figure 4: The doughnut model with ecological boundaries and social shortfalls [33, e48]

The illustration above shows how the Doughnut Economics model combines the system of 9 planetary boundaries with the 12 shortfalls in the social foundation (two dark green circles). The light green area between the two circles is a safe and sustainable space for people. The red wedges represent the degree of environmental degradation or social shortcomings.

Like a compass to help determine the current state of society development, the Doughnut model highlights four key points to keep in mind in development strategies:

- Human social welfare depends on the health of the planet
- Profound inequalities exist in income and wealth, in risk exposure, in gender and ethnicity, and in political power within and between countries.

- Economic theories and planning need to be renewed with a focus on regeneration and equitable distribution, rather than prioritizing growth.
- From social-ecological studies, people have a better understanding and appreciation for the interdependence between humans and nature, from which a long-term vision can be drawn.

A typical example of applying the Doughnut model lies in the city of Amsterdam, Netherlands. The city government and a group of scholars at Oxford University led by Kate Raworth analyzed the portrait of Amsterdam based on the Doughnut. Thereby, the city can further examine the aspects that make the city's sustainable development difficult such as housing problems, consumption of fossil fuels, dependence on some imported products related to poor working conditions in other countries; then develop appropriate development strategies. [4]

Learn more about the Doughnut Economics: <https://doughnuteconomics.org/>

Policy model - Gross National Happiness

Gross National Happiness (GNH) is a concept introduced by the 4th King of Bhutan, Jigme Singye Wangchuck, in the 1970s to replace Gross Domestic Product (GDP) as a measure of country development. This concept was introduced with the aim of complementing the measure of sustainable development, focusing attention on non-economic welfare factors. [40]



Bhutanese boys
(Source: alwaysbhutan.com)



The theoretical framework of Gross National Happiness is built on four main pillars: good governance, sustainable socio-economic development, cultural conservation and environmental protection.



Figure 5: The Four Pillars of Gross National Happiness [4]

To actualize these four pillars, a system consisting of nine domains has been developed and used as a measure of GNH. These nine domains include: mental health, physical health, education, time use, cultural strength and diversity, good governance, community vitality, environmental biodiversity, quantity of life. [19]

In Vietnam, the nine-domain model of GNH has been applied to the education and community development program at Tinh Truc Gia Training Center for People with Disabilities (Hue City) [18]



Tinh Truc Gia (Hue, Viet Nam)

According to Tinh Truc Gia:

This place is both a vocational training center and a living community for young people with intellectual development difficulties. Tinh Truc Gia's prerequisite purpose is that each member can live in a healthy environment with favorable conditions for happiness.

Each member is given vocational training and professional development to suit their abilities and aspirations. Through working in the workshops, they build confidence and independence, and create products that are useful to society.

Community life in Tinh Truc Gia is formed entirely based on their needs. Activities and events follow the rhythms of the day, the season and the year. Thanks to this pre-existing order, members feel safe yet free. Characteristic of the lifestyle of Tinh Truc Gia is the preservation of Asian lifestyle and Hue culture. However, the community still cleverly distills and innovates

according to what is good and safe from world wisdom and modern schools of thought.

With a commitment to care for Mother Earth, Tinh Truc Gia practices an ecological lifestyle and biodynamic gardening.

Tinh Truc Gia is also a training center in social therapy and biodynamic agriculture.



Figure 6: GNH index assessment table in Tinh Truc Gia (Hue, Vietnam)

Learn more about GNH: <http://www.gnhcentrebhutan.org/>

Learn more about Tinh Truc Gia: <https://www.facebook.com/tinhtrucgia>

Social movement - The Rights of Nature



Figure 7: Indigenous people protest against the construction of an oil pipeline in Canada, which will seriously affect water resources, ecosystems and people in the region (Source: AFP)

Many countries around the world make “the right to live in a clean environment” as one of the basic civil rights. For example, the Constitution of Kenya states: “Every person has the right to a clean and healthy environment. . . .” [37]. Or Article 14 of the Ecuadorian Constitution states, “The right of the population to live in a healthy and ecologically balanced environment that guarantees sustainability... is recognized.” [29]. However, these categories of human rights are directly dependent on the welfare of nature. If the environment is not clean and healthy, people will also be affected. Humans cannot prosper and be happy when living in a polluted environment with degraded soil, water, and air quality, without adequate food and water sources, and when being disconnected from nature.

The right of nature is not only an ecological governance concept, but also a flourishing social movement in the world with its roots dating back to the 1970s [16].

The concept of the Rights of Nature is defined by the Global Alliance for the Rights of Nature as follows [17]:

Rights of Nature is the recognition and honoring that Nature has rights. It is the recognition that our ecosystems – including trees, oceans, animals, mountains – have rights just as human beings have rights. Rights of Nature is about balancing what is good for human beings against what is good for other species, what is good for the planet as a world. It is the holistic recognition that all life, all ecosystems on our planet are deeply intertwined.

Rather than treating nature as property under the law, rights of nature acknowledges that nature in all its life forms has the right to exist, persist, maintain and regenerate its vital cycles.

And we – the people – have the legal authority and responsibility to enforce these rights on behalf of ecosystems.

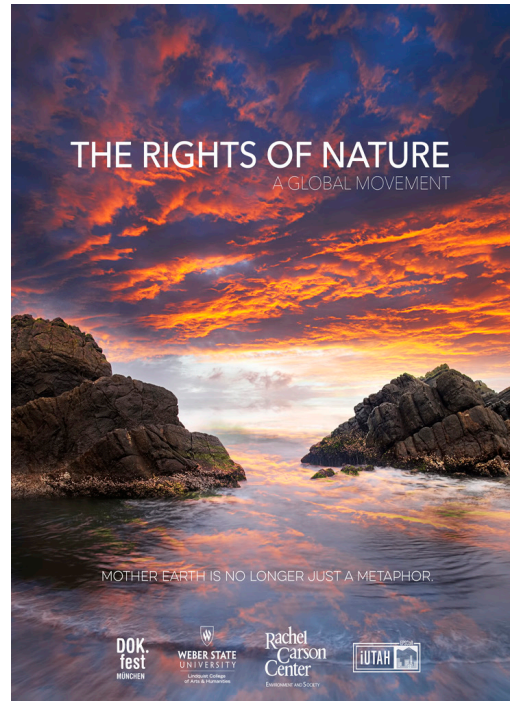


Figure 8: The documentary film “THE RIGHT OF NATURE: A GLOBAL MOVEMENT” talks about the development and protection of the rights of nature in some countries around the world.

The world’s first Natural Rights laws have been enacted in several local states in the United States since 2006. Currently, there are 10 states in the US that recognize the Rights of Nature in more than 30 legal documents. [29]

Ecuador went down in history as the first country in the world to promulgate a national constitution recognizing the Rights of Nature in 2008. Article 71 of the Ecuador’s constitution reads, **“Nature, or Pacha Mama, where life is reproduced and occurs, has the right to integral respect for its existence and for the maintenance and regeneration of its life cycles, structure, functions and evolutionary processes.”** [29]

Bolivia was the next country to enact a Law on the Rights of Nature in 2010. Since then, there have been many cases where courts in several countries such as Colombia, India and the New Zealand Parliament have recognized the legal rights of rivers and other ecological systems. [29]



Learn more about the Rights of Nature movement:

Website: <https://www.therightsofnature.org/>

Documentary "The Rights of Nature - A global movement"

Universal basic income

Universal Basic Income - UBI (also known as minimum basic income, unconditional basic income) is a social policy proposal aimed at developing a new welfare system for the entire population, in which all citizens (from the age of adulthood) will receive a basic monthly support from the government with no conditions of employment or assessment tools [8]. Depending on the economic conditions, living conditions and consumption levels of each country, this level of basic income can be established by the convention of estimating 50% of the average salary in the country and should always be greater than the poverty line of that country; and this money will come from tax money currently used for social welfare or adjusted from other sources [21]. This proposal is receiving a lot of attention around the world. Especially in the current context, the gap between the rich and the poor around the world is increasing day by day, while ecological and social crises continuously pose challenges in ensuring social welfare and quality of life.



Figure 9: Evidence of large wealth disparities in Brazil (Source: Mappingignorance.org)

According to The Credit Suisse's 2020 Global Wealth Report, the 1% richest people in the world hold 43.4% of global wealth [9]. In addition, data from Oxfam shows that the gap between the world's billionaires and the bottom 50% of the population (in terms of wealth) is widening while the taxes that financiers and corporations contribute to the state budget is decreasing [32]. Furthermore, inequality is also reflected in the level of access to health and social welfare services, the poor and the disadvantaged (women and children, the elderly, people with health issues) become more vulnerable in incidents of natural disasters, epidemics or socio-economic instability. High-income countries like the US and European countries own 47% of the world's Covid-19 vaccine doses while their populations only make up 16% of the world [24].

Arguments in favor of a universal basic income argue that adopting a global measure like the UBI (which in the future may partially replace the current social welfare system) will bring benefits beyond increasing social welfare, assisting in crisis response and alleviating social injustice. This can be a guarantee for people in the future when technology has the ability to make many people jobless, or this can reduce livelihood burdens to help people live happier lives.



Figure 10: Basic income split test in India (Source: basicincome.org)

Some argue that UBI can negatively affect the economy, however there have been studies showing that UBI can even boost economic development because people are supported to participate in it more comfortably [31]. Another concern when implementing UBI is whether receiving a stable monthly income unconditionally from the government will make people lose motivation to work? There are currently no studies to support this claim. Many other opinions defending UBI believe that this stable income will help people feel less pressured, therefore they can choose jobs that really match their passions and interests instead of just earning a living.

Although there is much debate surrounding UBI around the world, some countries such as Canada, Switzerland, Finland and India are starting to experiment with this policy at different levels [38]. In the future, we will be able to find more information, research and lessons learnt being shared on this topic. UBI is not only a bold idea, but also a potential solution to solve the problems of the current social security system, to address the challenges of equality and access, towards a freer, more democratic and fairer society for all.

Community movement - Transition Town

Transition Town is a social movement which was born in 2005 in the town of Totnes, United Kingdom. The movement unites local communities towards vision building and re-establishing sustainable communities. Currently, the Transition Town model has been applied in more than 1,400 communities in more than 50 countries around the world[22].



Totnes town in England (Source: Stock.adobe.com)

Facing global challenges and crises like social injustice, conflict and war or climate change can leave any of us feeling helpless and discouraged. Transition Town chooses an approach from the local community, the solution is brought up by the people living in the area - who understand the complex interactions of social, natural and economic factors here.

The Transition Town initiative highlights building a culture of mutual care and supporting the community to reconnect people with themselves, with the community, and with nature [22]. Specific activities range from promoting the local economy, supporting local businesses, conducting social research, assisting the community to improve skills to building a network of support and connection.

Each local Transition Town group will sit down and co-create the changes they want to see where they live. However, this global movement also has basic criteria that all participants agree on.



Figure 11: "Transition Town" Fujino town in Kanagawa Prefecture, Japan. The town is moving towards energy self-sufficiency with the use of solar cells (Source: ourworld.udu.edu)

The principles of Transition Town [22, 9]:

- Respect resource limits (like fossil fuels) and create resilience
- Promote inclusivity and social justice, especially the vulnerabilities
- Adopt subsidiarity - self - organisation and decision making at the appropriate level
- Pay attention to balance for members (mind, body and spirit)
- Each project is part of an experimental, learning network
- Ideas, roles and decision making power are shared equally and freely
- Collaborate and look for synergies from partnerships and mutualities
- Foster positive visioning and creativity in the community

Some initiatives and practices are widely adopted in the Transition Towns Network:

- Urban farming: building a community garden, supporting home gardening practice, organizing an organic agriculture fair in the city for farmers in the vicinity to participate
- Sustainable energy: installing solar energy systems for public buildings or cultural/community houses, promoting cycling culture (cycling festival, bicycle repair station)
- Local economy: organizing local fairs, repairing cafes, circulating local currency

- Community support system: experience and skill sharing sessions, organize festivals for the community
- Community space: bookcase or community library, neighborhood cinema, community garden, children's playground

Learn more about the Transition Network and Transition Town initiatives on their website <https://transitionnetwork.org/>

Solar energy sharing network in the countryside - SOLshare (Bangladesh)

Supporting disadvantaged communities, especially in rural and mountainous areas, to access renewable and clean energy sources is always a challenge for developing countries like Vietnam. The SOLshare model being implemented in Bangladesh is a case study that can suggest an effective new approach to bring solar energy to everyone. SOLshare has successfully tested the world's first peer-to-peer (P2P) electricity exchange network using information and communication technology (ICT) for rural families who have a solar network and even homes that don't have one yet. [42].

In Bangladesh, where up to 41% of the population does not have access to the national



Figure 12: Installing solar panels in rural Bangladesh (Source: me-solshare.com)

electricity grid, home solar solutions have not proved effective because individual panels for each household are not enough to fuel power-hungry devices, while small-scale grids are too expensive for most people. SOLshare's solution combines a home solar system with a small-scale national electricity system to help people access renewable energy at cheap prices [42].

Specifically, this model connects home solar systems, generates surpluses from extra on-site solar energy using telephone bills, and empowers rural communities to earn income directly. Each meter is installed in a household with or without a home solar system. The device measures current in and out, contributing to overall control of the grid, allowing customization according to user preferences (i.e. buying or selling mode) and optimization for battery charging status. SOLshare meters are connected to each other to form a SOLshare electricity trading network, allowing peer-to-peer electricity trading between families in the village. Families can choose to install more solar panels so that the family can collect more electricity, and from there can sell electricity to other families [42].



Figure 13: People manage the power grid with the help of technology (Source: ciclovido.com.br)

A special feature of the SOLshare electricity transaction network is the data management and grid control system that is supported with ICT, allowing users to transact, integrate the money system on the phone for remote payment, allowing monitoring and locking the system, providing data for functional grid analysis and optimization [42].

This model allows the community to proactively lead the micro-energy transition from the grassroots level, promote sustainable energy development, support livelihoods and improve people's quality of life.



Figure 14: A pharmacist in Bangladesh uses SOLshare at a pharmacy
(Source: blog.empowering-people-network.siemens-stiftung.org)

Learn more about SOLshare on their website: <https://me-solshare.com/>

The model of a farming community network - Thamturakit (Thailand)

Thamturakit (which means “A Fair Business” in Thai) was co-founded by Jon Jandai together with his colleagues in Pun Pun Education Center and Ajaan Yak, an expert in sufficiency economies in Thailand.

Usually in common agriculture in Thailand, large corporations buy products from local farmers with a huge quota that farmers have to meet at the end of the season in order to get paid a certain price. Such contract farming puts farmers under a lot of pressure and receives little in return. At the same time, in order to ensure productivity, farmers need to use a lot of chemicals (insecticides, herbicides, fungicides, chemical fertilizers) on their farms, along with other methods of unsustainable farming, affecting the health of their own health, of



Mr Jon Jandai, Founder of Pun Pun Center

consumers and the environment. Therefore, the market's interest in organic agricultural products is increasing and farmers are seeking to practice ecological agriculture, more diversified and sustainable farming. These are favorable conditions for Thamturakit's model to develop.



Figure 15: A seed preservation class at the Pun Pun center (Source: punpunthailan.org)

To participate in this social enterprise system, all parties from farmers, customers, processors, distribution channels must attend a four-day training course held on the farms. Thereby, the stakeholders get to know and understand each other as well as each other's work philosophies, and have the chance to be really involved in the production stages in the garden. More deeply, these training activities aim to share a simple and nature-friendly lifestyle. [46]



Pun Pun center (Source: Youtube.com)

Especially, there are many customers who have become volunteers for farmers' cooperatives, supporting works such as design, accounting, etc. At the same time, the urban consumers in return get the opportunity to connect with people who produce their own food.

In this system, farmers are the center, who own the value chain of their products without having to go through middlemen. With an autonomous economic model, farmers grow a

variety of crops enough for their own family use, and at the same time sell the surplus back to the network. Under the normal market mechanism, it is very difficult for farmers to sell agricultural products in this way. Thamturakit has built a pick-up and delivery system ready to receive a variety of agricultural products even in small quantities. All crops in Thamturakit are priced the same and per kilogram, allowing farmers to easily sell whatever crop they have left in their garden. This model ensures that farmers are self-sufficient and well-paid, while communities benefit from safe and diverse agricultural products. [46]

Organizationally, anyone can buy shares of Thamturakit, however decision making is divided equally among everyone, regardless of whether a person has many shares or not. Thamturakit also does not accept investment from banks, venture capitalists or other capitalist sources because they want their network to always keep its core value - which is to bring equal benefits to both farmers, consumers and the natural ecosystem [46].

Learn more about Thamturakit at <http://www.thamturakit.com/>

Social enterprise model - Vietherb (Vietnam)

Synthetic chemicals are gradually becoming the “best friend” of every modern citizen, they are present in almost every product we see around the house - from body care products, to cleaning products, deodorants... According to the Environmental Research Group, on average women use 12 body care products each day, containing up to **168 different chemicals**; men use less but also put on themselves about **85 chemicals** [28]. However, these products not only pose a risk of adverse effects on human health after a long period of use, but also pollute the environment and leave many social consequences throughout their life cycle (from extraction, production, distribution, consumption and disposal). Therefore, the movement to find and use products of natural origin, without using harmful chemicals and traditional products is growing.

In Vietnam, there is an enterprise called Vietherb that is working with herbal medicine doctors and farmers in Lang Son to plant forests and medicinal plants, research and apply traditional folk knowledge, traditional medicines into good products for human health. Vietherb has set itself the mission of preserving herbal remedies and indigenous medicinal plants, supporting traditional doctors, applying remedies to life with herbal products, and at the same time becoming a network connecting doctors and consumers. [45]

The core values of Vietherb [45]:



Figure 16: Some products for babies and pregnant women made from Vietherb herbs (Source: Vietherb.vn)

- Only develop products from indigenous medicinal plants and Vietnamese raw materials, absolutely do not use any synthetic chemicals in processing or preserving products.
- Limit the use of industrial packaging, the production of which consumes a lot of resources while the packaging is difficult to decompose and cannot be reused.
- Planting medicinal plants in accordance with the natural growing conditions of such plants, without monoculture, without using chemicals or tissue culture technology in propagation, without using chemical fertilizers and chemicals in plant-care.
- Respect and protect the intellectual property rights of traditional remedies of doctors, develop these remedies on the basis of always keeping a close relationship between the doctor and the product
- Live simply, love nature, plants and trees, live without harm to the environment of land, water and air, have faith in the infinite possibilities of nature, and honor knowledge of traditional herbal medicine.

In addition, this social enterprise also commits that at least 51% of their profits will be used for conservation and development activities of medicinal plants, remedies and supporting doctors [45].

Learn more about Vietherb at <https://vietherb.vn/>

Research activity - the Rosa Luxemburg Stiftung Southeast Asia. Hanoi office



Figure 17: Ms. Rosa Luxemburg, German philosopher, who fights for justice and democracy in society (Source: wikipedia)

Rosa-Luxemburg-Stiftung (RLS) is from the Federal Republic of Germany and works with a focus on developing societal democracy in the direction of internationalism. The organization has established a Southeast Asia office in Vietnam since 2009 and is currently working with more than 15 partner organizations including research institutes, universities, NGOs, government agencies and policy research organizations. The Representative office in Hanoi is tasked with supporting the transition and development in countries such as Vietnam, Laos, Cambodia, Thailand and Myanmar towards a just society, ecological sustainability and inclusive participation [34].

Located in the heart of Asia Pacific and is among the fastest growing countries in the world, Vietnam faces

many ecological crises and social challenges under the pressure of industrialization, modernization and economic development. The long-term impacts on the natural environment, biodiversity, health and livelihoods of people are increasing and becoming unpredictable.



Figure 18: Rosa-Luxemburg-Stiftung Southeast Asia.Hanoi office, (centered) Mr Philip Degenhardt - Director region

Social-Ecological Transformation (SET) is one of the missions of the Rosa-Luxemburg-Stiftung in Asia, along with Social Justice and International Dialogue. With the belief that sustainable development cannot be achieved through a complete focus on economic growth based on wasteful lifestyles that ignore social development and environmental protection, Rosa-Luxem-

Social-Ecological Trans-

burg-Stiftung discusses the SET model with partners as an alternative development model that focuses on the quality of the development process. This new approach is geared towards enforcing social rights, ensuring ecological sustainability, local economic circulation and ensuring mutually beneficial international trade. Rosa-Luxemburg-Stiftung works with partners to organize seminars, conferences and publish research to stimulate discussion of alternative models and capacity building of political institutions. [34]

Learn more on their website <https://rosaluxhanoi.org/>

Green Office Movement in universities

Green Office (GO) is a movement that unites students and teachers at universities to act together towards sustainable schools. This movement was initiated from Europe in 2010 with the first Green Office at Utrecht University - The Netherlands. To date, this movement has spread to 51 universities in 9 countries on 3 continents. Green Office was also awarded the UNESCO-Japan Education for Sustainable Development Award in 2015. [35]

Each Green Office initiative in this movement is a platform for sustainability through which



Figure 19: An outdoor session of Green Office for KU Leuven on urban agriculture
(Source: greenofficeforkuleuven.be)

both students and faculty members are motivated to incorporate sustainability into the curriculum, research, operation, community activities and educational administration [35].

Usually, student sustainability initiatives in universities are often constrained by lack of funding and ineffective approach. Faculty-led initiatives often struggle to attract students and mobilize people to act. Unlike traditional sustainability initiatives, Green Office empowers students to spearhead sustainability initiatives, collaborate closely with and learn from faculty members, and receive funding, delegation, and support in space and resources from the university [35].

Green Office aims to build sustainable schools through diverse and holistic approaches [35]:

- Educators inspire students to study sustainability topics from a multidisciplinary perspective and through real-world projects.
- Researchers collaborate with NGOs, businesses and local authorities to find answers to sustainability challenges
- Staff bring sustainability into their buildings, labs or the way they shop. They also work with educators to give students hands-on experience through sustainability projects at the university.
- Students participate in sustainability topics in student groups, academic projects, volunteer programs and internships.
- At the management level: the university places sustainability at the heart of its development strategy and allocates funds for implementation.

Learn more about the Green Office movement at universities and download free resources at <https://www.greenofficemovement.org/>

Personal lifestyle - Minimalism

According to the authors of the social-ecological transformation movement, one of the root causes of the ecological and social crisis in the world is the prevalence of the Western upper-class lifestyle and the overconsumption problem [6]. Materialism (or consumerism) is considered one of the reasons why people move away from nature and not care about environmental issues [23].

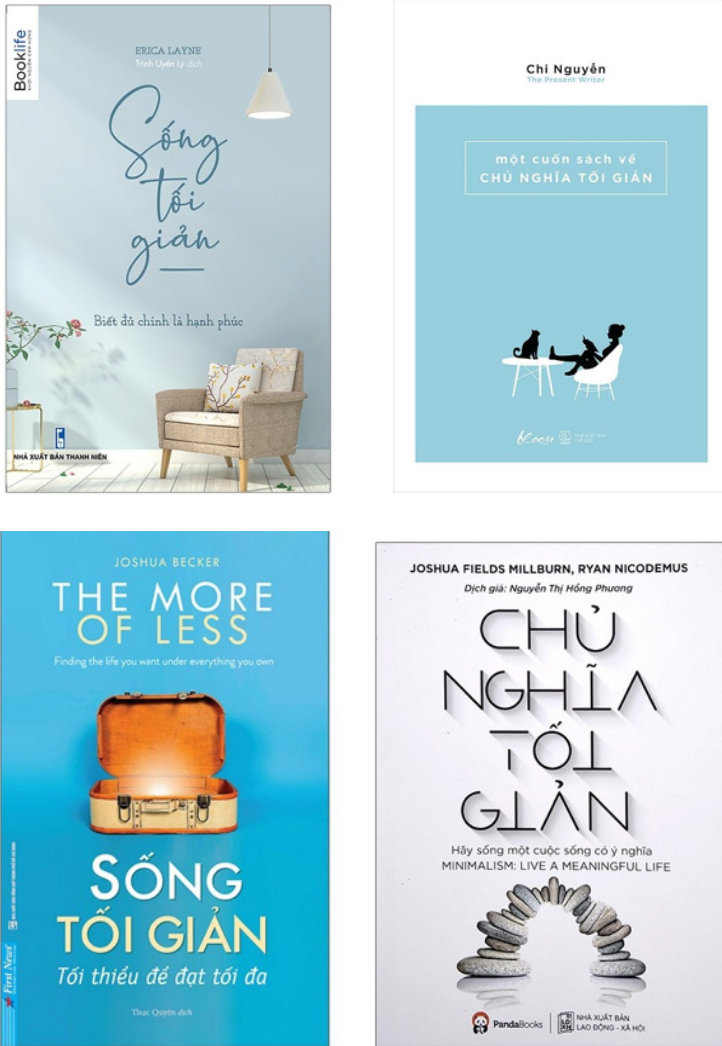


Figure 21: Some books on minimalist lifestyle in Vietnamese

The minimalism movement will reverse the negative effects of consumerism with over-shopping, using a lot of short-lived products and following the trend of buying things just to satisfy temporary needs. Therefore, it will indirectly reduce the amount of consumption waste and save the resources needed to produce and distribute products, while helping to purify the market, supporting businesses with sustainable products. In addition, when items which still function well get out of the closet and into the hands of those who need them by donating or selling second-hand, the material flow is more

evenly distributed in society, and this is also a potential way to connect the community.

An important thing to note about the minimalist lifestyle, although this is being seen as a social trend, especially among the younger generation, we need to be very careful so that this does not become a new consumption trend (throw away old things but buy new ones to match the minimalist style). Minimalist and eco-friendly living means reducing material needs, consuming and owning less, finding ways to recycle or reuse items that have become “superfluous”, and in exchange lead a more spiritually enriched life.

THE IMPORTANCE OF INTRODUCING SET INTO EDUCATION

One of the highlights of Social-Ecological Transformation (SET) is the interest in **research and insight into the interrelationships and feedback loops** in social-environmental, society - culture, society - economy as well as economy - environment relationships. Therefore, SET is a potential approach in education to lead learners to the root cause of current development challenges. For example, does gender equality affect the promotion of public transport to build green cities?

Social-ecological transformation is also among the few approaches that focus on **re-examining the relationship between human and nature** as the foundation of solving modern social problems as well as bringing about social, environmental and economic policy decisions.

In a modern society when the “Westernized” upper class lifestyle is becoming more and more dominant, when production and consumption activities are moving away from the sustainable equilibrium, when economic development is given top priority even at the expense of the environment and society, it is essential to incorporate a balanced approach to sustainable development into the education system and schools.

Although **“social-ecological transformation”** is a novel concept and can give the impression of academic research, the examples presented in this guidebook show that this movement or model can be applied in many different fields and at multiple levels. Among them, many models have become more familiar, receiving the attention and participation of young people in Vietnam and around the world. Therefore, integrating this topic into educational activities in a friendly, understandable and engaging way is a practical way to motivate and inspire young people to participate more actively in building a better and sustainable future.

PART

02

**THE INTEGRATION OF
SOCIAL-ECOLOGICAL
TRANSFORMATION INTO
EDUCATIONAL PROGRAM
FOR YOUTH**

In the current times, when big questions are being raised about the unsustainability of the socio-economic system and increasingly serious challenges in environmental protection, climate change response and disaster risk reduction, we need a new direction to get to the root of the crisis and offer more fundamental and far-reaching solutions. Therefore, the introduction and application of social-ecological transformation into education is necessary and has the potential to effectively support teaching activities for sustainable development.

However, social-ecological transformation is a new approach in both research and practice in Vietnam. This is a challenge but also an opportunity for educational activities to become more comprehensive, diverse, creative and effective. This document not only provides information and knowledge on social-ecological transformation, but also introduces methods, processes and tools to integrate this topic into educational activities to bring about change in the perceptions and actions of young people.

BASIC FORMS OF INTEGRATION

Integration into lessons

Social-ecological transformation (SET) is a topic that requires in-depth research and analysis, however essentially this topic is connected with all aspects of life and development, from economic - environment - society to culture, education, technology... Therefore, there are many ways to integrate this topic into teaching.

Note that due to the novelty of this topic, to avoid confusion or misunderstanding, teachers & trainers should clearly introduce the context of the social-ecological transformation movement, the highlights of SET compared to other development movements, as well as giving examples that are specific and close to local life and context.

Lecturers, teachers as well as trainers can explore this topic with many different perspectives and scales, can include it directly as a central content, or provide additional information for lessons on a case-by-case basis.

Some suggestions:

- *Research on the impact of a trade agreement on ecological and social aspects in Vietnam*
- *Analyzing the relationship between gender factors and the Covid-19 pandemic*

- *Impact of global pandemic on economic, ecological and social aspects in tourist destinations*
- *Ecological and social factors influencing the risk of infectious disease transmission*
- *Learn about businesses that have a positive impact on the environment, society and local culture*

In addition, in order for students to have a more active approach to this topic, the teacher can provide exercises or directions for further research and reference via leading students to choose a specific topic depending on the subject or student's interest to be applied to the social-ecological transformation model.

Integration into culture

This societal and global crises prove the fundamental role culture plays in building resilient, healthy, just and solidaristic societies. The sustainability concept lacks the vital cultural pillar, which is about the ability to heal and consolidate communities, and foster diversity in solidarity. Culture also offers exploratory, interrogative and critical approaches to the world and its systems, and nourishes the ability to identify and analyse current and complex challenges that need transversal and multidisciplinary responses to be understood and acted upon. Above all, culture is a common good, its gain is fundamentally social and collective, contributing to creation of equal, diverse and supportive societies.

Culture has an obvious potential to contribute to all the 17 goals of the UN Sustainable Development Goals (SDGs) Agenda and especially to the goal SDG 3 "Ensure healthy lives and promote well-being for all at all ages" and SDG 4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

Many studies have showed and established a link between cultural participation and well-being [49]. A link between psychological wellbeing and participation and engagement in cultural activities has been proven to increase life satisfaction [50].

Integration into research

As shared above, the topic of social-ecological transformation is new not only in Vietnam but also in the world. Therefore, many organizations are doing more research and analysis to clarify and build a stronger framework for this concept. This is also an opportunity for educational institutions to participate in the process of research, exchange and co-creation.

The academic environment at universities and colleges allows students, faculty, and researchers to devote their time and resources to new topics such as SET. SET's wide range and interdisciplinary nature make it easier to select research topics. SET can also become an element that complements and supports existing research in schools or institutes.

Some examples of integrated SET research in different disciplines are:

- *The development of artificial intelligence from the perspective of social - ecological transformation*
- *The role of regenerative agriculture in social-ecological transformation*
- *New direction for local tourism to participate in social-ecological transformation*
- *Public policy and social-ecological transformation*
- *Sustainable energy solutions that should be prioritized in the social-ecological transition ...*

Integration into training and field-trips

Extracurricular training is an effective form for in-depth introduction to a certain topic to students. Depending on specific conditions of resources such as human resources, time, location, finance, etc., these trainings can be organized differently. For example, in the context of limited time and resources, the trainers can organize a short sharing session of about 2-3 hours on the topic of "Social-ecological transformation" at a school location. With the same topic, trainers can choose to invite a speaker with knowledge and experience to share with students in about 2 hours, or organize a real-life case analysis activity related to the topic.

A feature of training is that the number of participants should not be too large because this may affect the quality of the session. Depending on the specific method, a training session usually has 30-40 participants. The more interactive activities, the more the number of people should be kept to a moderate level. With a session that is more about listening to guests' sharing or movies screening, the number of participants can be larger.

Although the topic of social-ecological transformation is relatively new and is often associated with research or policy advocacy, the examples in part one of this guidebook show that the topic can be applied to a variety of aspects and fields. The field trips usually last at least half a day (excluding travel time) and the number of participants may be limited

depending on the nature of the chosen location. With the field trips on the topic of social-ecological transformation, it is important for trainers to clarify the concept of social-ecological transformation, as well as create a clear link between the topic and the case-study. Trainers can use the examples in the previous section of this guidebook to refer to and learn about similar cases locally.

Integration in events, campaigns and movements

This is a form of integration that is quite familiar to students because schools and universities regularly organize extracurricular events or movements throughout the school year. These events can be very diverse in form: from contests, exhibitions to fairs, art creation, volunteering, or a combination of different types of organization.

Events will often be more pervasive and likely to target a larger number of participants than training or field trips. Another interesting point of integrating into events is that students can fully participate in the planning and organization of these events with their teachers. This will help them to improve their skills and also have the opportunity to delve deeper into the topic of the event.

Some examples of events with this theme: social-ecological book festival, writing contest on social-ecological transformation, movement of green technology creation for the community, local green product fair from local social enterprises...

The most important is the change of daily life of individuals and collectives. It starts with the individual and collective reflection of the used and unused possibilities for a more solidaristic and ecological behaviour in daily life and of the objective limits of these possibilities. It is a challenge to use the possibilities and to deal with the limits which also leads to political consequences.

RECOMMENDATION OF SOME METHODS TO INTEGRATE THIS TOPIC IN EDUCATION

The topic of “Social-Ecological Transformation” (SET) specifically requires comprehensive observation and in-depth analysis of the aspects behind an event, a project or a decision being made. Therefore, in order to help learners understand SET thoroughly and comprehensively, this guidebook introduces a number of educational tools that effectively support the development of systems thinking.



Figure 22: Information layers in the iceberg model
(Source: Academy for Systems Change).

Events, trends or patterns are the tip of the iceberg - this is something we're used to seeing or are familiar with. Systems and structures are things below the surface - they form, arrange, and connect things but are often out of our sight without systems analysis. Components in the system interact with each other, influence each other and contribute to unpredictable results.

The iceberg model

The way in which we (whether as individuals, or as a community) react to an event or problem contains many layers of information and meaning. The iceberg model is a tool to help us perceive and understand the layers of information and meaning behind an event, including those that are obvious to anyone, and those that are hidden below the surface. This tool is very useful to untangle the root causes behind an important event or problem [26].

Events, trends or patterns are the tip of the iceberg - this is something we're used to seeing or are familiar with. Systems

We often react or deal with a problem with temporary solutions which only affect the surface symptoms of the problem. But it is the parts that lie at the bottom of the iceberg that really have a root impact on the behavior, structure of systems, and even the patterns of thinking of humans and societies.

Applying an iceberg model to an analytical exercise helps to gain insight into a problem and the operating system behind it, identify some related trends or patterns, tangible and intangible structures, goals and objectives of the system.

1. Select a specific issue (for example, the impact of the Covid-19 epidemic on tourism, or the increase in average summer temperatures...)
2. Ask questions to lead the discussion:
 - A. Describe specifically the problem or event we are interested in: what do you see?
 - B. What are the hidden trends or patterns behind these observations?
 - C. What structures/systems in society are promoting or facilitating these trends/patterns? Structures/systems usually fall into four main categories:
 - a. material (infrastructure, machines, roads...),
 - b. organizational (school, government, company...),
 - c. policy (laws, regulations, tax systems...),
 - d. habit (actions are so familiar that we are not aware of them anymore)
 - D. Who are the stakeholders in this story? Are there social, economic or environmental injustices or imbalances occurring within these structures or systems among the stakeholders? (Which party is most affected, who is the beneficiary).
 - E. For each stakeholder involved in the event, are there mental patterns or invisible structures that lead to the systems in the above sentence? (think about social norms, beliefs, attitudes, prejudices, worldviews, etc.)

Below is a concrete example of iceberg analysis [13]:

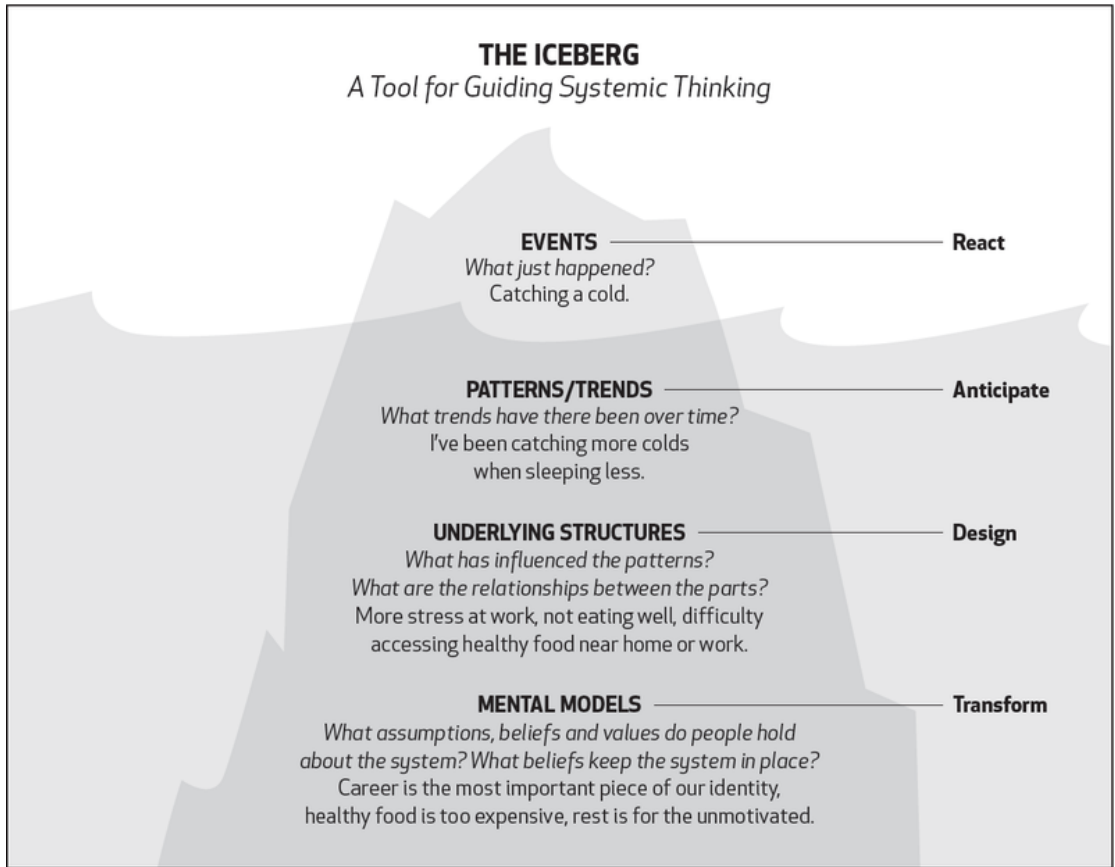


Figure 23: An example of the iceberg model (Source: Ecochallenge)

The thinking layers of the iceberg in this example:

- Surface event layer - this is the information layer that we normally see. For example, when we wake up in the morning, we find ourselves with a cold. Although this can often be solved simply by taking medicine - drinking herbal tea... but when applying the iceberg model, we don't take for granted that every problem can be solved by dealing with those signs or changes at this surface event layer.
- Layer of pattern/trend: if you observe and think more closely, you should be able to find patterns from these events over and over again - you can often catch a cold when you don't get enough rest.
- Structural layer: we ask deeper questions - what causes these repetitive trends or patterns? The answer is usually some system or structure. For example, work becomes stressful because of the new company policy, the habit of eating

indiscriminately when you are busy, or the store that sells healthy food is often not convenient for you - All of these reasons can contribute to you getting a cold.

- Thinking pattern layer: what attitudes, beliefs, values, or expectations help these system structures continue to function. Often these patterns are imprinted on the subconscious of the individual, family or society. In this case it could be: the belief that a career is most important, that healthy organic food is always expensive, or that resting means being lazy...

After applying the iceberg model to analyze a problem, the trainer or teacher can apply the inverted iceberg model (i.e. going in the reverse order of the information layers) to discuss a solution to a given problem. Examples of leading questions for an inverted iceberg:

- What is the fundamental change we would like to see in the system?
- What practices, regulations, policies or structures need to be transformed or created to achieve the desired change above?
- For each stakeholder in the system - what paradigm shifts are needed to drive change in the system?
- What new trends or patterns would we like to see created over time as this change is established?
- What will the end result be (when we achieve the original goal)?

Case-study analysis

Case analysis is a commonly used tool in research and development to analyze and draw lessons from real-life situations. At times, knowledge of development can be seen as “theoretical” or “too idealistic” or “out of touch with reality”, especially with new and academic topics such as “social-ecological transformation”. Giving specific cases with real people, real things will bring this sustainable picture closer and clearer. The closer the selected case is to the real life of the participants, the more convincing it becomes.

Invest time in making a clear connection between the example and the student. If you can't find good examples, you can look for models in other provinces, even other countries. Then be aware of the different geographical, climatic, and social factors that may affect the application of the model to where you live.

Values of case-studies:

- Be example (to understand complex problems)
- Create emotions (to expose students to real life, real people, real experiences)
- Provide evidence for theory or provide teachers and students with evidence to support their argument (see what was/is being done)

Using this method, the teacher can achieve many purposes such as:

- Attract attention
- Test students' knowledge
- Help students connect theory and practice
- Develop critical thinking (what would you do in this situation?) and an understanding of the often complex relationships between, social, economic, and environmental conditions within a country
- Raise awareness and stimulate students' action

Some notes when using this method:

- Case studies need to be carefully prepared and verified for authenticity and up-to-date information (does the model work? is the information you find accurate?)
- Avoid using cases that are controversial, have too many mixed opinions and have no reliable source of information to confirm.
- Although the lecture time is limited, the information should be sufficiently in-depth and help students relate from this good example to themselves and the context in which they live. Teacher can add more references for students to learn more deeply after the lecture

To support the case study approach, trainers/teachers may collect additional materials such as scientific studies, articles, videos, documentaries, successful lesson shares/ failures from experienced people. The information at the beginning of this guideline and the references section can be helpful in finding and selecting a suitable example.

Experiential learning cycle

One of the effective methods to increase efficiency in the process of integrating and transmitting knowledge is the learning-by-experience cycle, or more specifically, “lessons reflected in actions”. David Kolb – an American educational theorist presented four steps to experiential learning model as shown below:

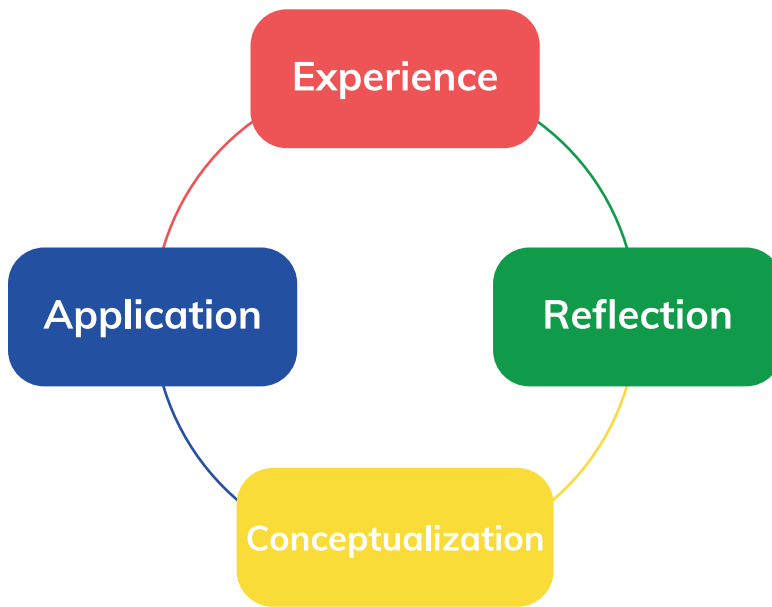


Figure 24: The experiential learning cycle model

How to build training based on this learning model?

The role of the teacher (or trainer) is to help students understand and apply their lessons correctly. Before integrating the lecture, the trainer needs to clarify what the focus of the lesson is. The trainer/teacher can go through the following steps:

Step 1: Analyse who the students are

Where are students with this topic? Regarding the attitude to the lesson, do they want to learn or not? In terms of knowledge, how familiar are they with the topic? In terms of application experience, what level are they at?

What do your students need to learn, how should they learn?

Step 2: Identify learning objectives

The learning objectives need to be made clear so that lesson design is easy and on track. For example, after 45 minutes of lectures or 90 minutes of lectures, what will students learn?

In addition, to determine the objective you need to answer 2 questions: What is the goal (skill or knowledge)? And to what extent?

Step 3: Design experiential activity

Designing experiential activity is one of the most important steps in determining whether your lesson is successful or not. Students will learn from each experience designed by the trainer, the experiential lesson needs to have a clear connection for students to analyze. Experiential activities can have experiences such as: hearing, seeing, smelling, tasting, doing/practicing, feeling or thinking. However, activities should create emotions for students to enjoy and have something that makes them think and ponder.

Step 4: Design for reflection and conceptualization

In this step, the trainer will ask questions related to the experience so that the trainees realize their own experiences, deduce their own inferences and lessons.

Step 5: Design activity for application

The application activity is the part where the trainer can suggest to the students on ways to help the students relate from the lesson to reality. Application activities have different levels: apply to practice, apply to do, apply to further analyze the content of the lesson.

To support readers to better visualize and understand the application of the “Experiential learning cycle” model, this guidebook will introduce some examples of teaching plans in the next section.

EXAMPLES OF TRAINING PROGRAMS

In this part of the guidebook, we will introduce some plans to apply the topic “Social-ecological transformation” in education and training activities using the methods introduced above. Lecturers and trainers can actively change the lesson plan to suit the target audience and actual conditions.

In-class lesson

Topic: Understanding social-ecological transformation

Duration: 90 minutes

Learning objectives:

- Students understand what social-ecological transformation (SET) is, what distinguishes SET from other development movements
- Students experience analyzing a problem related to SET using the iceberg model
- Students gain a better understanding of SET’s approach through exposure to some real-world examples

Methods:

- The iceberg model
- Experiential learning
- Case-study analysis

Lesson plan

No	Content	Duration	Details	Preparation
1	Warm-up	5-7 minutes	Puzzle game about economic, social and environmental crisis Each question will have answers A-B-C-D. Students will answer with actions corresponding to each answer.	Quiz (slide or powerpoints)

2	What is happening	5 - 7 minutes	<p>Show a video clip or photo series about an unsustainable issue (choose a topic related to the subject or related to the local situation)</p> <p>After showing the clip, do a quick survey with tools or open-ended questions about the participants' feelings and thoughts right after watching.</p>	Video, projector, screen
3	A new look at the world	30 minutes	<p>Using the iceberg model to analyze the problem raised in the video clip</p> <ul style="list-style-type: none"> - Students discuss in pairs (or in groups of 3-4 people) analyzing the layers of the iceberg according to the given topic - Invite 1-2 groups to share - Trainer comments and generalizes the iceberg model 	Handbook of exercises in pairs
4	Introduction about SET	10 minutes	Lecture on the concept of SET, the context of its birth and the criteria/ approach in SET	Slide
5	Real-life cases/ examples	30 minutes	<p>Students are divided into 3 groups, each group receives a set of information about real life examples (choose examples from different levels or contexts).</p> <p>The task of the group is to discuss (for 15 minutes) this case and analyze why this is an example of SET (the example's approach to social, ecological and economic aspects).</p> <p>Then, each group has 5 minutes to share in front of the class.</p>	Documentation of cases
6	Summary	5 minutes	The trainer summarizes the main ideas and assigns exercises or an invitation to act after the lesson (if any).	

In case time is limited, or the class has more than 30 students, the trainer can divide this lesson plan into two sessions. Session one focuses on the context, concept, and application of the iceberg model. Session two focuses on solutions with real-life examples - application of case-study analysis method. Note that experiential learning approaches can be used in both sessions.

Field-trip

With the topic of **“social-ecological transformation”**, trainers/teachers can choose a learning site which is a model that has successfully implemented ecological and social priority approaches, or visit a model which is available locally and for students to analyze, evaluate the current status as well as propose solutions for this model towards social-ecological transformation.

You can choose the field-trip location depending on the following factors:

- (1) The purpose of the trip
- (2) Available resources: time, people, funds
- (3) Distance and location (note priority is given to locations in close proximity to save time, resources and reduce emissions due to travel).

Below is a suggested example of a field trip to the social enterprise Vietherb (Lang Son) for 2 days and 1 night for a university in the North of Vietnam.

Learning objectives:

- Students have a deep and intuitive understanding of SET and its practical application
- Students are motivated to participate in promoting SET after returning
- Students are engaged in diverse, practical, useful and exciting educational activities

Lesson plan

No	Content	Duration	Details
Day 1			
1	Moving to the site	2-4 hours	Depending on the distance, it can be organized early in the morning, or from the afternoon the day before
2	The story of Vietherb	1 hour 30 minutes	Hear stories from members of Vietherb Q&A Take a tour around Vietherb

3	Lunch and break time	1 hour 30 minutes	
4	Experience activities at Vietherb	2 hours	Practice natural-based solutions at Vietherb (making face wash products, making tea, harvesting herbs, gardening, packing products...). The group can be divided into many small groups according to the different tasks available at Vietherb.
5	Sharing and reflection	1 hour	Students share their own experiences and lessons learned Note-taking/ Journaling

Day 2

1	Experience the products of Vietherb	1 hour	Students experience using Vietherb products with instructions
2	Deep dive	1 hour 30 minutes	Apply iceberg modeling or case-study analysis to better understand the case of Vietherb and the economic, social and environmental impacts Vietherb is having (students can interview Vietherb members during this process)
3	Sharing and closing	1 hour	Students share observations and lessons Q&A and chat with Vietherb Summary of the trip Invitation to build follow-up action plan
4	Leaving		

Note on collective and individual daily life: The measure of success of the ongoing or made overall program is reflected in changes in the behaviour of the individual participants and collectives. To promote positive changes, there is a need for continuous reflection on theoretical and practical learning and whether this learning has led to changes in individual and collective behaviour. It should also be clarified what has enabled or supported positive changes. Or what has disturbed or prevented behavioural changes that were recognised as necessary and desirable. Finally, the question of the consequences of such a reflection should be discussed.

FURTHER READINGS

1. Green University / Green school

- Green University Toolkit by UNEP
- Green Guide for University by the International Alliance of Research Universities

2. Books on related topics:

- Social-Ecological Transformation, Reconnecting Society and Nature (2016) - Karl Bruckmeier
- Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist (2017) - Kate Raworth
- The Divide: A Brief Guide to Global Inequality and its Solutions (2017) - Jason Hickel
- The Rights of Nature: A Legal Revolution That Could Save the World (2017) - David R. Boyd
- Utopia for Realists: The Case for a Universal Basic Income, Open Borders, and a 15-hour Workweek (2016) - Rutger Bregman
- The Power of Just Doing Stuff (2011) - Rob Hopkins
- Minimalism: Live a Meaningful Life (2011) - Joshua Fields Millburn & Ryan Nicodemus
- The More of Less: Finding the Life You Want Under Everything You Own (2016) - Joshua Becker
- A book on minimalism (2018) - Chi Nguyễn
- Happiness is the way (2021) - Hà Vĩnh Thọ

PART
03

BIBLIOGRAPHY

1. The 2 Degrees Institute. (2021, June 17). Global CO2 Level. The 2 Degrees Institute. <https://www.2degreesinstitute.org/>
2. Archer, D., & Adelina, C. (2020). Social-ecological transformation in cities in Asia. Friedrich-Ebert-Stiftung.
3. Becker, E., Jahn, T., & Schramm, E. (1999). Sozial-ökologische Forschung. Rahmenkonzept für einen neuen Förderschwerpunkt. Unter Mitarbeit von Diana Hummel und Immanuel Stieß.
4. Boffey, D. (2020, April 8). Amsterdam to embrace 'doughnut' model to mend post-coronavirus economy. The Guardian. <https://www.theguardian.com/world/2020/apr/08/amsterdam-doughnut-model-mend-post-coronavirus-economy>
5. Brand, U. (2012). Transition und Transformation. In: Michael Brie und Mario Candeias (Hg.): Transformation im Kapitalismus und darüber hinaus. Beiträge zur ersten Transformationskonferenz, S. 49-70.
6. Brand, U., & Wissen, M. (2017). Social-ecological transformation. The International Encyclopedia of Geography, 1, 1-9. 10.1002/9781118786352.wbieg0690
7. Bruckmeier, K. (2016). Social-Ecological Transformation. Palgrave Macmillan, London. <https://doi.org/10.1057/978-1-137-43828-7>
8. Chohan, U. W. (2017). Universal Basic Income: A Review. University of New South Wales.
9. Credit Suisse. (2020). Global wealth report 2020. Credit Suisse Research Institute.
10. Danso-Dahmen, L. (2018). Introduction. In Social Ecological Transformation - Perspectives from Asia and Europe (pp. 10-13). Rosa Luxemburg Stiftung.
11. D. Barnosky, A., Matzke, N., Tomiya, S., O. U. Wogan, G., Swartz, B., B. Quental, T., Marshall, C., L. McGuire, J., L. Lindsey, E., C. Maguire, K., Mersey, B., & A. Ferrer, E. (2011). Has the Earth's sixth mass extinction already arrived? Nature, 147, 51-57. 10.1038/nature09678
12. Degenhardt, P. (2018). Socio-ecological transformation - a discursive classification. In Social Ecological Transformation - Perspectives from Asia and Europe (pp. 89-99). Rosa Luxemburg Stiftung.
13. Ecochallenge. (n.d.). a systems thinking model: the iceberg. ecochallenge dot org. Retrieved June 24, 2021, from <https://ecochallenge.org/iceberg-model/>
14. Eurasia Foundation & Association. (n.d.). Tĩnh Trúc Gia. Eurasia Foundation and Association. Retrieved June 18, 2021, from <https://eurasia-foundation.org/vi/tinh-truc-gia-2>

15. Fischer-Kowalski, M. (2015). Social Ecology. *International Encyclopedia of the Social & Behavioral Sciences*, 22(2), 254-262. <https://doi.org/10.1016/B978-0-08-097086-8.91038-9>
16. Follette, C. L. (2019, Mar 6). Rights of Nature: The New Paradigm. American Association of Geographers. <http://news.aag.org/2019/03/rights-of-nature-the-new-paradigm/>
17. Global Alliance for the Rights of Nature. (n.d.). What is Rights of Nature? Global Alliance for the Rights of Nature. Retrieved June 18, 2021, from <https://www.therightsofnature.org/what-is-rights-of-nature/>
18. Ha, V. L., & Ha, V. T. (2009). The opening of the Peaceful Bamboo Family in Hue, Vietnam: a residential community for youngsters living with mental disability.
19. Ha, V. T. (2018). Gross National Happiness as an alternative development paradigm and its relevance for community living. Eurasia Learning Institute for Happiness and Wellbeing.
20. Harvey, F. (2021, Mar 31). Destruction of world's forests increased sharply in 2020. *The Guardian*. Retrieved June 17, 2021, from <https://www.theguardian.com/environment/2021/mar/31/destruction-of-worlds-forests-increased-sharply-in-2020-loss-tree-cover-tropical>
21. Hickel, J. (2017). From Charity to Justice. In *The divide*. William Heinemann.
22. Hopkins, R., & Thomas, M. (2016). *The Essential Guide to Doing Transition*. Transition Network.
23. Hurst, M., Dittmar, H., Bond, R., & Kasser, T. (2013). The relationship between materialistic values and environmental attitudes and behaviors: A meta-analysis. *Journal of Environmental Psychology*, 36, 257-269.
24. Institute for Policy Studies. (2021). Covid-19 and Health Inequalities. *Inequalities.org*. Retrieved June 22, 2021, from <https://inequality.org/facts/inequality-and-health/#covid-inequality>
25. IPCC. (2018). Special Report: Global Warming of 1.5 °C. The Intergovernmental Panel on Climate Change. <https://www.ipcc.ch/sr15/>
26. Just Lead Washington. (2020). REJI Organizational Race Equity Toolkit. Just Lead Washington.
27. Lu, C., & Tian, H. (2017). Global nitrogen and phosphorus fertilizer use for agriculture production in the past half century: shifted hot spots and nutrient imbalance. *Earth System Science Data*, 9, 181-192. 10.5194/essd-9-181-2017

28. Lupkin, S. (2015, April 28). Women Put an Average of 168 Chemicals on Their Bodies Each Day, Consumer Group Says. ABCNews. <https://abcnews.go.com/Health/women-put-average-168-chemicals-bodies-day-consumer/story?id=30615324>
29. Margil, M. (2018, Nov 14). The rights of nature gaining ground. Open Global Rights. <https://www.openglobalrights.org/the-rights-of-nature-gaining-ground/>
30. Nguyen, C. (2019). Một Cuốn Sách Về Chủ Nghĩa Tối Giản. Nhà xuất bản Thế Giới.
31. Nikiforos, M., Steinbaum, M., & Zezza, G. (2017). Modeling the Macroeconomic Effects of a Universal Basic Income. the Roosevelt Institute.
32. Oxfam. (2019). Public Good or Private Wealth? Oxfam GB. 10.21201/2019.3651
33. Raworth, K. (2017). A Doughnut for the Anthropocene: humanity's compass in the 21st century. *Lancet Planet Health*, 1, e48–49.
34. RLS. (n.d.). Quỹ Rosa-Luxemburg - Đấu tranh vì một Xã hội công bằng. Rosa Luxemburg Stiftung Southeast Asia. Retrieved June 22, 2021, from <https://rosaluxhanoi.org/vi/home.html>
35. rootAbility & Leuphana University. (2019). Green Office Model Guide.
36. Steffen, W., Richardson, K., Rockström, J., E. Cornell, S., Fetzer, I., M. Bennett, E., Biggs, R., R. Carpenter, S., de Vries, W., A. de Wit, C., Folke, C., Gerten, D., Heinke, J., M. Mace, G., M. Persson, L., Ramanathan, V., Reyers, B., & Sörlin, S. (2015). Planetary boundaries: Guiding human development on a changing planet. *Science*, 347(6223), 1259855. DOI: 10.1126/science.1259855
37. Stilt, K. (2021, Mar 20). Rights of Nature, Rights of Animals. *Harvard Law Review*. <https://harvardlawreview.org/2021/03/rights-of-nature-rights-of-animals/>
38. Straubhaar, T. (2017). On the Economics of a Universal Basic Income. *Intereconomics*, 52(2), 74-80.
39. Trung tâm Phát triển Sáng kiến Cộng đồng và Môi trường. (2020). Báo cáo nghiên cứu Nhận thức của Thanh niên về Chuyển đổi sinh thái xã hội và Phong trào sinh thái ở Việt Nam. Trung tâm Phát triển Sáng kiến Cộng đồng và Môi trường.
40. UN. (n.d.). Gross National Happiness Index. Sustainable Development Goals Knowledge Platform. Retrieved June 18, 2021, from <https://sustainabledevelopment.un.org/index.php?page=view&type=99&nr=266&menu=1449>

41. UNESCO. (2021, June 17). Facts and figures on ocean acidification. United Nations Educational Scientific and Cultural Organization. <http://www.unesco.org/new/en/natural-sciences/ioc-oceans/focus-areas/rio-20-ocean/blueprint-for-the-future-we-want/ocean-acidification/facts-and-figures-on-ocean-acidification/>
42. UNFCCC. (n.d.). ME SOLshare: Peer-to-Peer Smart Village Grids | Bangladesh. United Nations Framework Convention on Climate Change. Retrieved June 22, 2021, from <https://unfccc.int/climate-action/momentum-for-change/ict-solutions/solshare>
43. UNICEF. (2021). Water Security for All. United Nations Children's Fund. <https://www.unicef.org/media/95241/file/water-security-for-all.pdf>
44. United Nations General Assembly. (1987). Report of the world commission on environment and development: Our common future. United Nations General Assembly, Development and International Co-operation: Environment.
45. Vietherb. (n.d.). TỰ truyện Vietherb. Vietherb. Retrieved June 21, 2021, from <https://vietherb.vn/pages/tu-truyen-vietherb>
46. Walmsley, T. (2020, July 16). A New Model for Democratizing Agriculture in Thailand. A Growing Culture. <https://agrowingculture.medium.com/a-new-model-for-democratizing-agriculture-in-thailand-bcddafce67bd>
47. The World Counts. (2021, June 17). Polluted Bodies. The World Counts. <https://www.theworldcounts.com/challenges/toxic-exposures>
48. World Meteorological Organization. (2021, January 6). Record-breaking 2020 ozone hole closes. World Meteorological Organization. <https://public.wmo.int/en/media/news/record-breaking-2020-ozone-hole-closes>

Additional reference (revised in December 2021):

49. Culture Action Europe. (2018). The Value and Values of Culture. Culture Action Europe. https://cultureactioneurope.org/files/2018/02/CAE_The-Value-and-Values-of-Culture_Full.pdf
50. Hosagrahar, J. (2017). Culture: at the heart of SDGs. UNESCO. <https://en.unesco.org/courier/april-june-2017/culture-heart-sdgs>

This document was accomplished within the framework of the project **“Integrating and advocating for Social Ecological Transformation (SET) in Vietnam’s tertiary education”** implemented by the Center for Development of Community Initiative and Environment funded by the Rosa-Luxemburg-Stiftung via the Southeast Asia. Hanoi office
The views expressed in this document presents are those of the authors and do not necessarily reflect those of the Rosa-Luxemburg-Stiftung.

Rosa-Luxemburg-Stiftung Southeast Asia. Hanoi office

Address: No. 8C, Alley 76 To Ngọc Van street, Tay Ho, Hanoi

Phone: +84-24-37185836

Fax: +84-24-37185834

Email: hanoi@rosalux.org



Earth provides enough
to satisfy every man's
needs, but not every
man's greed
- Mahatma Gandhi -