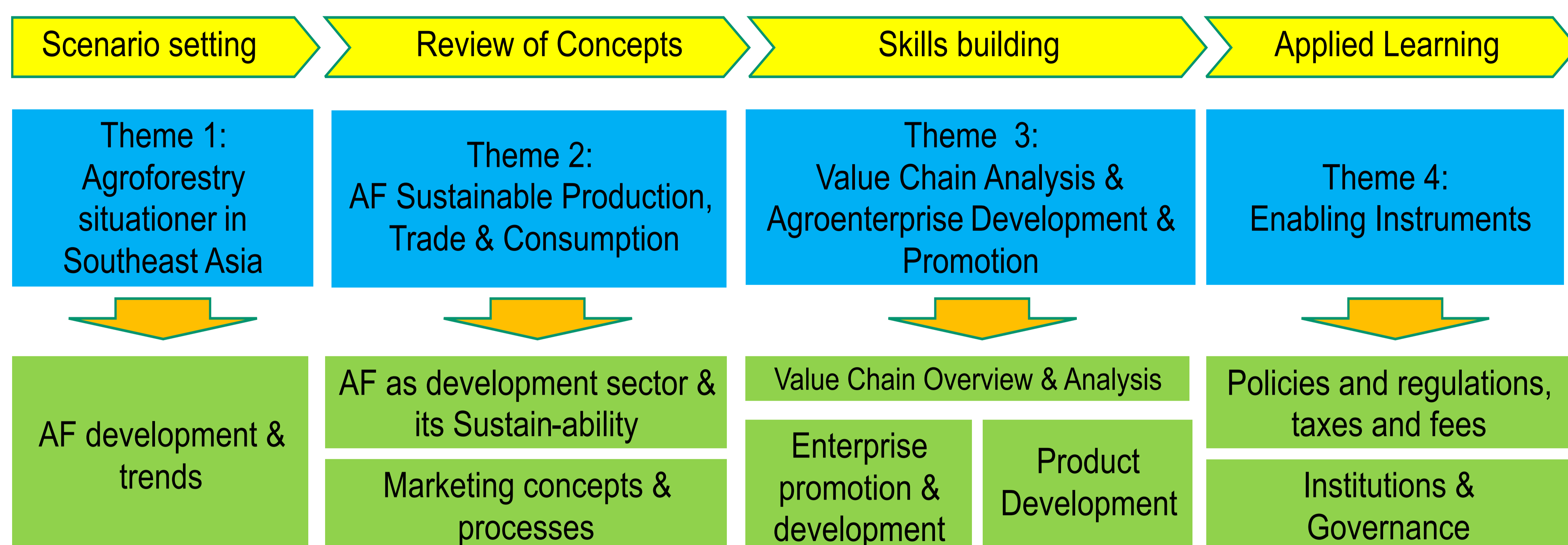


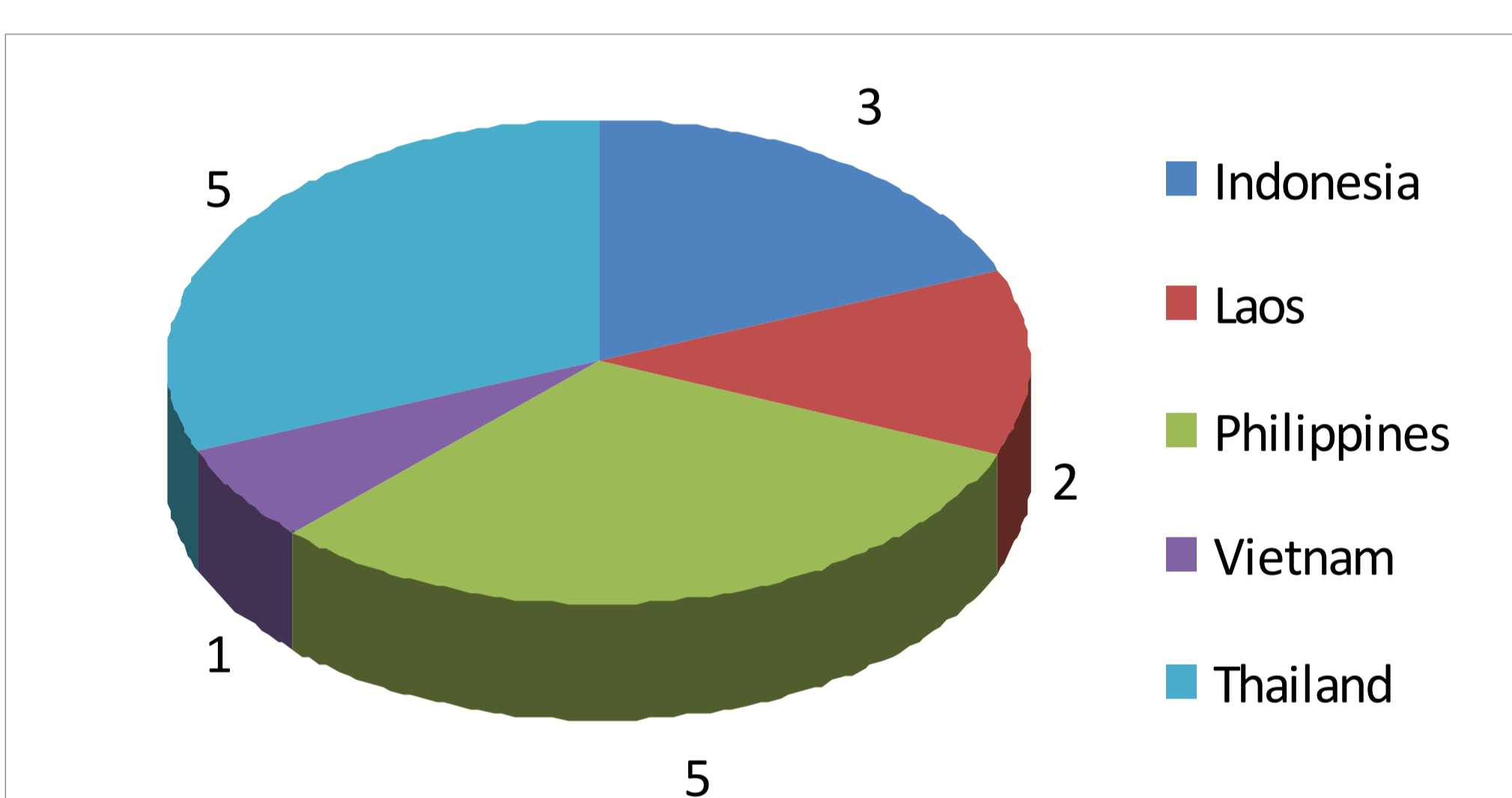
Backgrounder

From 2005 to 2007, the Southeast Asian Network for Agroforestry Education (SEANAFE) developed a region-wide curricular framework and case study materials for teaching on ‘Markets for agroforestry tree products (MAFTP)’. In general, the project was aimed at (a) improving agroforestry education in universities and colleges in Southeast Asia and (b) enhancing the teaching capacity of at least 100 lecturers from SEANAFE member institutions on the subject matter. Five country cases served as basis for developing the MAFTP curricular framework and teaching materials. In-country trainings were conducted and a Teacher’s Guide on how to use the curricular framework and the teaching case study materials was produced and disseminated to SEANAFE member institutions. Below is the MAFTP curricular framework developed through the project

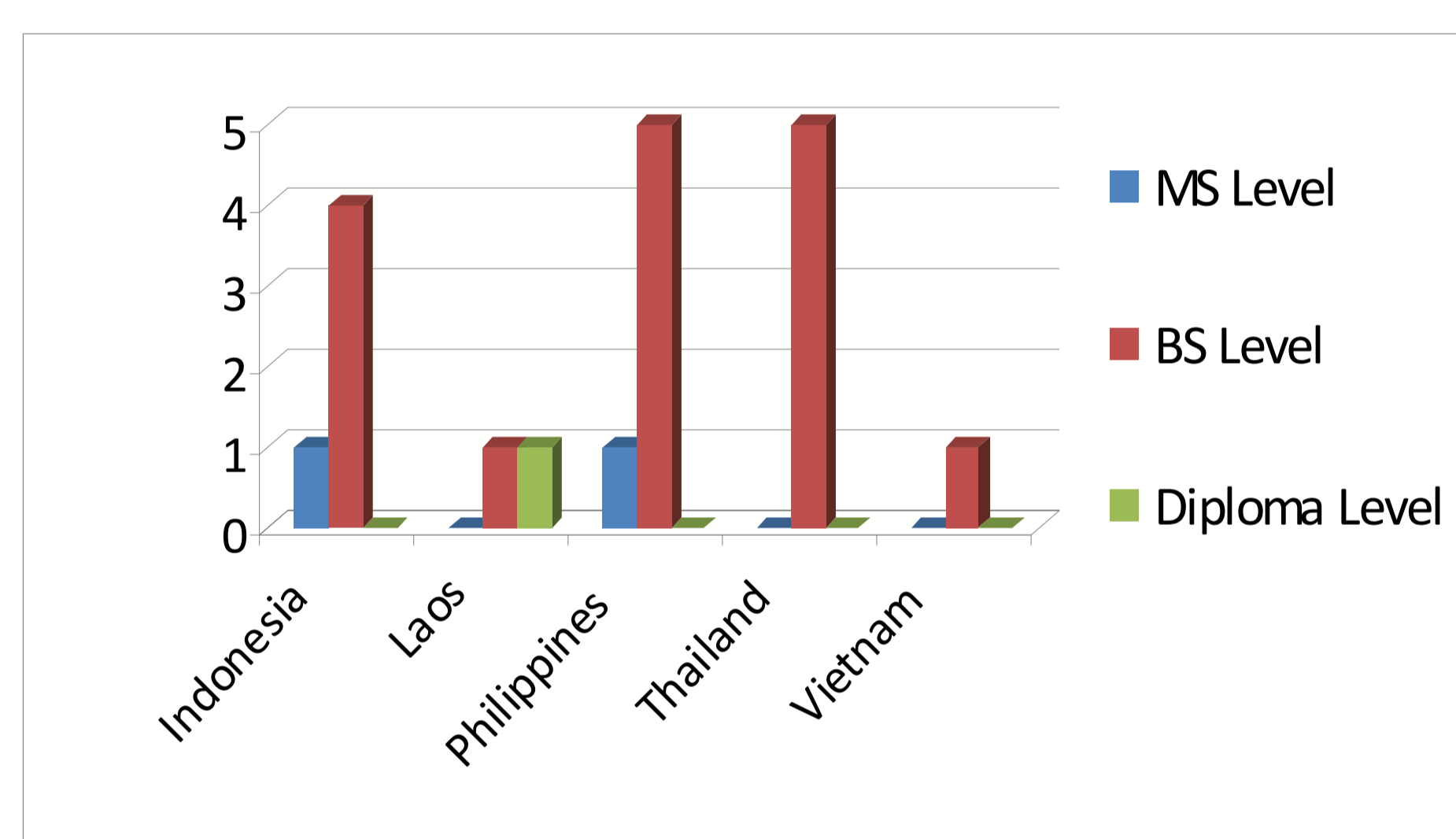


To ensure project impact, SEANAFE provided small grants to member institutions who showed interest to mainstream the project outputs. The action plans developed and submitted to SEANAFE by the in-country participants became the basis for implementing MAFTP mainstreaming activities in Indonesia, Laos, Philippines, Thailand, and Vietnam.

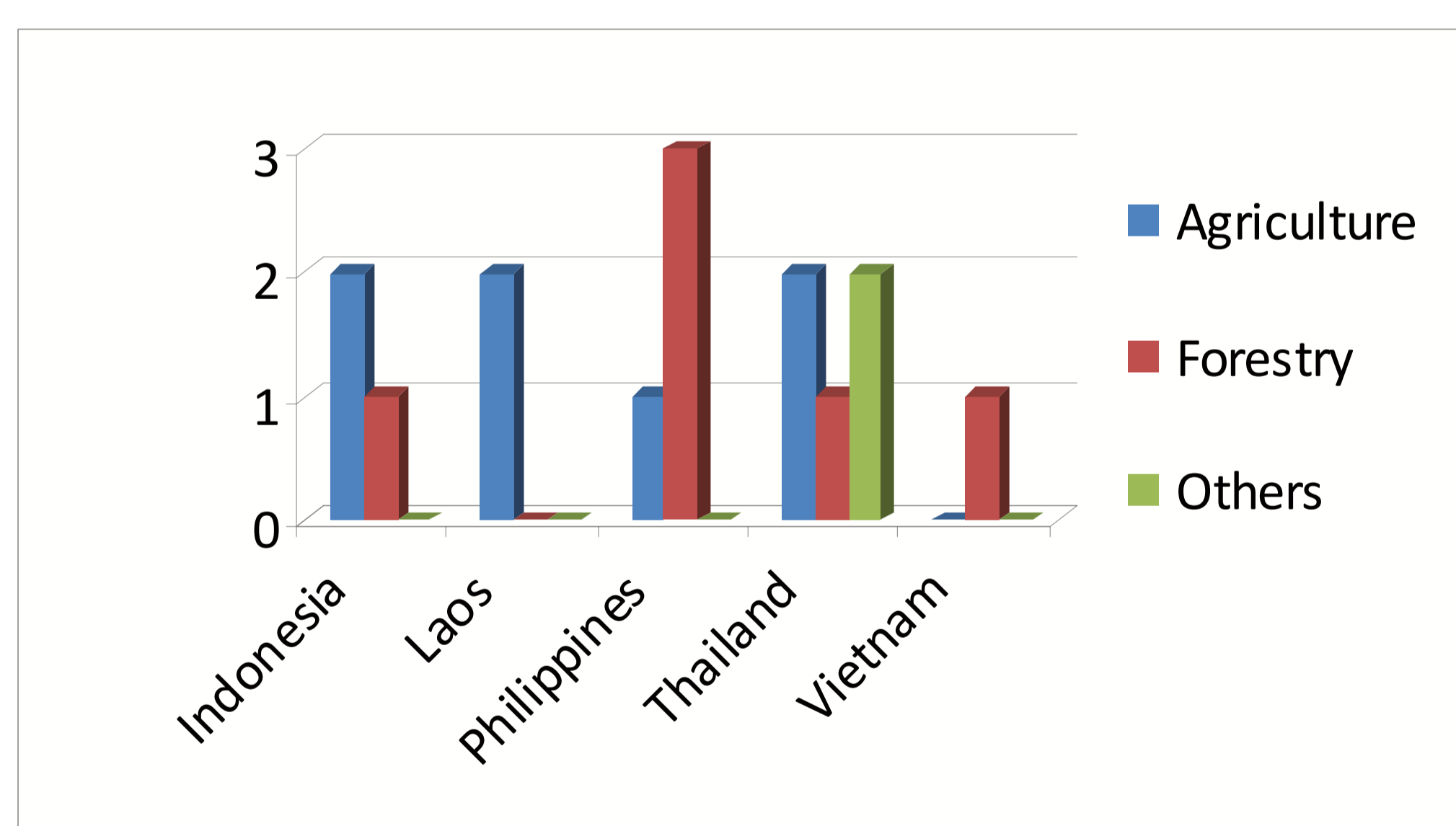
Results



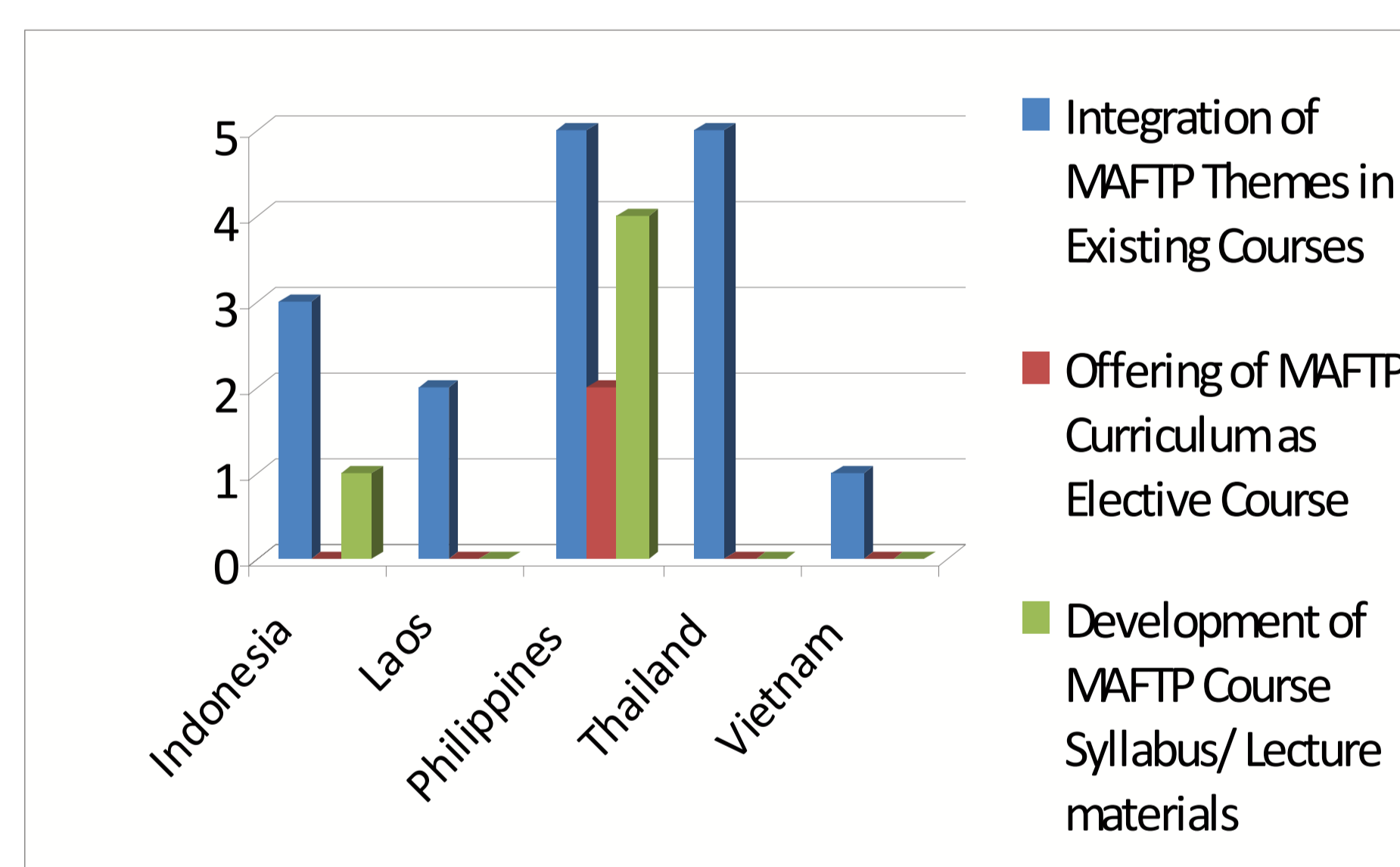
Number of SEANAFE Institutions per Country that Conducted MAFTP Mainstreaming Activities



Levels wherein MAFTP Curricular Themes were Integrated in Existing Courses



Faculties/Departments that Conducted MAFTP Mainstreaming Activities



Nature of Mainstreaming Activities Done on MAFTP Project

Courses where MAFTP Themes were integrated per County

| Country | Subjects where MAFTP Themes were Integrated | | | |
|-------------|---|---|--|--|
| | Theme 1 | Theme 2 | Theme 3 | Theme 4 |
| Indonesia | Introduction to Agroforestry Community Development (under the sub-topic on Agroforestry) | Introduction to Agroforestry Community Development (under the sub-topic on Agroforestry) | Community Development (under the sub-topic on Agroforestry) | Introduction to Agroforestry |
| Laos | | Introduction to Agroforestry | Agricultural Economics | Agricultural Economics |
| Philippines | | Entrepreneurship in Agroforestry Community Organizing and Development | Processing and Utilization of Agroforestry Products Agroenterprise Management Entrepreneurship in Agroforestry | Agroforestry Governance, Policies & Programs |
| Thailand* | | Principles of Agroforestry Reforestation Forestation and Forest Protection | Principles of Agroforestry Reforestation Forestation and Forest Protection | |
| Vietnam | | | Agroforestry | |

Came up with a modified version of the curricular framework mostly incorporating subjects under Themes 2 & 3 covering 9-hour duration

Conclusions

- The nature and extent in which the teaching of MAFTP can be integrated in university program offerings in Southeast Asia largely depends on the prevailing policies, protocols, and needs of SEANAFE member institutions. In most cases, integrating MAFTP themes in existing courses was easier than offering the whole curriculum as a separate course.
- MAFTP themes were also deemed relevant by some SEANAFE member institutions in courses other than agroforestry.
- The availability of the MAFTP Teacher’s guide made integration of the subject matter in agroforestry and related courses much easier. The guide helped provide better ideas to universities on how and where improvements can be made in their existing course curricula.

Recommendations

- Conduct massive information campaign on the relevance of MAFTP as a subject matter to encourage further mainstreaming in university curricula in the region.
- Continuously enrich the list of reference and case study materials and provide training for lecturers to effectively implement the teaching of MAFTP.
- To maximize resources and enhance multiplier effect, conduct mainstreaming activities among a group of universities that offer similar agroforestry courses and share similar policies and needs on curricular improvement.
- Encourage the development of lesson plans and lecture notes on the MAFTP themes in local languages as supplement to the Teacher’s Guide toward a more facilitative teaching-learning process.