



REPORT (Final)

Regional Workshop:
Scaling-up Agroecology in ASEAN Higher Education
to Meet SDGs and Ensure Climate Resilience
Maejo University, Chiang Mai, Thailand
26-27 June 2019



**Group Photo 26 June 2019,
International Education and Training Center (IETC)
Maejo University**

OVERVIEW/BACKGROUND

CONTEXT. With support from the Office of the Higher Education Commission (OHEC) Thailand, Chulalongkorn University (CU) led a small multi-disciplinary policy studies and dialogue project on “*ASEAN Way Forward for SDGs and COP21 through Social and Sustainability Sciences*” contributing to the *ASEAN Work Plan on Education (AWPE), 2016-2020* while Thailand was Chair of the Association of Southeast Asian Nations (ASEAN) in 2019 under the theme: “*Advancing Partnership for Sustainability.*”

RATIONALE. Modern, “conventional,” mono-crop intensive, industrial agriculture and agri-business is one of the world’s greatest contributors to environmental damage, including agrochemical pollution, desertification, deforestation, drought, depleting aquifers, biodiversity loss, land degradation, and may be the world’s greatest contributor to climate change. Moreover, this dominant agriculture development model and agri-food system has not served many small-holder farmers, poor families and rural communities well. In Southeast Asia around 63 million people (close to 10 percent of the population) are undernourished or food insecure, with farmers and poor rural communities most vulnerable or hungry. Essentially **the world needs a paradigm shift** ...the need for a two-track approach that drastically reduces the impact of conventional agriculture, on the one hand, and broadens...*agro-ecological* production methods on the other...” (UNCTAD, 2013)..

CONCEPT. Agroecology (AE) has at least three core dimensions: science, movement and practice (Wezel, et. al. 2009). AE “is the development and application of ecological theory to the management of agricultural systems” including “the influence of social, economic, and political factors on the structure and success of farming systems” (Altieri and Francis, 1992). Related practices include: Agroforestry (AF), Organic Agriculture (OA), Conservation Agriculture (CA); Integrated Pest Management (IPM) or Integrated Crop Management (ICM) Sustainable Rice Intensification (SRI), “Farming with Nature” (FN) or ecological agriculture (EA). FAO defines AE as “an integrated approach that simultaneously applies ecological and social concepts and principles to the design and management of a sustainable and fair food system” (FAO, 2018). FAO held its first *Multi-Stakeholder Consultation on Agroecology in Asia and the Pacific* 24-26 Nov 2015 in Bangkok. This was part of a four-year process of political dialogue about the benefits of AE world-wide. FAO has facilitated global and regional dialogue on AE through 9 regional and international multi-stakeholder meetings, bringing together more than 2,100 participants from 170 countries. These meetings helped identify needs and priorities to scale up AE as a strategic approach to achieve Zero Hunger and the SDGs.

HIGHER EDUCATION INSTITUTIONS (HEIs) IMPLICATIONS In May 2018, during the 2nd international symposium on Agroecology in Rome, FAO launched the *Scaling-up Agroecology Initiative* which stressed that “**Research, education and extension systems do not sufficiently respond to the needs of agroecology as an approach to effectively transform food and agricultural systems.** A transition to a sustainable and fair food system (SFS) requires mainstreaming and strengthening AE for agri-food system literacy (essential values, knowledge and skills) embraced across the university from teaching to enabling policies, research incentives and curricula applied to food services procurement, community engagement and extension services. The shift requires interdisciplinary knowledge and cross- departmental collaboration drawing from social sciences rural development studies community health, law and more to complement biology, botany and other technical fields for crop production knowledge. Universities and other HEIs can also learn from each other building capacities to better support a SFS.

REGIONAL WORKSHOP. In response to some of the agroecology learning and capacity development challenges posed by FAO, and identified in CU's policy studies and dialogue project, Maejo University (MJU) hosted a regional workshop in Chiang Mai on *Scaling-up Agroecology in ASEAN Higher Education to meet SDGs and Ensure Climate Resilience*" 26-27 June 2019 in partnership with CU and ASEAN Agriculture Universities Network (AAUN). MJU generously provided campus accommodation, meals and airport pick-up for all delegates. Participants self-financed air travel, were sponsored from their home institutions or received assistance from other donors. Plenary sessions reviewed theoretical and regional perspectives and selected national or institutional case studies. Various participants made interventions which discussed perceived upscaling challenges and needs while demonstrating examples of models to learn from or suggesting potential synergies with the FAO-led *Scaling-up Agroecology Initiative: Transforming Food and Agricultural systems in Support of the SDGs*. Small groups conducted a classic SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) on agroecology scaling-up issues for ASEAN higher education. Breakout sessions focused on four main themes: a. National and Campus Policies; b. Curriculum and Learning Resources, c. University-based Extension Services; and d. Scientific Research and Data. SWOT results are tabulated and summarized below in this report. On the last day participants also toured some MJU campus research facilities and teaching farms which demonstrated how MJU is aspiring to be a 100 percent Organic and Eco-University. Around 40 delegates joined from HEIs, international organizations, NGOs and government agencies in eight ASEAN countries: Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Thailand and Vietnam.

HEIs REPRESENTED. 14 universities or colleges participated from across the region

- Andalas University (AU), Indonesia,
- Asian Institute of Technology (AIT); Thailand
- Central Bicol State University of Agriculture (CBSUA); Philippines
- Chulalongkorn University (CU); Thailand
- Institute of Technology, (ITC) Cambodia
- Kasetsart University (KU), Thailand
- Maejo University (MJU), Thailand
- National Institute of Development Administration (NIDA), Thailand
- Rajamangala University of Technology Thanyaburi (RUTT); Organic Agricultural Innovation Network (OAIN) Thailand
- National University of Laos (NUOL); Laos
- Universiti Kebangsaan Malaysia (UKM)
- Universiti Putra Malaysia (UPM);
- Vietnam National University of Agriculture (VNUA); Vietnam
- Yogyakarta-Magelang Polytechnic in Agricultural Development (Polbangtan Yoma), Indonesia,

OTHER ORGANIZATIONS CONTRIBUTING. The Agroecology Learning Alliance in South East Asia (ALiSEA) sponsored participation of three experts from universities in the Mekong region. The Thai Education Foundation offered insights from its research on pesticides affecting schools and regional efforts through the FAO supported Pesticide Reduction and IPM programs reflecting on future partnerships with universities. Representatives of other international or regional NGOs such as the Asia Pacific Island Rural Advisory Services (APIRAS) shared expertise and insights on farmer extension implicating HEIs. Two UN agencies the Food and Agriculture Organization of the United Nations (FAO); and United Nations Educational, Scientific and Cultural

Organization (UNESCO) actively contributed to co-organization and facilitation, as well as one regional organization: The Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA). A consultant from NIDA charged with assisting to develop a work-plan for the new SEAMEO Centre for Sufficiency Economy Philosophy (SEP) to be founded in 2019 by Thailand joined inviting collaboration in the future work program of SEAMEO-SEP. Senior Management from the National Education Policy, National Education Policy Commission (NEPC) of Myanmar and Former Yezin Agricultural University Rector, also joined. Finally two other international organizations - Bioversity International, Rome, and CIAT-CGIAR Hanoi, unable to attend in person, shared short video contributions in plenary about training young scientists in agroecology and agrobiodiversity education suggesting future partnerships with universities.

MAIN WORKSHOP OUTCOMES AND RECOMMENDATIONS

1. Various participants made proposals to host future agroecology-related business, academic or specialized technical meetings which could examine more specific policy issues or scientific and practical topics while addressing learning gaps, capacity development or resource mobilization needs as part of a new regional network.
2. Various participants expressed interest to work with FAO and different partners to develop concepts or new proposals and to secure funding for one of more multi-year, multi-country higher education and science projects for FAO's new *Scaling-up Agroecology Initiative*.
3. Various participants agreed to support the Sustainable Development and Sufficiency Economy Studies Center (SuDSESC) based at NIDA Thailand to incorporate agroecology-higher education concerns in assisting with the development of an initial work-plan for the new SEAMEO Centre for Sufficiency Economy Philosophy (SEP) to be launched in 2019 which will be hosted by the government of Thailand.
4. Various participants suggested establishing an ASEAN regional universities network on agroecology education and multi-disciplinary sciences (with a need to find necessary financial and human resources to support the network). Goals, scope, functions and financing for such a network require further clarification and development in consultation with prospective partners or members.
5. Some more detailed analysis of key issues and specific suggestions by workshop participants were made in the four small group breakout sessions summarized in the SWOT tables and recommendations below.

NEXT STEPS. CU is collaborating with FAO to publish a related Policy Brief on *Mainstreaming Agroecology in ASEAN Higher Education* to review principal issues and research to date while building on results from the CU-Maejo workshop and offering some practical recommendations for ASEAN Member States, universities, partners and donors. Feasibilities and viable options for future activities to address recommendations from the CU-Maejo workshop will also be explored with partners and implemented subject to available resources.

SMALL GROUP BREAKOUTS -

Priorities and Strategies for Scaling Agroecology in ASEAN Higher Education Planning, Future Projects and Funding. SWOT ANALYSIS (Strengths, Weaknesses, Opportunities, Threats)

GROUP 1

Scientific Evidence on AE Data Collection and Research Needs

MODERATOR: Dr. Helmi Helmi, Andalas University

RAPPORTEUR: Mr. Mikhail Kornievsky, Maejo University

Group Members:

- 1) Dr. Helmi Helmi, Andalas University
- 2) Dr. Abha Mishra, Asian Institute of Technology
- 3) Dr. Norida Mazlan, Universiti Putra Malaysia
- 4) Dr. Rospidah Ghazali, Universiti Kebangsaan Malaysia
- 5) Mr. Marut Jatiket, Thai Education Foundation and Field Alliance



<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none"> ▪ Access to technology ▪ Capacity to do research ▪ Many experts in field ▪ Increased recognition of value of AE 	<p style="text-align: center;">WEAKNESSES</p> <ul style="list-style-type: none"> ▪ Practical approach to scientific process <ul style="list-style-type: none"> ▪ Critical, science-based research ▪ Translating knowledge into practice ▪ Generally research is mono-disciplinary ▪ Lack of synergy and collaboration (from stakeholders) <ul style="list-style-type: none"> ▪ AE not yet a priority ▪ Farm centric research, more beyond interdisciplinary and adaptive research
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none"> ▪ Move from creation to co-creation ▪ Reduce labor costs/cost of production <ul style="list-style-type: none"> ▪ Education on biological control ▪ Educate consumers about AE products (Plot to plate) ▪ Reduced carbon footprint/remediation of land <ul style="list-style-type: none"> ▪ Develop market for AE products ▪ Movement for transition to sustainability 	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> ▪ Unsupportive public policy ▪ Activities limited by time period ▪ Lack of long-term studies (doesn't provide conclusive results) <ul style="list-style-type: none"> ▪ Short term gains vs long term

SUMMARY:

On scientific evidence concerning AE data collection and research needs (basic and applied), the strengths mentioned include access to technology, capacity to do research, many experts on the field, and increased recognition of AE and its importance. There is still a need to come up with a way of putting together published and unpublished research findings on AE for access to both researchers and the end users or farmers.

Identified weaknesses were as follows: 1) Mono-disciplinary research should be realigned towards an interdisciplinary approach and be more farm-centered; 2) Lack of synergy and collaboration from stakeholders could be a hindrance for translating scientific research into practical terms. Moreover, AE is still not in top priority for study and research especially for the university and students.

There are more opportunities for the university researchers to do applied research that would benefit the consumers and the farmers such as co-creation, reduction of production costs, biological control of pests, land remediation, marketing of AE products, and sustainability. Extension of the research work beneficial to the consumers and farmers is a big opportunity for the extension researchers.

Regarding threats, support from the government is critical for the success of AE's goal from the researcher to the consumers and farmers. Long term researches are necessary to get conclusive results and thus short-term researches may not really come up with sustainable solutions.

The group recommended to start with problem and identify possible interdisciplinary research for solutions and formulate science based innovative systems.

GROUP 2

University-based Rural Extension, Farmer Services and Community Partnerships

MODERATOR: Dr. Virginia Cardenas, APIRAS

RAPPORTEUR: Dr. Epsi Euriga, Polbangtan Yoma, Ministry of Agriculture of Indonesia

Group members:

- 1) Dr. Epsi Euriga, MOA Indonesia
- 2) Mr. Hein Bijmakers, FFSNet
- 3) Dr. Pham Van Hoi, VNUA
- 4) Dr. Htet Kyu, ALISEA



<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none"> ▪ Farmers are innovative (Vietnam) ▪ Universities have resources, leadership to mandate extension. ▪ AE farming reduces input costs, thus higher income for farmers 	<p style="text-align: center;">WEAKNESSES</p> <ul style="list-style-type: none"> ▪ Universities have limited resources so there is limited outreach to farmers ▪ Limited funds to do research on extension in the university ▪ AE is not attractive to investors
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none"> ▪ Awareness of consumers to consume agroecological products <ul style="list-style-type: none"> ▪ Strengthening partnerships ▪ Strengthening community organizations 	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> ▪ Conflict of interest between input suppliers and company/university

SUMMARY:

Agricultural extension work has developed in various stages in the ASEAN region. Indonesia has resources and has developed its extension program. Myanmar has just started its extension program and Vietnam has extension programs but lacks support from its government.

As to the strengths of university based rural extension, universities have resources and leadership to mandate extension. They have multidisciplinary expertise which is a form of social capital. Also AE farming reduces input costs which can give higher income for farmers.

For weaknesses, universities have limited resources so there is also limited outreach to farmers. Funds to do research are limited. AE is not attractive to investors. On opportunities, the awareness of consumers to consume AE products is necessary to create markets. The community participatory guarantee system is very important because it creates bonding. By strengthening partnerships, safe foods are available. Threats include conflict of interest between input supplier companies and farmers or universities. In conclusion the main recommendation is to strengthen community organizations which is one of the strengths of universities.

GROUP 3

Curriculum, Learning Resources, Teaching and Youth Skills, Technical Education-Vocational Training (TVET)

MODERATOR: Mr. Pierre Ferrand, FAO

RAPPORTEUR: Ms, Julijanna Sirikhampa, Maejo University

Group members:

1. Mr. Pierre Ferrand FAO
2. Prof. Lorena F. Hernandez, CBSUA
3. Dr. Susan Vize (Presenter), UNESCO
4. Dr. Priyanut Dharmapiya, NIDA
5. Mr. Kevin Kamp, TABI
6. Assoc. Prof. Dr. Norsida Man, UPM
7. Prof. Adj Anthony Wong Kim Hooi, Frangipani Organic Farm School
8. Dr. Malavanh Chittavong, NUOL
9. Dr. Rudi Feriamansyah, AU



<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none"> ▪ Wealth of knowledge available on AE as basis for curriculum ▪ Practices/Expertise existing in each country ▪ Existing/emerging networks on AE ▪ Existing approach from farm or AE 	<p style="text-align: center;">WEAKNESSES</p> <ul style="list-style-type: none"> ▪ Lack of critical thinking and soft skills in curriculum <ul style="list-style-type: none"> ▪ Lack of innovative approach ▪ Lack of money/time/resources ▪ Lack of academic incentives ▪ Lack of attractiveness in farming careers <ul style="list-style-type: none"> ▪ Scattered/poor information on opportunities <ul style="list-style-type: none"> ▪ Lack of living skills ▪ Institutional set up: silos approach
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none"> ▪ Translate curriculum into practical info for users ▪ ICT/Social media-To develop practicum /internship <ul style="list-style-type: none"> ▪ Growing demand for healthier foods/concerns towards pesticides ▪ Existing AE champions can be built upon <ul style="list-style-type: none"> ▪ Lifestyle// curriculum that includes diversified activities in rural areas: Training, English, Entrepreneurship 	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> ▪ Influence of private sector on policy, curriculum change <ul style="list-style-type: none"> ▪ Changing paradigm is risky ▪ Climate change (long term planning) ▪ Aging population –difficulty in learning and /recruiting

SUMMARY:

The strengths identified include the following: wealth of knowledge available on AE as basis for curriculum; practices or expertise existing in each country; existing or emerging networks on AE; and existing approach from farm or AE.

The weaknesses: identified include -lack of critical thinking and soft skills in curriculum; lack of innovative approach; money/time/resources; lack of academic incentives; lack of attractiveness in farming careers; scattered information or opportunities; lack of living skills; silos approach in institutional set up.

The opportunities identified: were potential to translate curriculum into practical info for users; ICT/Social media for developing practicum/internship; growing demand for healthier

foods/concerns towards pesticides; existing to build upon lifestyle; and curriculum that includes diversified activities in rural areas: Training programmes on English and Entrepreneurship.

On threats four things were raised as follows: influence of private sector on policy, curriculum change; changing paradigm is risky; climate change (long term planning); and aging population – difficulty in learning and recruiting

In conclusion, recommendations raised include the following:

1. Nurture and grow emerging networks on AE/HEI
2. Develop training in packaging AE knowledge and practices
 - Social entrepreneurship Vocational Training/ Mentoring + Start-up Fund
 - Curriculum that helps to understand the growing demand for healthy foods (including market demand/consumers percepts) and Marketing innovativeness in the social media)
3. Foster exchange/ support from CSOs + link education by CSO's +University education
4. Redefine “Career in Rural Areas”/ of the activity – farmer/training/promoting
 - Farmer’s career change might mean having one family member in the farm, one working in town, and another member selling farm produce through the internet, which is economically viable
5. Develop certification/Qualification Scheme for AE farmers that certify obtained skills in AE
 - Develop AE qualifications in Community Learning Centers (CLCs) where courses are equivalent with University
 - Set in place an equivalence system for AE competencies between universities

GROUP 4

National and Campus Policies, Financing, Grant Programs and Budget Shifting for Enabling, Improving and Upscaling AE in Academia

Moderator: Dr. Nova Ramos, SEAMEO SEARCA

RAPPORTEUR: Ms. Teresita Chamnancam, Maejo University

Group members:

1. Dr. Buncha Chinnasri, KU, Thailand
2. Mr. Nou Sotheany, ITC, Cambodia
3. Dr. Myo Kywe, NEPC, Myanmar
4. Assoc. Prof. Dr. Unchalee Sanguanpong, RUTT-OAIN, Thailand



<p>STRENGTHS</p> <ul style="list-style-type: none"> ▪ National strategy to policy in Organic Agriculture (OA) ▪ Structural reform – Thailand - Min of Education, Min of Science and Technology, Min of Agriculture) <ul style="list-style-type: none"> ▪ Ecotourism and Agrotourism 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> ▪ Difficulty introducing AE in HEIs ▪ Difficulty attracting young students to study applied agriculture <ul style="list-style-type: none"> ▪ Lack of promotion of AE (budget problems) ▪ Lack of understanding AE among faculty ▪ Not supportive of career paths of faculty members <ul style="list-style-type: none"> ▪ Lack of official network for AE
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> ▪ Changing mindset of young generation towards agriculture ▪ NGOs and CSOs bridge between policy makers and HEIs ▪ University consortium – SEARCA and other university networks ▪ Integration budget for promoting OA helping farmers partnerships <ul style="list-style-type: none"> ▪ AE products – higher prices 	<p>THREATS</p> <ul style="list-style-type: none"> ▪ Co-payment of tuition fees problematic when tuition is requested to be waived ▪ Lack of policy in support of AE (e.g. Myanmar) ▪ Standards for certification of organic products (i.e., costs are too much)

SUMMARY:

Participants noted the following in their discussions:

Strengths: The presence of a national strategy on organic agriculture and structural reform in Thailand where three Ministries are involved, namely, Ministry of Education, Ministry of Science and Technology, and Ministry of Agriculture and Cooperatives. Ecotourism and agritourism were also identified as good entry points for AE.

Weaknesses: There is difficulty being encountered in introducing AE in higher education institutions due to lack of understanding and a contextualized definition of AE among faculty members. There is also difficulty in attracting young students to study agriculture because of the perception that agriculture is hard work with little benefits. The lack of budget to promote AE is also another weakness. HEIs also tend to have unsupportive policies in terms of career path of AE faculty members. An official network for AE is likewise needed.

Opportunities: There are opportunities to change the mindset of the young generation towards agriculture (e.g., promoting agricultural entrepreneurship). Non-government organizations (NGOs) and civil society organizations (CSOs) working on the ground level serve as conduit between policy makers and HEIs. Networks such as the University Consortium established by SEARCA and other university networks (e.g., AAACU) serve as platform for disseminating AE as well as forming partnerships. There are also opportunities in integrating budgets for promoting OA and helping farmers. OA and AE products also fetch higher prices.

Threats: One of the identified threats is the shared payment of tuition fees, which can be problematic when tuition is requested to be waived by sending university/organization. This is one

of the sprouting problems in HEIs in Thailand. The lack of policy in support of AE is also a problem identified in Myanmar's case. Another obstacle to AE is the cost associated with the certification process of organic products.

In conclusion, the group recommended the following:

- Holding a regular meeting for knowledge sharing among AE stakeholders (e.g., annual);
- Soliciting government support for AE in terms of funding for R&D and extension;
- Setting up an AE network for alliance and develop/strengthen partnerships with networks that can champion AE in the region (e.g., working across sectors, within disciplines, with governments and industries, within communities, etc.);
- Developing university policy support for career paths of faculty members in AE (e.g., in Thailand, for faculty members with specialization in plant pathology whose research work in AE will not be accepted as part of his/her promotion)

AKNOWLEDGEMENTS AND DOCUMENTATION

Sincere appreciation goes first to the Office of the Higher Education Commission (OHEC) Thailand which provided a small grant to Chulalongkorn University (CU) in 2019 as part of its policy studies and dialogue project on “*ASEAN Way Forward for SDGs and COP21 through Social and Sustainability Sciences*” which helped cover some coordination for the workshop. The workshop was also organized in close cooperation with the Food and Agriculture Organization of the United Nations (FAO), Regional Office for Asia and the Pacific. But the event would not have been possible without the substantial support from Maejo University (MJU) Acting President, Dr. Weerapon Thongma, as well as Maejo University International College and various Maejo staff. MJU generously provided campus accommodation, meals and airport pick-up for all delegates as well as video recording of the event available online. The ASEAN Agriculture University Network (AAUN) also collaborated with MJU as host.

Thanks also go to the Agroecology Learning Alliance in South East Asia (ALiSEA) which sponsored participation of three experts from universities in the Mekong region. Acknowledgements also go to all partners, speakers and participants who self-financed air travel, were sponsored from their home institutions or received assistance from other donors.

Finally, thanks for the drafting of this report go to four rapporteurs.

- Ms. Teresita Chamnancam, Maejo University
- Dr. Epsi Euriga, Yogyakarta-Magelang Polytechnic in Agricultural Development (Polbangtan Yoma), Ministry of Agriculture, Indonesia
- Mr. Mikhail Kornievsky, Graduate Student, Maejo University
- Ms. Julijanna Sirikhampa, Maejo University, Language Center

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- Mr. Pierre Ferrand, FAO, Asia Pacific Regional Office, Bangkok
- Dr. Wayne Nelles, Chulalongkorn University School of Agricultural Resources
- Dr. Nova Ramos, SEAMEO SEARCA, Philippines

ONLINE MATERIALS. Video recordings of plenary presentations and discussion are available on YouTube:

Day 1: <https://www.youtube.com/watch?v=kH8BfShCcpw>

Day 2: <https://www.youtube.com/watch?v=Sr4xlNkQVb0>

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APPENDIX 1 - FINAL PROGRAM

REGIONAL WORKSHOP:

“Scaling-up Agroecology in ASEAN Higher Education to meet SDGs and Ensure Climate Resilience”

Maejo University (MJU), Chiang Mai, Thailand, 25-27 June 2019

Tues 25 June 2019 – ALL DAY

- Arrivals Chiang Mai, Airport Pick-up
- Transfers Maejo University (MJU), International Education and Training Center (IETC) at Campus Ranch Hotel
- Lunch or Dinner on Own

DAY 1 – MORNING (Wed 26 June 2019)

8:30 am - Registration

MODERATOR: **Dr. Napat Ruangnapakul**. Assistant to the Dean, Faculty of Digital Communication, Maejo University

9:00 am to 10:15 am – **SESSION 1 Welcome Remarks by Assoc. Prof. Dr. Kriangsak Mangumphan**

- **ROUNDTABLE - Brief Sharing Self Introductions (all participants)**
- Associate Professor **Dr. Yanin Opatpatanakit**, Acting Vice President Maejo University MJU). **Opening Remarks.**
- **Dr. Wayne Nelles**, Canadian Visiting Scholar, Chulalongkorn University School of Agricultural Resources (CUSAR), Bangkok, Workshop Overview and Chulalongkorn University (CU) ASEAN Policy Studies project.
- **Mr. Pierre Ferrand**, Agroecology Officer, Food and Agriculture Organization of the United Nations (FAO), Asia Pacific Regional Office, Bangkok

10:15 am to 10:45 am Coffee Break (with GROUP PHOTO)

10:45 am to 12:15 PM **SESSION 2 – ASEAN Regional, Mekong and Cross-Sectoral Perspectives on Agroecology Scaling, Academic Reform and Social Transformation**

MODERATOR: **Dr. Napat Ruangnapakul**. Assistant to the Dean, Faculty of Digital Communication, Maejo University

- **Prof Surichai Wun'gaao**, Director Center for Peace and Conflict Studies, Chulalongkorn University THAILAND,

- **Dr Htet Kyu**, National Network Coordinator for Myanmar (representing Mekong region), Agroecological Learning Alliance in South East Asia (ALiSEA)
- **Dr. Susan Vize**, Regional Advisor, Social and Human Sciences. United Nations Educational, Scientific and Cultural Organization (UNESCO) Bangkok, THAILAND
- **Dr. Devra Jarvis**, Principal Scientist, Bioversity International and Coordinator, Platform for Agrobiodiversity Research (PAR), Rome, and **Dr. Dindo Campilan**, Regional Director, Hanoi, VIET NAM **CIAT-CGIAR**. Represented (virtually) by Short Videos on PAR Agrobiodiversity Education Plan (linked to agroecology) and CIAT “*Science Leaders for Future Initiative*” inviting Southeast Asia University Partners. Project Introduced by **Dr. Wayne Nelles**

12:15 PM to 1:30 PM Lunch

1:30 PM to 3:15 PM **SESSION 3 –National Trends, Policy Concerns and Institutional Case Studies on the State of Agroecology in Higher Education Institutions (HEIs) of Selected ASEAN countries, universities and their partners.**

MODERATOR: **Dr. Napat Ruangnapakul**. Assistant to the Dean, Faculty of Digital Communication, Maejo University

- **Dr. Buncha Chinnasri**, Acting Assistant to President Kasetsart University, THAILAND
- **Dr. Myo Kywe**, Former Rector, Yezin Agricultural University, Chairperson, National Education Policy Commission (NEPC), MYANMAR
- **Dr. Pham Van Hoi**, Department of Agroecology, and Director, Center for Agricultural Research and Ecological Studies (CARES), Vietnam National University of Agriculture (VNUA), VIET NAM
- **Mr. Nou Sotheany**, Technical Team Leader, E-learning Center Institute of Technology, (ITC) CAMBODIA)
- **Dr. Epsi Euriga**, Faculty, Yogyakarta-Magelang Polytechnic in Agricultural Development (Polbangtan Yoma), Ministry of Agriculture INDONESIA
- **Dr Malavanh Chittavong**, Professor/MSc Sustainable Agriculture and Natural Resource Management, Faculty of Agriculture (FAG) /National University of Laos (NUoL), LAOS

3:15 PM to 3:30 PM Coffee Break

3:30 PM to 4:45 PM **SESSION 4 –Small Group Breakouts - Four Groups discussing– Priorities and Strategies for Scaling Agroecology in ASEAN Higher Education Planning, Future Projects and Funding in partnerships with SEAMEO Centre for Sufficiency Economy Philosophy (SEP); ASEAN Centre for Sustainable Development Studies and Dialogue (ACSDSD) and key stakeholders: ALiSEA, ASEAN, CIRAD, CGIAR, FAO, SEARCA, UNESCO, individual universities and others.**

SWOT Analysis and Recommendations for

1. Curriculum, Learning Resources and Teaching (including Youth Skills, TVET, etc) – Best Practices and Gaps/Needs
2. Scientific Evidence on AE, Data Collection and Research Needs (basic and applied)
3. University-Based Rural Extension, Farmer Services and Community Partnerships
4. National and Campus Policies, Financing, Grant Programs and Budget Shifting for enabling, improving and upscaling AE in academia (including International Cooperation, and Academic Mobility)

4:45 PM to 5:15 PM - Small Group Leaders/Reports to Plenary – WRAP up of Day 1

6:00 PM to 7:00 PM - Dinner (MJU Sponsored) and Free Evening

DAY 2 (Thurs 27 June 2019) - Half Day MORNING

9:00 am to 10:30 am – **SESSION 5 – Panel Discussion (no PPTs) & Cross-Sectoral Dialogue: Issues & Challenges Raised in the Workshop - With Audience participation**

- Reflections on Key Challenges & Proposals from Partners and All Participants

MODERATOR: **Dr. Nateetip Sanpatanon**, Maejo University

- **Mr. Marut Jatiket**, Director, Thai Education Foundation/Field Alliance, Bangkok THAILAND
- **Mr. Kevin Kamp**, The Agro-biodiversity Initiative (TABI), LAOS
- **Dr. Rospidah Ghazali**, Fellow, Institute for Environment and Development (LESTARI), Universiti Kebangsaan Malaysia (UKM), MALAYSIA
- **Prof Dr. Helmi Helmi**, Chairman, Doctoral Program on Development Studies Andalas University, Padang, INDONESIA
- **Dr. Virginia Cardenas**, Regional Network Coordinator, Asia Pacific Island Rural Advisory Services (APIRAS), University of the Philippines Los Banos, PHILIPPINES
- **Dr. Unchalee Sanguanpong**, Organic Agriculture Innovation Network (OAIN) Rajamangala University of Technology Thanyaburi, THAILAND

10:30 am to 10:45 am Coffee Break

10:45 am to 12:00 PM **SESSION 6 – Expert Panel and Plenary Discussion (no PPTs) – Ways Forward for FAO’s new *Scaling-up Agroecology Initiative* in ASEAN, SEAMEO & UNESCO With Audience participation**

MODERATOR: **Dr. Nateetip Sanpatanon**, Maejo University

- Plenary Discussion on Ways Forward and Workshop Recommendations for Thai Government, SEAMEO and ASEAN Secretariats and Most Relevant Centers (e.g. SEAMEO-SEARCA, SEAMEO-SEP; SEAMEO-RIHED, ACSDSD, etc.).
- Suggestions for FAO's new *Scaling-up Agroecology Initiative: Transforming Food and Agricultural systems in Support of the SDGS*. Planning Next Steps
- **Dr. Sudkhet Sakunthong**, Assistant to the President, Maejo University:
- **Dr. Priyanut Dharmapiya**, Executive Director, Sustainable Development and Sufficiency Economy Studies Center (SuDSESC), National Institute of Development Administration (NIDA) THAILAND
- **Dr. Nova Ramos**, Programme Specialist, Training Unit. Knowledge Management Department, SEAMEO Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA), Los Banos, PHILIPPINES
- **Dr. Susan Vize**, Regional Advisor, Social and Human Sciences. United Nations Educational, Scientific and Cultural Organization (UNESCO) Bangkok, THAILAND
- **Mr. Pierre Ferrand**, Agroecology Officer, Food and Agriculture Organization of the United Nations (FAO), Asia Pacific Regional Office, Bangkok THAILAND

12:00 PM to 12:15 PM **SESSION 7 WRAP UP - Closing Reflections**

- Certificate of Attendance giving ceremony – by Associate Professor **Dr. Yanin Opatpatanakit** Vice President, Maejo University
- **Dr. Wayne Nelles**, Chulalongkorn University

12:15 PM to 1:30 PM Lunch

1:30 PM to 3:30 PM **CASE STUDY. Dr. Sudkhet Sakunthong**, Assistant to the President, Maejo University:

- Maejo Case Study to become a 100% Organic and Eco-University with Campus Field Visit to MJU Organic Research and Teaching Farms
- Airport Transfers and Departures

6:00 PM to 8:00 PM Dinner (MJU Sponsored) or Free Evening.

DAY 3 (Friday 28 June 2019) Free or optional

- Airport Transfers and Departures

APPENDIX 2. PARTICIPANT LIST

REGIONAL and NATIONAL PARTICIPANTS

#	NAME	TITLE/ORGANIZATION	EMAIL
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**ADDITIONAL INTERNATIONAL PARTICIPANTS
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