Mapping and Assessing University-based Farmer Extension Services in ASEAN through an Agro-ecological/Organic Lens

Wayne Nelles, Ph.D. Visiting Scholar,
Chulalongkorn University School of Agricultural Resources (CUSAR)
Consultant, United Nations Educational, Scientific and Cultural Organization (UNESCO), Bangkok and Hanoi, Offices

Background Presentation to Cambodia Workshop
Yezin Agricultural University (YAU), Nay Pyi Taw, Myanmar
(MYANMAR Case)

25 January 2017
OVERVIEW

1. SDGs amid Global/Theoretical Contexts and Social/Agro-environmental Problems

2. South East Asian (regional) & ASEAN (geopolitical) Contexts

3. UN & UNESCO Programme Contexts/Rationale for University & Partner Collaboration on Agro-ecology Learning and Research

4. Thai Extension Services, Chulalongkorn University Research, Bangkok – Case Study (Problem Example)

5. Chulalongkorn University led (Sida funded) Higher Education for Sustainable Agriculture (HESA) and Food Security in Southeast Asia Project. - Results, Lessons & Recommendations


7. Other (Open Discussion)
1. Problem Introduction
(Global-Theoretical-Ecological & OA/AE specific)

1. Introduction
New global Sustainable Development Goals (SDGs), 2015-2030

SDGs, 2015-2030

- New Contexts for our current study about university based agriculture extension and research

- 17 new Sustainable Development Goals (SDGs) with 169 targets (agreed to in 2015 by UN and member states)

Reference

Sustainable Agriculture (SA), Research and Extension in new SDGs

Sustainable Agriculture (SA) in new SDGs

Zero Hunger SDG 2

• SDG 2 - “End hunger, achieve food security and improved nutrition and **PROMOTE SUSTAINABLE AGRICULTURE**”

• 2.a **INCREASE INVESTMENT**, including through enhanced international cooperation, in rural infrastructure, **AGRICULTURAL RESEARCH AND EXTENSION SERVICES**, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries
SDG 4 Education
(Higher/Tertiary References)

SD4 re Tertiary Education

- Goal 4. **Ensure** inclusive and equitable **QUALITY EDUCATION** and promote lifelong learning opportunities for all
- SDG 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and **TERTIARY EDUCATION**, including university
- 4.b By 2020, substantially expand globally the number of **scholarships** available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in **HIGHER EDUCATION**, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

But...

- **No mention of farmer extension** or agriculture education **or university roles** in SDG 2 or SDG 4 (yet significant needs and **cross-cutting issues/practical challenges** exist)
- **SDG 4 is weak** in addressing **agriculture/food education, research and farmer extension**, or responding to broader complex and urgent agro-environmental and development challenges implicated in other SDGs
Wake up before it is too late: Make agriculture truly sustainable now for food security in a changing climate (Calls for RADICAL change in Global Food & Agriculture System toward more organic/sustainable approaches)

- Question: 1) **What are universities doing** about the challenge through their extension services? Especially for poorer Rural farm communities and development concerns?
Key UNCTAD Messages - URGENT

Two Key UNCTAD Messages (among others):

• ....The world needs a paradigm shift in agricultural development: from a “green revolution” to an “ecological intensification” approach...

• ....in pursuing a fundamental transformation of agriculture, one should take into account systemic considerations...in particular...the need for a two-track approach that drastically reduces the impact of conventional agriculture, on the one hand, and broadens the scope for agro-ecological production methods on the other...” (UNCTAD, 2013, p. i).

Reference

Education & Universities –
Part of the Problem (and Solution)

Universities, Education (and Extension) Systems have arguably been part of the problem

- **Universities** have largely supported an unsustainable industrial, agri-food system or even more directly inhibited Sustainable Agriculture (SA)

- They have not adequately served rural communities or small-holder farmer needs

“But while higher agricultural education (HAE) has contributed to the growth and modernization of production agriculture, it has often failed to adjust its curricula...to respond to the changes affecting agriculture and the rural space....(but) **Universities can potentially make a greater contribution to the prospects of depressed, relatively neglected rural communities**” (Atchoarena and Holmes, 2004 pp. 15, 23).

References


Governments, decision-makers, technical and financial partners... in particular FAO, should:

- 7) **Integrate agroecology in the curricula** of both formal and nonformal primary and higher education institutions, in vocational training centers for producers, including farmer field schools, school farms, farmers’ trainings and school gardens. This should recognize and value the important Agroecology work ongoing in government and civil society and social movement Farmer Field Schools, and build on that foundation to further develop, **strengthen and upscale Agroecology**....

The academic and research community should:

- 12) **Build a regional network of agroecology researchers**, involving CSOs and small-scale food producers and allow for learning from each other across countries,

- 15) **Recognize, support and document producers’ knowledge**. For this, a **new research and extension paradigm is necessary**, ...

Reference

2. ASEAN Contexts

2. South East Asian (regional) & ASEAN (geopolitical) Contexts
SOFI Report (FAO, 2015)

- **Existing agri-food system** does NOT meet basic subsistence, socioeconomic or health needs (Poverty reduction/Income generation, nutritional) *(795 Million still malnourished or poor world-wide)*

ASEAN/Southeast Asian Contexts/Challenges

Hunger & Food Insecurity (Regional Data/Statistics – Need Disaggregation by Country-Sub-regions & Updating)

Number of undernourished and prevalence (%) of undernourishment (Southeast Asia)

2010–12 period (data mixed, some incomplete)

• 72 million undernourished
• 12.1 % of Southeast Asian population
• Variation within and between countries

2014–16 period (Some projected data with provisional estimates) - Improving but.....

• 60.6 million still undernourished regionally
• 9.6 % of Southeast Asian population
• Still variation/inequality within and between countries and urban/rural areas

References

ASEAN Food Security and Sustainable Agriculture

15 Chapters (several Chula and other authors)

National case studies

- Cambodia, Indonesia, Myanmar, Philippines, Singapore and Thailand

Theoretical and Regional/Comparative (Analytical, Critical Perspectives)

- Asia-Pacific and ASEAN Institutions
- Climate Change
- Civil Society Organizations and Movements
- Education Networks and Extension services
- Energy
- Green Economy
- Health
- Youth Farmers
- Research Issues

Appendices

- Symposium Report
- Bangkok Declaration
- ASEAN official Documents (Selections)

ASEAN Food Security and Sustainable Agriculture
Nelles, et. al. Eds (2014), Chulalongkorn University Press
“Greening” Higher Agriculture and Food Security Education in ASEAN - Studies to Date?

Lack of Attention to Academic/Institutional Reform challenges in Sustainable Agriculture (SA) Education

“....while some institutions have gone quite a long way in reorienting their curricula toward sustainable agriculture development, others lag behind because of several constraints which include policies and procedures in curriculum development and approvals; educational system peculiar to particular groups of countries; common understanding of the concepts and practices of SA; cultural and social considerations; SA advocacy at the national level; capacity and skills of teaching staff to teach SA; and faculty resistance and skepticism to change the old curriculum that would affect the traditional teaching methodologies and syllabi…” (Villareal et. al. 2002, p. 175).

What studies have since been done? Are issues similar today? Have universities reformed? How?

Dated and Inadequate Documentation/Synthesized Data, Published Research on Agriculture Education (Whether for Pedagogical, Curricular, Institutional, Policy, or Political Concerns)

References:


3. UN and UNESCO-Specific Contexts for Collaboration on Agro-ecology Learning and Research

3. Broad UN & UNESCO-specific Programme Contexts/Rationale for University & Partner Collaboration on Agro-ecology Learning and Research
Early Global UN Policy Debates/Recommendations for (Agro-ecological and Gender sensitive) SA Learning/Research/Extension

Policy goals

• Increase food production sustainably, while minimizing negative impacts on the environment and farmers, particularly poor producers and women (pay attention to GENDER concerns).

• Provide farmers with knowledge about a basket of options to optimize their production systems, improve their livelihoods on a sustainable basis. Develop and improve low-cost farming practices and technologies that specifically benefit poor, small producers in diverse environments with particular attention to women needs so that they are able to increase their local food production.

• Increase funding for bottom-up, farmer agricultural research and development that combines the benefits of modern science with those of traditional knowledge.

Policy options

• **Reorientation of agricultural research** aims (Alternative methods to intensify production that are sustainable and equitable with a holistic farming systems approach

• Greater information and research on agro-ecology and traditional agricultural (in education institutions and extension services)

• Better agricultural research methods of carrying out (toward interdisciplinary)

• Governments and development agencies should implement policies that encourage and support the application of or conversion to agro-ecology

Agro-ecological Research, Education & Extension Context (for Chula/UNESCO and AliSEA)

Agroecology Learning alliance in South East Asia (ALiSEA) Core Partner Donor with Chula/UNESCO

“ALiSEA’s goal is to enable local and regional agroecology stakeholders to leverage one another’s expertise to produce evidence based studies and share them broadly to support a regional transition towards agroecology... (through 3 main objectives)

• Strengthening knowledge and experience sharing among agroecological initiatives and actors
• Increasing visibility and credibility of agroecological movement towards policy makers and consumers.
• Scaling up the development and adoption of agroecological practice among farmers.


Chula/AliSEA Research project & UNESCO Synergies

• Chula Research project “Mapping and Assessing University-based Farmer Extension Services in ASEAN through an Agro-ecological/Organic Lens

• Our research (with partners) aims to understand the role of university-based farmer extension services in inhibiting or enabling agro-ecological transitions for achieving global SDGs in ASEAN regional and national contexts
UNESCO
Management of Social Transformations (MOST) Programme

UNESCO support for member states (and educational/Science partners)

• UNESCO’s Management of Social Transformations (MOST) Programme aims to build better bridges between research, policy and practice....

• MOST works with governments, social and human science communities and civil societies to improve connections between knowledge and action, connections that are one key to positive social change.

• Within the United Nations Sustainable Development Goals, MOST contributes to development, to the eradication of poverty, to inclusive and sustainable responses to environmental change and to the promotion of inclusive, effective and accountable governance, as well as to the achievement of UNESCO’s Global Priorities: Africa and Gender Equality.

• MOST supports Member States in improving policymaking processes through a strengthened research-policy interface, which uses knowledge focused on human needs from the social and human sciences to promote a culture of evidence-informed decision-making.

Reference and Weblink

QUALITY Higher Education includes ESD for SA and Agro-ecological Learning with Social and Sustainability Sciences

Agro-ecological Learning and Research is about QUALITY Education for Sustainable Development (ESD) with Strengthened Social/Sustainability Sciences

World Social Science Report, 2013

• “Global environmental change is linked to and exacerbates other social, economic and, political crises such as poverty and inequality. Global sustainability requires URGENT action to protect the planet and ensure human equity, dignity and well-being. The social sciences need to research the human causes, vulnerabilities and impacts of environmental change more effectively and inform responses to the challenges society faces. Social scientists need to work with each other and with colleagues from the natural and physical sciences to deliver credible, useful knowledge to help solve the world’s problems.” (Hackmann and Moser, in ISSC/UNESCO, 2013, P. 33)

Selected Background Documents


4. Thai Extension Services
(case study of Problems)

4. Thai Extension Services,
Chulalongkorn University Research, Bangkok) – Case Study
(Problem Example)
Thailand’s Agrochemical (and Land-Degradation) Problem
(Data/statistics reflecting unsustainable agriculture)

Thai Agrochemical Data/Statistics with Impacts on Public and Farmers

• Between 1961 and 2004 total inorganic **chemical fertilizer use increased more than 100 times**, from 18 thousand tonnes in 1961 to 2 million tonnes in 2004.
• Pesticide imports to Thailand more than doubled 1987 to 1996 (from 20,537 to 44,701 metric tons)
• Pesticide imports then again more than tripled from 42,089 tons in 1997 to 137,594 tons in 2009.
• In 2011 tests in Thai supermarkets revealed **some produce containing up to 202 times the allowable amount of chemicals by European guidelines**
• Thailand has very few standards, monitoring or enforcement mechanisms about sale/use of agrochemicals

Sources:


Pessimism or Progress in 2016?
(One Example: New Thai Pesticide Alert Network (Thai-PAN) Lab Tests)

Thai- Pesticide Alert Network (Thai-PAN) In 2016 show many unresolved problems similar to 2011/2012 studies. Many failed toxic chemical residue tests after samples sent to UK for independent testing.

Results in 2016

• “...57.1% of fruits and vegetables granted the “Q mark” by the National Bureau of Agricultural Commodity and Food Standards, were to be found contaminated at unsafe levels”

• “...25% of the products certified as being organic, which were supposed to be free of chemicals, were found to contain chemical residues exceeding the accepted standards”

Tests in 2016 year widened to cover more substances (than in 2011/2012).

• “If the test results were cut to four main groups, as in 2012, the unsafe percentage of chemical residues would be found in only 18% of tested samples, compared with 48.6% in 2012.”

• Apparently some improvement during the period 2012-2016 (but....).

Reference:

Fernquest, Jon, 4 May 2016. “Pesticides in fruits & vegetables: Govt quality mark fails test”

Imported Pesticides to Thailand
(with other agrochemicals)

Table Borrowed From :
Deforestation for industrial cash crop (Maize), Nan Province, THAILAND
Why?

Why?

What Roles do Extension Services (and Universities) Play?
Published (2016)

Thai Extension Study

Thailand’s Department of Agricultural Extension and Agrochemical Dependency: Perspectives on Contributing Factors and Mitigation Strategies

WAYNE NELLES and SUPAWAN VISETNOI
Chulalongkorn University School of Agricultural Resources (CUSAR), Chulalongkorn University, Bangkok, Thailand

Abstract: Purpose: This paper discusses theoretical, policy, and practical issues concerning the problem of agrochemical dependency in Thailand, including roles that public extension services play in advocacy or mitigation of agrochemical use.

Methodology/Approach: Our research aimed to better understand department of agricultural extension (DOAE) institutional and officials’ perceptions of contributing factors to agrochemical dependency as well as strategies for mitigating agrochemical use. We reviewed relevant policies, web materials, and technical cooperation agreements. We supplemented theoretical and document analysis with interviews totaling 15 DOAE managers or senior officers comparing Bangkok headquarters and Non-Province perspectives. We refer to relevant secondary literature for explanatory context.

Findings: Results showed differences as well as similarities between views of DOAE officials in Bangkok headquarters and those from one province (Phra) about DOAE priorities, responsibilities, and perceived reasons why farmers overuse agrochemicals or do not adopt organic agriculture (OA). A national policy encouraged 'safe use' of agrochemicals but not necessarily or effectively mitigating while the DOAE still (to a much lesser extent) promoted sufficiency and OA alternatives. Interviews and documentary evidence revealed DOAE public-private partnerships with corporate advisors, technical support, human resources, and learning activities that encouraged or normalized agrochemical use and dependency.

Practical Implications: Study results should be useful for governments, donors, international agencies, and department officials in policy development, program planning, training design, budgeting, and delivery.

Originality/Value: This study is unique for better understanding implications of agrochemical dependency and prioritization of public extension services; analyzing factors inhibiting OA adoption, and examining contentious policies, partnerships, and training activities.

Key Words: Agrochemical Dependency, Sufficiency Economy, Sustainable Agriculture, Organic Agriculture, Extension Services, Perceptions, Policy, Privatization.
Agrochemical Dependency:  
A major global, Thai and ASEAN concern  
(reinforced by Extension services or their neglect)

We define “Agrochemical dependency” as:

“The unhealthy, dangerous, toxic and sometimes lethal addiction to, and often abuse of, synthetic agrochemicals (herbicides, fungicides, pesticides and fertilizers) manufactured and sold by private, profit-making corporations, ostensibly for ‘crop protection’ or to increase agricultural yields, incomes and food security.” (Nelles and Visetnoi; 2015)

Implications and Links

• Whether or not, or under what circumstances, agrochemicals are necessary for crop protection or food security is moot (but not debated here).

• However, agrochemical dependency (and its mitigation) as a poorly addressed and contentious policy issue as well as practical problem for Asia and especially for Thai universities, public extension services and farmers

Reference:

### Perceived Contributing Factors to AGROCHEMICAL DEPENDENCY and abuse

(Table adapted/borrowed from: Nelles, Wayne and Supawan Visetnoi, 2015. “Thailand’s Department of Agricultural Extension (DOAE) and Agrochemical Dependency: Perspectives on Contributing Factors and Mitigation Strategies,” Journal of Agricultural Education and Extension).

**NOTE:** EDUCATION, RESEARCH & TRAINING (EXTENSION SERVICES) implied

<table>
<thead>
<tr>
<th>Factor</th>
<th>Number of Bangkok DOAE Officials mentioning</th>
<th>Number of Nan DOAE Officials mentioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Criminality or corruption in government and private cooperatives</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2) <strong>EDUCATION/KNOWLEDGE</strong> and ability to examine issues</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3) Corporations over-<strong>advertisement</strong></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4) <strong>Lack of sufficient substitutes and alternatives</strong> to meet farmers’ needs</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5) Moral and ethical awareness/Consumers’ need in making demand/ Lack of farmers’ self-discipline</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6) Incoherence and inconsistency of policy (and jurisdictional confusion)</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>7) Populism policy/political behavior (“spoiling farmers/”vote-buying”)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8) Lack of law enforcement and adequately strict regulations</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>9) Lack of budget for protection/prevention (before crises/plant diseases)</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>10) Easy use/quick results and less labor-force required</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>11) Officials with limited man-power but multiple tasks</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>12) Climate (tropical, more prone to plant disease/pests)</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>13) Non-cash payment incentives (loans, payback later schemes, etc.)</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>14) Social pressure and poverty</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>15) <strong>Lack of DOAE officials’ TRAINING</strong></td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>16) Economic factors (high yield and more income)</td>
<td>-</td>
<td>3</td>
</tr>
</tbody>
</table>
Thai Extension Study (2015/2016)
Conclusions/Implications

Thai Extension Study (Preliminary Conclusions)

• **Problem** – *Overuse/abuse of agrochemicals* reinforced by privatization of public extension (Corporate advice and training for public officials and farmers)

• **Concern** - Lack of attention to or budget resources for Organic Agriculture (OA) alternatives

• **University Roles** - Government *extension offices* and “Crop-life” (formerly called Thai Pesticide Association) have MOU/work closely together and are on the KASETSART UNIVERSITY (KU) campus while academic “experts” collaborate with agro-chemical companies and receive related research grants

• **Impacts** – “*Sustainable agriculture*” ideas and practices, guided now by SDGs but informed by corporate experts, profit motives and sometimes even corruption or illegal practices which perpetuate agrochemical use alongside farmer dependency on external inputs which continues to destroy environments, harm farmer health, and discourage less costly, viable alternatives

• **Implications** - Organic alternatives and *Agro-ecological approaches* or investments in extension are *discounted/avoided* while agrochemical models (and vested interests) dominate

Selected Reference

5. Chula-led South East Asia Higher Education Project

5. Higher Education for Sustainable Agriculture (HESA) and Food Security in Southeast Asia

SIANI- Sida Project
CHULA ASEAN PROJECT (2015)
Higher Education for Sustainable Agriculture (HESA) and Food Security in Southeast Asia

PROJECT - “SIANI Expert Group on Higher Education for Sustainable Agriculture (HESA) in Southeast Asia”

DONOR: Swedish International Agricultural Network Initiative (SIANI) with funding from the Swedish International Development Cooperation Agency (Sida)

HOST/COORDINATOR: Chulalongkorn University School of Agricultural Resources (CUSAR)

OVERVIEW

“This group will assess challenges, capacities, best practices and policy options on Higher Education for Sustainable Agriculture (HESA) in the Association of Southeast Asian Nations (ASEAN) region while exchanging knowledge, and exploring interdisciplinary curriculum reform, teaching and research-extension needs as a contribution to strengthening regional poverty reduction, food/nutritional security and environmental protection.”

ACTIVITIES

• National Consultations & Academic-Government Dialogues
• Laos, Philippines and Thailand - pilot countries
• “Write-shops” & Policy Brief Drafting

WEBSITE (Home Page)  www.siani.se/expert-groups/hesa  (See “Resources” page, with Document Repository)
Chula-HESA Activities (2015)
CONTEXTS/QUESTIONS & POLICY BRIEFS

CONTEXTS & QUESTIONS

• In Southeast Asia some 6500 higher education institutions exist.

• **BUT…little published research exists** on how universities or colleges serve farmers or rural communities through extension programs or academic-farmer partnerships, support sustainable agriculture or food security.

• **SO…How** can Southeast Asian universities better **contribute to a paradigm shift** towards sustainable agriculture and rural development?

HESA-SIANI POLICY BRIEFS IN RESPONSE

• Based on National Workshops and Expert Group Document Drafting in 3 Pilot Countries

• Identified Curriculum, Policy and Research Needs/Gaps including Post Secondary Capacities and Rural Extension/Advisory Services -

• Discussed Needs/Knowledge (& Practice) Gaps with Policy & Action Recommendations
Higher Education for Sustainable Agriculture:
Working for food and nutrition security in the Philippines

Policy Brief
March 2016

This Policy Brief arises from the third of the pilot agriculture education
in the Philippines, providing an overview of the environment in which this
policy brief is placed and outlining the recommendations for improving
higher education, and making recommendations on how to enhance
teaching and research on agriculture education and improve
extension in order to increase the sustainability of agriculture. The
brief recommends enhancing the links between education and
research in order to increase the sustainability of agriculture.
The University of the Philippines- Diliman, organized a two-day dialogue and
workshop with 12 experts from the University of the Philippines-Diliman and
the Southeast Asia Network on Higher Education for Agricultural
Development (SIANI) in March 2016.

Background and Rationale
Higher education institutions in the Philippines must undertake
better research, improve their teaching and support extension
services in order to provide a more effective response to the
needs of the environment and agriculture, and government.

Concerns in the country. The current state of higher education is
distorted by the fact that the country is a net importer of
agricultural products.

The widespread and indiscriminate use of chemical fertilizers, natural
seeds and pesticides, for example, leads to various environmental
and health-related hazards and socio-economic problems.

This is further complicated by the fact that the Philippine
agricultural sector

has been characterized as a heavy consumer of
chemicals and pesticides, and the production of rice and corn

is heavily dependent on the use of chemical fertilizers.

One of the major problems in the acidification of the
environment is the widespread and indiscriminate use of
chemicals in the production of agricultural products.

These chemicals can also have harmful effects on human health,

and therefore, the need for a response from higher education
institutions to provide solutions to these problems.

One of the major problems in the acidification of the
environment is the widespread and indiscriminate use of
chemicals in the production of agricultural products.

These chemicals can also have harmful effects on human health,

and therefore, the need for a response from higher education
institutions to provide solutions to these problems.

The Need for a Response from Higher Education Institutions

In response to such environmental, health, and agriculture-related
demands, the University of the Philippines-Diliman organized a two-day dialogue and
workshop in March 2016. The dialogue was facilitated by SIANI-Philippines and the
University of the Philippines-Diliman, and was attended by experts from various
countries in the Southeast Asia region. The discussions focused on sustainable
agriculture and food security in higher education, and recommendations were made
for improving higher education, teaching, and research on agriculture.

SIANI-Philippines
For Laos -- Philippines -- Thailand
http://www.siani.se/expert-groups/higher-education-sustainable-agriculture-hesa-southeast-asia/resources
UNIVERSITY-Based RURAL EXTENSION SERVICES
SE Asian Needs/Policy Recommendations (from HESA 2015 Project)

UNIVERSITY RURAL EXTENSION SERVICE HESA PROJECT RECOMMENDATIONS

1. LAOS
   - New type of agricultural extension worker/needed (Practice-, market- business-oriented)
   - A pilot project called for on vocational training for sustainable agriculture

2. PHILIPPINES
   - Need to operationalize comprehensive agricultural extension and training support services for small-scale family farms
   - Strengthening university-farmer partnerships can help Farmer-led, scientist-supported and community-based technology transfer for improved farm productivity
   - Combine modern science/technology with farmers’ traditional knowledge and experiential learning
   - Extension activities must be given workload credits on par with instruction and research.
   - Universities need to conduct extension services in their respective agro-ecological zones.

3. THAILAND
   - Improved documentation is essential to help better assess existing capacities and new needs of sustainable agriculture programmes, curricula and research
   - Knowledge and understanding are needed on how to implement sustainable agriculture policies and curricula by Thai scholars and universities or their extension services
   - Self-interest or pursuit of profit, instead of prioritizing community well-being... adversely affect farmers’ knowledge and the provision of extension services
   - More systematic study of the sustainable agriculture teaching, as well as of the research and service provision by universities and colleges in Thailand, could guide curriculum reform, research and improvements in extension service
6. New Chula-led
ASEAN Extension Research

6. New Chula ASEAN Extension Research Project
(June 2016 – May 2017)
New Chula ASEAN Extension Research Project
(June 2016 – May 2017)

New Project underway (1 June 2016 – 31 May 2017)

- UNISEARCH Fund “ASEAN Cluster” Project initially approved “Mapping and Assessing University-based Farmer Extension Services in ASEAN through an Agro-ecological/Organic Lens” (with AliSEA, UNESCO and ASC supplementary support)

- **FOCUS:**
  > **Tier 1:** Indonesia, Laos, Philippines, Thailand and Viet Nam; and
  > **Tier 2** Cambodia, Malaysia and Myanmar (now with additional funding)
  > **Representing:** 5 to 8 countries with strong agriculture economies in ASEAN.

**Planned Project Outputs:**

- Surveys (with new baseline data) of university-based extension (up to 8 national)
- Policy Brief(s)- 1 or more
- Journal Articles – 1 or more. SCOPUS-indexed, good quality submitted for peer review
- Edited book of National Case Studies and other papers (Workshop proceedings)
National & Regional Extension Research Workshops and Activities with Partners (2016-2017 Schedule)

Extension Research Project Workshops

- **Viet Nam** (16 June 2016 Workshop) Thurs, Hosted by International Center for Tropical Agriculture (CIAT/CGIAR) Asia Regional Office Hanoi
- **Philippines** (7 July 2016 Workshop) Thurs, Hosted by University of the Philippines Los Baños (UPLB);
- **Laos** (14 July 2016 Workshop) Thurs, Vientiane hosted by ALiSEA/GRET
- **Indonesia** (21 July, 2016 Workshop) Thurs, Hosted by Bogor Agricultural University,
- **Thailand** (24 August, 2016) Wed, Hosted by CUSAR/Chula Bangkok
- **Viet Nam** (13 Dec 2016 Workshop Can Tho University (Southern Viet Nam)
- **Cambodia** (21 Dec 2016) Royal University of Agriculture (RUA), Phnom Penh, Cambodia workshop
- **Myanmar** (25 Jan 2017), Yezin Agricultural University (YAU), Naypyitaw workshop

Regional Research Workshop (23 Feb 2017), Bangkok

- Hosted by CUSAR/Chula
- Survey Reporting & Data Exchange from all national meetings (and focal points)
- Papers (on national surveys and analysis) to be presented
TARGETED OUTPUTS & RESULTS
(Realistic? Or Desired/Hoped for)

Desired Outcomes and Results Expected (from Process and Outputs)

- More and Better **Baseline Data** on University-based Extension Services in ASEAN countries

- **Completed surveys** (Students, Graduates and Faculty) documenting extension institutions, knowledge, activities, and programs In ASEAN (MONKEY SURVEY underway now to begin)

- **Useable Knowledge**/Empirical Evidence (of capacities, programs and issues) to better Inform Policy dialogue, reforms, and curriculum development. This can also aid national SDG reporting (based on project defined indicators and measurable results)

- **Practical reforms** or Strengthening/Scaling-up of existing OA/AE Knowledge, planning documents and budgets for Post-Secondary Extension Services

- **Planning** of realistic (and newly funded) new/larger regional** extension research projects**

- New Institutional knowledge **Reforms** leading (eventually?) to specific **development Impacts:**
  1. Reduced use of (unnecessary) agrochemicals by farmers and harm to environments
  2. Cost savings by governments and farmers (due to fewer external inputs or health costs)
  3. Safer, Healthier and more food secure communities
  4. Stronger university-farmer research partnerships and knowledge exchanges through improved extension services in local communities and agro-ecologies
  5. Increased incomes in farm communities through sales of higher value OA/AE products.
Potential for Longer Term Better funded Extension Research?—
(Project Planning in Wider ASEAN Educational Contexts)

Current Challenges/Contexts
• Il-defined (yet) Research agenda to understand/apply Agro-ecological/Organic knowledge
• Inadequate Funding for Current or Desired Research and new Curricula
• Lack of Integration or interdisciplinary Cooperation among Research, Education and Extension Agendas (e.g. agriculture, environment, rural development)

Future/Envisioning and Planning
• Reforms and Projects better designed to link education, research and university extension services with achieving agro-ecological/organic and rural sustainability outputs and SDGs

Potential Links/Strengthened synergies with ASEAN (and SEAMEO) Regional 5 Year Planning, E.g.
• ASEAN WORK PLAN ON EDUCATION 2016-2020 (adopted May 2016)
• A comprehensive Report on State of Social and Sustainability Sciences in ASEAN (tentatively to include a chapter on Agriculture Education and Extension?)
• ASEAN INTEGRATED FOOD SECURITY (AIFS) FRAMEWORK AND STRATEGIC PLAN OF ACTION ON FOOD SECURITY IN THE ASEAN REGION (SPA-FS) 2015-2020
• VISION AND STRATEGIC PLAN FOR ASEAN COOPERATION IN FOOD, AGRICULTURE AND FORESTRY (2016-2025)
7. Other/discussion - END

7. Other/discussion
Questions-Comments?

END

Thank you