



## Sida evaluates SEANAFE

Sida, the Swedish International Development Cooperation Agency, has supported agroforestry capacity building in Southeast Asia since 1998. They recently evaluated the Southeast Asian Network for Agroforestry Education (SEANAFE).

The Sida evaluation team consisted of Mr Bo Tengnäs, team leader, from Sweden, Mr Tara Bhattarai from Nepal and Dr Upik Rosalina from Indonesia, who between them have over 30 years of experience of tropical forestry and agroforestry. During four weeks in June and July this year, the team visited universities and met lecturers and students in all five countries where SEANAFE works. They also spoke with representatives from the Swedish embassy and SEANAFE's main partners, such as the Regional Community Forestry Training Centre (RECOFTC) and United Nations Food and Agriculture Organisation (FAO). In addition, a separate study was conducted to assess interest and options for collaboration in Southern China.

The evaluation process was intensive, but resulted in a detailed report that Sida will publish as part of the project cycle. Here we share some of the evaluation's main conclusions and recommendations.

Reassuringly, the main finding was that SEANAFE has made good overall progress. Institutionalisation of agroforestry training calls for a long-term commitment from all concerned parties. The evaluators found that SEANAFE is still essential to support networking while national partners are in the process of consolidating their roles and improving their organisations.

Support is needed, for example, to:

- Expand and accelerate agroforestry advocacy
- Increase regional opportunities to meet and share knowledge and experience
- Promote dissemination of educational materials, in both electronic and printed forms
- Assist the exchange of lecturers within Southeast Asia, and perhaps with South Asia and Africa
- Assist the development of new curricula on people-centred natural resource management, including policy aspects.
- Encourage South-South and West-East comparative studies to promote development

The evaluation team further observed that perceptions of what agroforestry is differs considerably between the World Agroforestry Centre (ICRAF) and the institutions in the network. ICRAF's view is to study agroforestry at the scale of the landscape or watershed; plot-level agroforestry technologies are only part of that broader view.

Decentralisation of SEANAFE led to an increased portfolio, but has created new challenges, particularly regarding quality control and long-term financial sustainability of a larger network. The regional level of SEANAFE needs to assist national networks with ideas and to inject new knowledge. Production of educational materials was highlighted as a particular priority.

### Recommendations

#### Meet the need for solid educational materials on agroforestry

The team recommends that, at the regional level, SEANAFE should build capacity to assist in the production of educational material. There is a discrepancy in opinion on what agroforestry as a subject actually covers, both by individuals and institutions and between participating countries. Many existing agroforestry practices used by farmers are still not incorporated in teaching and teaching materials, at least in some institutions.



Evaluating a site for practical agroforestry education in Luang Prabang, Laos. (P. Rudebjer)

## SEANAFE Members

### Indonesia

Institut Pertanian Bogor  
Universitas Brawijaya, Malang  
Universitas Gadjah Mada, Yogyakarta  
Institut Pertanian "Stiper", Yogyakarta  
Universitas Jember, Jember  
Universitas Hasanuddin, Makassar  
Universitas Lambung Mangkurat, Banjarmasin  
Universitas Lampung, Lampung  
Institut Pertanian Malang, Malang  
Universitas Mataram, Mataram  
Universitas Muhammadiyah, Malang  
Universitas Mulawarman, Samarinda  
Universitas Tadulako, Palu  
Universitas Tribhuwana Tunggaladewi, Malang  
Universitas Udayana, Denpasar  
Universitas Papua, Manokwari  
Universitas Pembangunan Nasional, Surabaya  
Universitas Wangsa Manggala, Jogjakarta  
Universitas Padjadjaran, Bandung  
Universitas Winaya Mukti, Sumedang

### Philippines

Abra State Institute of Science and Technology  
Agusan del Sur State College of Agriculture and Technology  
Aklan State University  
Benguet State University  
Bicol University College of Agriculture and Forestry  
Camarines Sur State Agricultural College  
Cagayan State University  
Catanduanes State Colleges  
Iloilo State College of Fisheries-Dingle Campus  
Don Mariano Marcos State University  
Ifugao State College of Agriculture and Forestry  
Isabela State University  
Leyte State University  
Mariano Marcos State University  
Mindanao State University  
Mindoro State College of Agriculture and Technology  
Misamis Oriental State College of Agriculture  
Mountain Province State Polytechnic College  
Negros State College of Agriculture  
Northern Mindanao State Institute of Science and Technology  
Nueva Vizcaya State Institute of Technology  
Occidental Mindoro National College  
Pampanga Agricultural College  
Quirino State College  
Southern Philippines Agribusiness, Marine and Aquatic School of Technology  
Surigao del Norte College of Agriculture and Technology  
University of Rizal System  
University of the Philippines Los Baños  
Wesleyan University-Philippines  
West Visayas College of Science and Technology-Leon Campus  
Western Mindanao State University-Tampilisan Campus

### Thailand

Chiang Mai University (CMU)  
Kasetsart University (KU)  
Khon Kaen University  
King Mongkut Institute of Technology Ladkrangang  
Maejo University  
Naresuan University  
Prince of Songkhla University  
Rajamangala Institute of Technology  
Sukhothai Thammathirat Open University (STOU)  
Ubon Rachathani University

### Vietnam

Forestry University of Vietnam  
Forestry Vocational School No. 1  
Hue University of Agriculture and Forestry  
Lamdong Extension Center at Dalat City  
Nong Lam University Hochiminh City  
Tay Nguyen University  
Thai Nguyen University of Agriculture and Forestry  
Vietnam Agricultural Science Institute (VASI)  
West Highland Forestry Technical School in Pleiku

### Lao PDR

Moung Mai Agriculture and Forestry School  
National University of Laos, Faculty of Forestry  
National University of Laos, Faculty of Agriculture  
Northern Agriculture and Forestry Extension and Training Centre  
Pakse Southern Agriculture College  
Southern Agriculture and Forestry Extension and Training Centre

## Reflections

December is time for reflection; we are summing up the year that passed and we are planning the year ahead. SEANAFE, the Southeast Asian Network for Agroforestry Education, is more busy than usual this December, 2004, because the grant that has supported the network during its first five years is ending. This longer cycle, too, needs summing up and planning. This issue of SEANAFE News looks back and looks forward. Universities and colleges share stories from activities in the past year, and we give the reader a pre-view of SEANAFE's next five years.

SEANAFE is a regional network, but also a development project: Sida, the Swedish International Development Cooperation Agency, has supported the network since its inauguration in 1999. Although the SEANAFE Board and General Meeting monitors the network regularly, an independent view is sometimes needed. Sida, therefore, conducted an external evaluation of SEANAFE in June and July this year. We report on the evaluation team's conclusions and recommendations. Overall, the team gave SEANAFE a good mark. This is a tribute to all lecturers, institutional leaders and students who have spent long hours conducting SEANAFE's activities during its first five years.

But the job is not completed. The evaluation team recommended SEANAFE to make some changes in order to meet needs that still remain. A network can not be static; it has to evolve and be innovative to keep the interest of those involved, and to attract funding from more than one donor. This change is in progress: the future direction of the network was the main theme at SEANAFE's 9th Board Meeting, held in Thailand in early November. We bring you the highlights.

When SEANAFE set up national sub-networks in 2002, their activities aimed at meeting country-specific needs. These needs differed somewhat, but certain issues were regional: the need for learning materials, the need for practical education and the need for training. Several stories in this issue record how member institutions, often with the help of stakeholders, have addressed these three needs. For example: the Faculty of Agriculture at National University of Laos led a project to translate teaching materials on Alternatives to Slash-and-Burn to the Lao language. MOSCAT, the Misamis Oriental State College of Agriculture and Technology, Philippines, developed an agroforestry field laboratory and turned it an income-generating resource. Two related stories from Vietnam inform how VNAFE, the Vietnam Network on Agroforestry Education, has been "scaling out" agroforestry training, as a response to training needs among province and district-level extension staff.

Finally, networking is about people who meet to compare experiences, share knowledge and take joint action. National and regional network meetings serve as the glue among the network members. This issue reports from two such network forums, in Indonesia and the Philippines, respectively.

In December, 2005, when another annual cycle will be completed and SEANAFE's second 5-year cycle will be underway, we hope to see a network with a broader funding base. We believe that the on-going change process will result in a network that is focusing on a few issues of regional importance; issues that converge at the interface of poverty alleviation and environmental conservation in SEAsia.

*Per Rudebjer*  
*SEANAFE Technical Adviser*

### Create better linkages to extension systems as well as other development projects

SEANAFAE has actively promoted links between educational institutions and research. But links between educational institutions and various extension systems appear to remain weak or are non-existent.

### Include new topics that may not be well addressed in education so far

There is rapid development of both concepts, practices and knowledge in such areas as tenure, biodiversity in agricultural landscapes, carbon sequestration, equity between upland and lowland populations, "pay for environmental services" schemes, international conventions, direct or indirect aspects of illegal logging, markets and marketing, poverty, gender and many others. Several of these issues could be addressed under the scope of agroforestry, within ICRAF's current programme in Southeast Asia.

### Adopt a more proactive role for SEANAFAE at the regional level

Some member institutions expressed a desire for SEANAFAE to be more active regionally. The Chiang Mai office is currently a suitable point from which to develop the regional support. As part of any future regional role for SEANAFAE, its functions may include to:

- Act as a clearing house for the compilation and dissemination of information on science and technology in agroforestry and related aspects of people-centred natural resource management.
- Be proactive in lobbying parliaments and governments in member countries on the contribution of agroforestry to natural resource and environmental management.
- Provide funds for activities in member countries that promote agroforestry concepts, such as training-course development and review, establishment of demonstrations or the production and dissemination of educational materials.
- Hire expertise in agroforestry in the form of senior fellows who could share their experience with local counterparts.

*The evaluators found that SEANAFAE is still essential to support networking while national partners are in the process of consolidating their roles and improving their organisations.*

### Collaborate with the Regional Community Forestry Training Centre

RECOFTC has strategic ambitions to collaborate more closely with selected universities. Synergies could be achieved and overlaps avoided if there is a good sharing of responsibilities between SEANAFAE and RECOFTC.

### Invite Chinese participation in SEANAFAE

The scope for Chinese participation was examined through the separate study linked to this evaluation. The outcome was positive, and the evaluation team suggests ICRAF to invite Chinese participation, primarily through SEANAFAE.

### Future scenario

The evaluation team think another seven to eight years of support is justified to ensure the network delivers what is intended. Brief external reviews are recommended every two or three years so that corrective measures can be applied when needed.

ICRAF and the SEANAFAE board has now sent a response to Sida, commenting on the evaluation. We hope this dialogue will be a first step towards a new era of SEANAFAE. We end this report with a few paragraphs from ICRAF's reply:

*"The World Agroforestry Centre (ICRAF) wishes to recognise that Sida has been our major donor for agroforestry capacity building in Southeast Asia during 1998-2004. The support has been instrumental for sharing agroforestry research results and approaches generated via ICRAF's Southeast Asia Regional Programme in the past decade.*

*ICRAF SE Asia was formed in 1993. Three regional benchmark sites under the global Alternatives to Slash-And-Burn (ASB) project were set up: in Indonesia, Philippines and Thailand. Global public goods emerging from ASB include the "Integrated Natural Resource Management (INRM) paradigm. Most national agriculture research, education and extension institutions in the region employ a sectoral approach. These institutions gradually embrace agroforestry and INRM concepts that may stand a better chance to address the complex problems at the interface of environment and poverty in the upland areas of SE Asia.*

*Sida's support has contributed to sharing such concepts among 76 universities and colleges in five countries; Indonesia, Laos, Philippines Thailand and Vietnam. Second, the support has facilitated a national dialogue on agroforestry research and development in Vietnam and Laos and between the two countries.*

*We believe that these processes will have a long-lasting impact on the view of agroforestry among R&D professionals in Vietnam and Laos and on future graduates in SE Asia."*



SEANAFAE donates agroforestry books: the library at Maejo University, Thailand. (P. Rudebjer)

# SEANAFE holds 9th Board meeting

The future development of SEANAFE was the theme of its latest board meeting in Chiang Mai, Thailand, between 2 and 4 November, 2004. With current financial support ending in December 2004, mobilising resources was of course high on the agenda.

The meeting was divided into two parts. It began with a one-day workshop on SEANAFE's strategy, which was followed by the more usual board functions of monitoring project operations and management.

## Future directions

Changing direction is a long process. The one-day board workshop built on the SEANAFE resource mobilisation workshop in Bangkok in 2003, and the 8th board meeting in January of 2004. Both these events discussed a new resource mobilisation strategy for SEANAFE.

The latest meeting was the third step. It began with an introduction from Dr Monton Jamroenprucksa, SEANAFE chair, who highlighted that although Sida has supported us for five years we are now in a changing environment regarding funding. This is also the case with SEANAFE's work, he said. Important trends are the growing integration of trees into farming systems and the recognition of landscape functions. Participatory watershed management is becoming more popular. Dr Jamroenprucksa went on to welcome Chip Fay, senior policy analyst at the World Agroforestry Centre (ICRAF), who shared his experiences in the region.

The workshop identified a number of priority areas for SEANAFE's future work. Overall there has been a change of focus from the network itself towards the issues it will address. Initially, SEANAFE focused on establishing a regional and five national networks, and running a few regional and many national activities via them. With the networks well established, SEANAFE is ready for the next phase, when it will use the network infrastructure to address regional agroforestry and natural resource issues. This work will be done as time-bound projects that have both national and regional components. The board identified two such projects: "Marketing of agroforestry tree products" and "Landscape agroforestry". A third possible project is "Accelerating forest and environmental policy implementation".

Fundraising is key; in future, SEANAFE needs support from more than one donor. An important job for SEANAFE's leadership is to broaden the funding base and to "sell" the new projects to a range of donors.

## Key decisions

The more usual SEANAFE board business was focussed on two issues: preparation of the board's response to Sida's evaluation of the network; and transforming the workshop outputs into action. In addition, there were numerous house-keeping matters related to the end of the current Sida grant in December 2004.

Among the board's major decisions were that SEANAFE should:

- Prepare a poster to be presented at the congress of the International Union of Forestry Research Organisations (IUFRO) in Brisbane, Australia, in August 2005.
- Work with the Food and Agriculture Organisation (FAO) regional office for Asia and the Pacific on the possible project "Accelerating forest and environmental policy implementation".
- Explore possibilities to collaborate with RECOFTC.
- Update the institutional profile database of SEANAFE member institutions.
- Arrange future regional general meetings (GMs) in conjunction with regional meetings and conferences related to education on agroforestry or natural resource management. This is because it is unlikely SEANAFE will have funds for separate GMs in the future. GMs may then be every three or four years instead of every second year, as they are now.
- Invite institutions in Malaysia, China and other Asian nations (especially Cambodia, Myanmar and East Timor) to join the network.



SEANAFE Board, from left: Ma'mun Sarma, Virgilio Villancio (Vice Chair), Monton Jamroenprucksa (Chair), Bounthene Phasiboriboun, Nguyen Van So, Damrong Pipatwattanakul (Senior Fellow), and Per Rudebjer (SEANAFE Technical Adviser)

# PAFERN convenes 1<sup>st</sup> Mindanao Agroforestry Congress

From 17 to 19 November 2004, the Philippine Agroforestry Education and Research Network (PAFERN), SEANAPE' national network in the Philippines, organised the 1st Mindanao Agroforestry Congress. Held in Cagayan de Oro City, the theme was "Gleaning lessons from the best agroforestry practices in southern Philippines". An offshoot of the 1st National Agroforestry Congress held in 2003, the Mindanao event was a forum for practitioners and professionals to distil lessons from initiatives in Mindanao.

The event was attended by 114 representatives from NGOs, local and national government agencies, foreign organisations, peoples' organisations, academic institutions and the World Agroforestry Centre (ICRAF).

Nine papers were presented, covering various contemporary issues in agroforestry development:

- The state of agroforestry education, research and development in the Philippines: highlights of the 1st National Agroforestry Congress.
- Agroforestry education, research and development: the MOSCAT experience (as reported in a separate story in this issue).
- Farmers' initiatives in agroforestry development and promotion.
- Local Government Unit (LGU) initiatives in agroforestry development and promotion.
- Agroforestry promotion in the Department of Environment and Natural Resources - Region 10 Community-based Forest Management (DENR-X CBFM) areas: the strategy for sustainable forest management and social justice.
- Resource mobilisation for agroforestry projects: the Foundation for Philippine Environment (FPE) model.
- Agroforestry practices in Mindanao: lessons from the Program to Enhance NGO/PO Capability for Food Security and the Environment - Regional Agroforestry Technology Information Kit (PEACE-RATIK) project.
- Landcare experiences in agroforestry development and promotion.

- Smallholder agroforestry for degraded soils (SAFODS) project: tree establishment in cropped field areas.

The congress participants also made field visits to agroforestry sites at MOSCAT and ICRAF in Claveria, Mindanao, to gain experiences from agroforestry research with farmers.

The success of the 1st Mindanao Agroforestry Congress can be attributed to the highly active local organising committee, chaired by Dr Juan A. Nagtalon, president of MOSCAT.

The Conservation Farming Movement co-sponsored the Congress.

*Leichee D. Landicho*  
PAFERN Secretariat, Institute of Agroforestry  
University of the Philippines Los Baños



A field visit to Claveria, Misamis Oriental updated congress participants on agroforestry research and development in Mindanao. (JAF)

# Taking stock of agroforestry education in eastern Indonesia

The University of Mataram, located on the island of Lombok, Indonesia, is a leading institution for agroforestry in West Nusa Tenggara. On 7-9 September 2004, the university's faculty of agriculture and the Indonesian Network for Agroforestry Education (INAFE) held a workshop to discuss how to develop agroforestry education in eastern Indonesia.

Universities are plentiful in Indonesia and 22 of them took part in this workshop, along with local government agencies and local NGOs. There were 26 male and four female participants.

A one-day excursion to Taman Nasional Gunung Rinjani, a national park located in the north of the Lombok island, provided insights into agroforestry practices and collaborative research among Dinas Kehutanan Propinsi, farmers and the University of Mataram.

The workshop started with a panel discussion entitled "General consideration of the implementation of good agroforestry practices". The current INAFE chair, Dr Ma'mun Sarma of the Institut Pertanian Bogor, presented his views on the economic and social aspects of agroforestry. Former INAFE chair Dr Sambas Sabarnurdin, of the University of Gajah Mada, Yogyakarta, then talked about agroforestry from a technical and environmental point of view.

A second panel discussion covered "Examples of good practices of agroforestry in the eastern part of Indonesia". This session reviewed current activities by universities, Dinas Kehutanan Propinsi and NGOs, and summarised the status of agroforestry in the eastern part of Indonesia with the following observations:

- There is strong collaboration among agencies dealing with environmental management, including universities, Dinas Kehutanan Propinsi Bali, Dinas Kehutanan Propinsi Nusa



Opening the workshop on strengthening agroforestry education in the eastern part of Indonesia. (D. Wulandari)

Tenggara Timur, and NGOs. However, agroforestry education has much scope to better express its role and function.

- Most of the available information on environment and natural resource management is not up-to-date.
- Most universities in the eastern part of Indonesia do not have a department of forestry. Agroforestry is frequently just a small part of agriculture.
- There is a need for more agroforestry knowledge in all universities. Human resources and budgets are both constraints.
- WWF, the global conservation body, is now implementing a project on environmental water services in Mataram. This involves farmers who are practicing agroforestry in the uplands. But the lack of field researchers with knowledge of agroforestry and integrated natural resource management is a major concern.

In conclusion, there is clear evidence for the need to develop agroforestry education in the eastern part of Indonesia. How to make it happen is a question for all INAFE members.

*Damrong Pipatwattanakul,  
SEANAFE Senior Fellow*



Field trip in northern Lombok. (D. Wulandari)

# Adapting and translating lecture notes on 'alternatives to slash-and-burn'

There is no internet access at the Northern Agriculture and Forestry Extension and Training Centre in Luang Prabang, northern Laos. Its library, a room of a few square metres, is far from meeting international standards; part of the collection is old books in Russian that students can't read. International organisations such as ICRAF, FAO and RECOFTC have donated more recent English publications, but most students cannot read them either. How can lecturers and students in small and remotely located universities and colleges like the centre in Luang Prabang access recent information?

One key function of SEANAFE is to share knowledge among universities and colleges in the region. In such a linguistically diverse part of the world, communication is a challenge for any agency. But it is a challenge which SEANAFE recently has taken on, thereby also proving the organisation's strength as a regional network.

In 2002, the World Agroforestry Centre (ICRAF) published a series of English-language lecture notes, generated from the global Alternatives to Slash-and-Burn Programme (ASB). The series summarised the results of a large research project that looked at agroforestry, environmental services and integrated natural resource management. The notes were clearly of interest to a wide readership.

But access to the results was constrained by the fact that many students and lecturers in Southeast Asia are not proficient in English. The solution was to translate and adapt the lecture notes into the major languages in the region, including Thai, Bahasa Indonesian, and Lao. In the Philippines, there was no need for a translation, but there was indeed a need to use local examples and experiences. SEANAFE, in collaboration with teams of national researchers and development specialists, took on the task of adapting and translating the ASB lecture notes and to clarify terminology to make them as accessible and relevant as possible.

The lecture notes comprise five themes:

- Land use issues and options: local benefits and impacts.
- Carbon and climate change.
- Watershed functions.
- Biodiversity.
- Environmental service and land use choices: trade-offs and policy aspects.



Lecture notes on ASB are now available in the Lao language. (D. Pipatwattanakul)

*One key function of SEANAFE is to share knowledge among universities and colleges in the region.*

In each country, the SEANAFE teams organised writing workshops, individual translation and adaptation, final editing, printing and distribution. The work has gone well. In Indonesia and the Philippines, the teams have completed translation and adaptation. The Thai manuscript has already gone to press. In due course, the lecture notes will be distributed to universities, colleges and to a range of research, education and extension organisations.

The news was particularly good for Laos, where the translation team benefited from the Thai draft and completed the project by early November 2004. Thanks to their successful efforts, the students and teachers at the training centre in Luang Prabang now have a new tool for agroforestry education.

*Damrong Pipatwattanakul*  
SEANAFE Senior Fellow

# How to turn your campus into an agroforestry field laboratory: the MOSCAT story

## Revisiting the past... How did it start?

When the Misamis Oriental State College of Agriculture and Technology (MOSCAT) started to offer agroforestry education in 1995, the campus had no site for practical work.

The goal of MOSCAT's agroforestry programme was not to produce scientists but individuals with entrepreneurial skills in agroforestry. Two programmes were offered: a diploma and a bachelor degree in agroforestry technology. The study of production methods and the management of agroforestry farms through on-the-job training became important. A lot of practical experience was required, but the lack of a convenient field site proved problematic.

In 1998, the new president of MOSCAT, Dr Juan Nagtalon, decided to concentrate on agroforestry development. To create a field facility for the new programme, he allotted 25 hectares on campus as an "agroforestry field laboratory".

## Revitalising the agroforestry component

Initially, the limited financial resources of MOSCAT were not enough to fully develop the field facility. The solution was for the college to augment their funds with those from SEANAFE, and help from other stakeholders such as local government units and NGOs.

MOSCAT set to work. The new project aimed to:

- Establish an agroforestry learning laboratory that included areas for coffee rejuvenation, agroforestry systems, a germplasm bank and supporting infrastructure.
- Provide an area for co-ordinating research on technologies such as multi-storey systems, alley cropping, upland fish farming, reforestation, apiculture and silviculture.

- Demonstrate different agroforestry systems and technologies to various stakeholders, especially agroforestry farmers.
- Serve as an income-generating enterprise of the college.

Progress is evident. The two-hectare agroforestry field laboratory demonstration farm initially supported by the project has expanded, and now occupies all 25 hectares. From a mere banana and coffee plantation, it now comprises: a woodlot (planted with dipterocarps, molave, mangium, eucalyptus, mahogany, bagalunga, ilang-ilang, taluto and other species); windbreaks; a multi-storey system with free-range Kabir chickens; silviculture, with free-range goats and sheep; alley cropping, with improved natural vegetative strips; a nursery; and a fishpond. There are also a lot of indigenous tree species (eg, molave, bagalunga, ilang-ilang, narra), a bambusetum (bamboo garden) and a rattan genebank.

## Reaping the fruits of hard work

As the saying goes, "you reap what you sow". This has never been truer than in the MOSCAT agroforestry field laboratory, the establishment of which has not only contributed to the education goals of MOSCAT, but also to its research, extension and production mandates. The students now have a laboratory for hands-on activities and practical classes. And the complex has served as a venue for research activities undertaken by MOSCAT and its collaborators. Outside visitors have also benefited, including 244 non-MOSCAT students, barangay (the smallest local government unit in the Philippines) and village officials, and researchers from other schools and agencies.

*The students now have a laboratory for hands-on activities and practical classes. And the complex has served as a venue for research activities undertaken by MOSCAT and its collaborators.*



MOSCAT successfully works with stakeholders: delegates to the 1st Mindanao Agroforestry Congress planted trees at MOSCAT's agroforestry field laboratory. (IAF)

Income generation is now substantial. Farm income had increased from PhP 6,552 (\$117 at the current rate) in 2000 to PhP 23,712 (\$425) in 2003. The figure will increase further in 2004. Most of this is derived from production, particularly of corn, lanzones, rambutan, sweet potato, Kabir chickens, jackfruit, marang, chayote, cassava, anahaw.

Livestock and poultry production have risen too. Starting with four heads of goat, the current count is 14. Initially, six sheep were provided by the municipal agricultural office; now there are nine. The stock of cattle and free-ranged chickens have also increased. Initially valued at about PhP 40,000 (now, \$717), the inventory of goat, sheep, cattle and chicken had increased to nearly PhP 100,000 (\$1,792) by 2003. And as the growth continues, the income potential of the agroforestry field laboratory will increase accordingly.

### Lessons learned

Commitment and innovativeness from both school officials and staff were vital in the establishment and maintenance of the Agroforestry Field Laboratory. Considering the meagre resources of the college, creative planning was necessary. Networking with other stakeholders not only provided financial support but, more importantly, promoted a multi-sectoral approach to agroforestry development at the local level.

While SEANAPE provided the bulk of the financial support, partnership with local agencies, international research centres, NGOs and even the private sector was a key success factor.

### Looking forward

MOSCAT is continuously reaping the fruits of its hard work and commitment. But it will not stop there. MOSCAT will continue to strengthen and improve the agroforestry field laboratory, with planned projects including:

- Domestication of indigenous tree species
- Production of seedlings through macro-propagation
- Collection of non-timber forest products
- Enhancement of the existing agroforestry systems for improved production
- Development of an agro-ecotourism village
- Strengthening of linkages with national government agencies, NGOs and people's organisations through collaborative research and development
- Development of an agroforestry technology information series

Agencies in the Philippines have taken note; the Technology Assistance and Promotion Institute (TAPI) of the national Department of Science and Technology (DOST) has granted PhP 417,000 (\$7,473) to fund five agroforestry-related projects in 2004.

Thanks to this collective effort, students enrolling in 2005 will have many ways to practice agroforestry that the 1998 intake did not have.

*J.A Nagtalon, R.A. Palma and M.G. Cosadi  
MOSCAT*

## PAFERN conducts zonal meetings

PAFERN, the largest of SEANAPE's national networks, is subdivided in three zones: Mindanao, Luzon and Visayas. The Mindanao group of PAFERN held its zonal meeting on September 16, 2004, at the Agusan del Sur State College of Agriculture and Technology. Primarily, the meeting prepared the 1st Mindanao Agroforestry Congress; as we report in a separate story in this newsletter.

PAFERN's Luzon group met a few weeks later, on October 26, 2004, hosted by the Don Mariano Marcos Memorial State University. The group includes institutions and organizations in five 'clusters': Sierra Madre, Cordillera, Island Provinces, Central Luzon, and Bicol Peninsula. The meeting first assessed the plan of activities prepared at the 2nd General Assembly of PAFERN. Second, it reviewed the status of the research and development projects of the member institutions. Third, the group discussed the working paper "Preparing the road map for agroforestry development in Luzon".



The Don Mariano Marcos Memorial State University, Bacnotan, La Union hosted the first-ever zonal meeting for PAFERN - Luzon. (IAF)

# Training extension staff in Lam Dong province, Vietnam

A good flow of knowledge between research and practice is essential in rural development. Research outcomes must be well packaged in order to reach farmers. And local knowledge must also be considered in research. When universities and colleges work with the local extension system and key farmers they can jointly facilitate this flow.

From 10 to 14 May 2004, the Lam Dong Agricultural Extension Centre and Nong Lam University, Ho Chi Minh City, held a training course on "Sustainable land use and agroforestry development". It was attended by 31 local officials and key farmers, including nine women, from Lam Dong Province in central Vietnam.

The course was designed by Nguyen Van Tu, director of Lam Dong Agricultural Extension Centre, and Nguyen Van So, lecturer at Nong Lam University. Central to the course were field trips by small

groups of trainees to four districts. These aimed to:

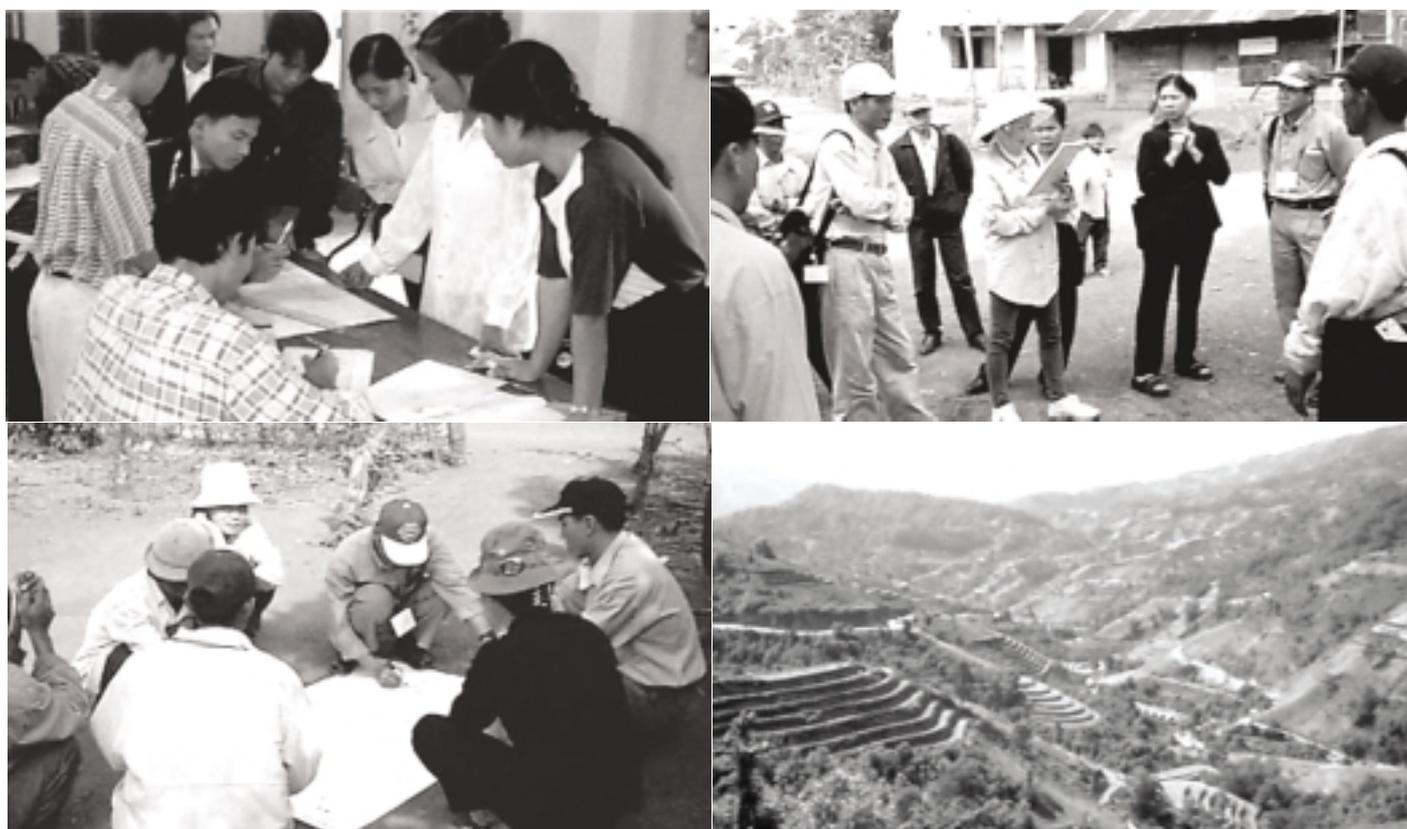
- Expose trainees to reality.
- Allow practice of participatory tools and methods.
- Expose trainees to local agroforestry practices.
- Help trainees understand farmers' problems, needs and potentials.

This proved successful, and the experience helped participants to understand farmers' local conditions. For example, one group reported that farmers in Lac Duong district get their main income from persimmon trees. They get additional cash income from pineapple (a variety named Cayenne), which is intercropped along contour lines on sloping land to control soil erosion. Farmers also grow annual crops such as squash, bean, corn and banana. They dig ponds to raise fish. Farmers

who live near forest and have contracts for taking care of young plantation will not slash and burn; the forest will thus be taken care of. However, farmers need technical assistance in tree breeding, planting, and in managing the persimmon garden.

A second group observed that local farmers still have limited access to clean water, electricity, schools, healthcare facilities and roads. They also lack capital to develop cultivation. Farmers also desire better knowledge of how to manage their gardens and trees. However, they also have opportunities, such as available natural water sources and plenty of animal manure.

Due to fluctuations in fruit prices, the farmers' already low incomes are also unpredictable. Most rich farmers have cattle to produce manure for growing crops and trees. They invest in mandarin,



Extension workers and farmer leaders in Vietnam's highland provinces learn agroforestry. (Nguyen Van So)

which is planted under persimmon trees. These households are mostly Kinh (ethnic Vietnamese) who recently migrated to the area. Ethnic minority households are usually poorer. They have less farm land area and practice "slash-and-burn" agriculture.

Analysing their experiences from the field, trainees discussed the role of agroforestry in these farming systems:

- Why is agroforestry important for rural development?
- What are appropriate agroforestry practices for tropical areas, and how do we understand and identify agroforestry areas and concepts?
- How do we characterise, diagnose and design agroforestry practices at a specific location?

After the field trips, the course focused on how to plan and teach a training course. Nguyen Van So facilitated this session, drawing on his experience in participatory curriculum development in Vietnam. He showed, step by step, how a course for local farmers could be planned, designed, implemented, monitored and evaluated:

- Start with the issues and identify the problems
- Set course objectives

- Consider the expected outputs and activities
- Plan how to implement the course in the field

Brainstorming by trainers and trainees clarified all these steps, and questions and answers between all participants made the course a real exchange of knowledge. Practical aspects were also covered, including how to select an appropriate location, course timing, document preparation and the practical aspects of field visits.

To practice what had been preached, participants finally designed four training courses targeting farmers and local extension staff. VNAFE and the local extension organisations will now work on finding the funds required to implement these courses thereby facilitating the flow of knowledge in Lam Dong.

*Nguyen Van So*  
*VNAFE Chair*

## Farmers and local officials in Vietnam learn agroforestry

Training of farmers and local officials has become a major activity of the Vietnam Network for Agroforestry Education (VNAFE), a sub-network of SEANAFE. The VNAFE story is about "scaling out" agroforestry training, and about how a team from several universities and colleges is making this happen.

In March 1999 a group of Vietnamese lecturers attended a regional ICRAF training-of-trainers course held in Chiang Mai, Thailand. The team then brought that agroforestry learning back to Vietnam. They have since organised annual training courses for their colleagues in universities and colleges, but there has also been demand for training at the province level.

In response, eight lecturers - alumni of the regional and national training courses from several VNAFE institutions - jointly organised three training courses for provincial staff in 2003 and 2004. The objective was for officials and extension workers to build their agroforestry training and extension capacity, and learn how to plan, design, implement and evaluate their own courses for farmers.

In order to achieve this objective, the course was split into five sessions: participatory curriculum development, for organising agroforestry courses; an introduction to agroforestry technology; successful local agroforestry techniques and practices; field visits for practicing agroforestry tools and methods; and writing of proposals for follow-up activities.

All courses applied adult learning methods and a learner-centred approach in order to exchange and explore learners' knowledge, skills and attitudes as much as possible. Thus participants' experiences of indigenous knowledge and technology systems became part of the course.

Over the last three years the training team has organised five similar such courses throughout Vietnam. More than 300 trained participants have already had an impact on their own institutions and areas. One of these courses is presented in the following article.

*Nguyen Van So*  
*VNAFE Chair*



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## In brief

### Reinventing forestry education: Unasylya

Unasylya, the international journal of forestry and forest industries, dedicated a recent issue (no. 216) to forestry education. An important article by C.T.S Nair, of FAO's forestry department, predicts how future changes in society, the economy and the forest sector are likely to have an impact on educational concepts and institutions. Forestry education will need to be even more dynamic as the pace of change accelerates, the author suggests. Also presented in this issue are two surveys of trends in forestry education, one from Southeast Asia and one from Africa. These surveys were carried out by SEANAPE and the African Network for Agroforestry Education (ANAFE) respectively. Other articles discuss a new International Partnerships on Forestry Education (IPFE), and presents internet-based learning in higher forestry education. You can download Unasylya number 216 from the FAO website: <http://www.fao.org/docrep/007/y5382e/y5382e00.htm>

### AGORA provides free access to scientific journals

AGORA - Access to Global On-line Research in Agriculture - is the new internet gateway that provides eligible institutions in 69 low-income countries free access to over 500 international journals in agriculture, both in the biological and social sciences. Laos and Vietnam are among the eligible countries. Each institution is assigned a unique username and password, which can then be shared by all affiliated students and staff. So for the first time in history, developing-country students, faculty and scientists have access to journals equivalent to that enjoyed by their peers in developed countries.

Launched just six months ago, AGORA is a collaborative initiative led by FAO, in partnership with the world's leading academic publishers, Cornell University and the World Health Organisation. Twenty publishers are now contributing content, including a growing number of non-commercial publishers. Agroforestry Systems is among the journals available. Browse the AGORA website at: [www.aginternetwork.org](http://www.aginternetwork.org)

### New director of the Institute of Agroforestry, UPLB

Dr Wilfredo Carandang was recently appointed as the new director of the Institute of Agroforestry (IAF), University of the Philippines Los Banos. Dr Charandang, a professor at the College of Forestry and Natural Resources, succeeded Dr Virgilio Villancio, who ended his three-year term on 5 September 2004. We congratulate Dr Charandang on his appointment. Dr Villancio will remain engaged in IAF activities and continues to serve as PAFERN chair.