

# OFFICIAL FEEDBACK FORM

<b>DIALOGUE DATE</b>	Tuesday, 18 May 2021 14:00 GMT +08:00
<b>DIALOGUE TITLE</b>	Breaking Silos: Transforming Agricultural Education and Research toward Sustainable Food Systems in Southeast Asia
<b>CONVENED BY</b>	Dr. Glenn B. Gregorio, Director, Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA)
<b>DIALOGUE EVENT PAGE</b>	<a href="https://summitdialogues.org/dialogue/12368/">https://summitdialogues.org/dialogue/12368/</a>
<b>DIALOGUE TYPE</b>	Independent
<b>GEOGRAPHICAL FOCUS</b>	Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste, Viet Nam

The outcomes from a Food Systems Summit Dialogue will be of use in developing the pathway to sustainable food systems within the locality in which they take place. They will be a valuable contribution to the national pathways and also of interest to the different workstreams preparing for the Summit: the Action Tracks, Scientific Groups and Champions as well as for other Dialogues.

# 1. PARTICIPATION

## TOTAL NUMBER OF PARTICIPANTS

56

## PARTICIPATION BY AGE RANGE

0-18

2

19-30

26

31-50

24

51-65

4

66-80

80+

## PARTICIPATION BY GENDER

38 Male

18 Female

Prefer not to say or Other

## NUMBER OF PARTICIPANTS IN EACH SECTOR

11 Agriculture/crops

3 Fish and aquaculture

Livestock

Agro-forestry

Environment and ecology

Trade and commerce

18 Education

Communication

Food processing

Food retail, markets

Food industry

Financial Services

Health care

Nutrition

4 National or local government

Utilities

Industrial

20 Other

## NUMBER OF PARTICIPANTS FROM EACH STAKEHOLDER GROUP

3 Small/medium enterprise/artisan

Large national business

1 Multi-national corporation

2 Small-scale farmer

Medium-scale farmer

Large-scale farmer

Local Non-Governmental Organization

6 International Non-Governmental Organization

1 Indigenous People

16 Science and academia

Workers and trade union

Member of Parliament

2 Local authority

13 Government and national institution

Regional economic community

United Nations

International financial institution

Private Foundation / Partnership / Alliance

Consumer group

12 Other

## 2. PRINCIPLES OF ENGAGEMENT

### HOW DID YOU ORGANIZE THE DIALOGUE SO THAT THE PRINCIPLES WERE INCORPORATED, REINFORCED AND ENHANCED?

The Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA) is one of the 27 specialist centers under the Southeast Asian Ministers of Education Organization (SEAMEO). Contributing to this UN Food Systems Summit, which provides an opportunity to unleash ambitious new actions, innovative solutions, and plans to transform our food systems and leverage these shifts to deliver progress across the Sustainable Development Goals (SDGs), is also a step towards realizing SEARCA's current Five-Year Plan focusing on Accelerating Transformation Through Agricultural Innovation (ATTAIN). Participants in the dialogue were carefully handpicked to ensure that the various groups of relevant regional stakeholders in higher agricultural education are represented. This is to capture the rich, diverse, and complex perspectives and dimensions of transforming food systems through effective education, research, and governance in agricultural higher education institutions in Southeast Asia. These selected participants have been in various regional and international discussion fora and have openly spoken of their ideas on the subject matter of this dialogue. To encourage an open discussion in the breakout groups, participants were informed about the dialogue's importance as well as of their full engagement, with emphasis on a level of anonymity. Expert facilitators guided the participants throughout the discussions to ensure a healthy discourse while respecting convergences and differences of perspectives. Speakers were invited to give insightful perspectives in each discussion session. The Dialogue was expertly handled by a seasoned Curator, who constructed the group-owned outcomes in an inclusive and open way.

### HOW DID YOUR DIALOGUE REFLECT SPECIFIC ASPECTS OF THE PRINCIPLES?

The Dialogue was kept within the suggested 2.5-4 hour time frame. Keynote presentations on the purpose and objectives of the UNFSS and the Summit Dialogues were given to orient the participants, for them to take the opportunity to come together and identify priorities and actions they can take to bring more inclusive, equitable and healthier food systems, while also safeguarding the planet. The Curator provided the context of the five Summit Action Tracks, the complexity of food systems, and how the Dialogue could help shape pathways for the future of equitable and sustainable food systems. While the Dialogue sought to transform agricultural higher education institutions towards better contributing to more sustainable food systems, the Convenor did not confine the participants to only those directly coming from the academe. Representatives of farmer organizations, the youth sector, government agencies and agribusiness enterprises also provided their views on the discussion topics. The Dialogue, through its Discussion Sessions and Plenary Sessions, provided an opportunity to unleash ambitious new actions, innovative solutions and plans to transform our food systems and leverage this shift to deliver progress across the Sustainable Development Goals (SDGs). Participants were encouraged to share their perspectives on how issues on food and food security could be approached collectively, not through one's own disciplinary lens or own sectoral interest. The Dialogue sought to break silos by providing a platform and recognizing that those engaged in different actions and influences form one coherent synergistic food system. The Dialogue reinforced the need for the engagement of participants in the discussion session topics so that action is owned and driven by the different stakeholders of food systems.

### DO YOU HAVE ADVICE FOR OTHER DIALOGUE CONVENORS ABOUT APPRECIATING THE PRINCIPLES OF ENGAGEMENT?

Based on the learnings from the hosted dialogue and other similar fora that SEARCA has convened, it is important that the hosting organization share the objectives of the summit and aligned to its mission. As the subject of food systems is a very complex one, it will be useful to identify the various areas or disciplines in the host organization that contribute to the sustainable food systems which will then be the basis for selecting participants known to the organization to have a good knowledge, experience, insights, and vision. The dialogue can be productive if the discussion will be focused on the contributions from these areas. A facilitator who is an expert and respected in the particular area should be identified and should be briefed on the background of participants. Since the Dialogue is designed as a targeted by-invitation only event, it is essential for the Convenor to assemble a relatively small group of participants based on its knowledge of and linkages with relevant professionals and organizations in the region.

# 3. METHOD

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The outcomes of a Dialogue are influenced by the method that is used.

**DID YOU USE THE SAME METHOD AS RECOMMENDED BY THE CONVENORS REFERENCE MANUAL?**

**Yes**

**No**

# 4. DIALOGUE FOCUS & OUTCOMES

## MAJOR FOCUS

This independent food systems dialogue was organized in response to the global call to transform food systems toward achieving all the 17 SDGs by helping establish the future direction for food systems and accelerate collective action to this end. In support of the Summit and focused on agricultural higher education in Southeast Asia, SEARCA convened this independent dialogue to identify transformative education and research for higher education institutions in the region. It aimed to answer three specific questions:

- What new knowledge/research/policies in higher education are needed in the next decade to transform food systems?
- What innovative curricular programs, pedagogies, methodologies, approaches, and ways would be more effective to disseminate knowledge/research results to a wider audience and to ensure transformations?
- What governance strategies and policies, as well as strategic alliances, are needed to ensure a more holistic approach to science and research and higher education on food systems?

Participants' discussions during the Dialogue primarily took place in three simultaneous small-group sessions organized according to the key guide questions above. The first discussion session focused on curricular programs, pedagogies, methodologies, and approaches that would ensure increased access in agriculture education and develop professionals that are able to address pressing issues in agricultural and rural development. The second discussion session focused on leveraging research for development and extension (RDE) for stronger alliances toward sustainable food systems. This discussion session centered on setting the directions for sustainable food systems in the research agenda of universities, colleges, and students; how these researches are used for extension and policies; and looked at industry as venue for internships, arrangement for industry-led research, and how industry can support the research for development (R4D) of the academe. The third discussion session focused on the imperatives for governance and policies towards an enabling environment. This discussion session looked at the roles of decision-makers, and policies to support the conduct of research in higher education institutions (i.e., What policies are needed to be instituted to enable higher education institutions (HEIs) to implement improved curriculum and RDE toward sustainable food systems?); and governance perspective in terms of implementation of policies on sustainable food systems.

### ACTION TRACKS

- Action Track 1: Ensure access to safe and nutritious food for all
- Action Track 2: Shift to sustainable consumption patterns
- Action Track 3: Boost nature-positive production
- Action Track 4: Advance equitable livelihoods
- Action Track 5: Build resilience to vulnerabilities, shocks and stress

### KEYWORDS

- Finance
- Innovation
- Human rights
- Women & Youth Empowerment
- Policy
- Data & Evidence
- Governance
- Trade-offs
- Environment and Climate

## MAIN FINDINGS

The Dialogue gave the opportunity for the participants to express their thoughts, share best practices, discuss insights, and put to light some of the pressing concerns about ensuring sustainable food systems within the contexts of education, research, and governance.

Important key points for each discussion session are as follows:

- Innovative Curricular Program and Pedagogical Approaches

An age-friendly curriculum toward lifelong learning is needed since higher education institutions are now catering learners from the Generation Z and the Alpha generations. Interconnectedness is important. Agriculture should be linked with health, human nutrients, and agribusiness to make agriculture more interesting among the youth. Promoting agripreneurship among the youth and developing a curriculum that is responsive to the market and the labor force will go beyond training future employees but also in harnessing future employers who would usher further innovations in agriculture. Developing courses to reskill and upskill people from outside the university, such as farmers, should also be looked into. Credits could be earned and saved in a university credit bank to be used later. Degree may be conferred when farmers have accumulated enough credit units to get a degree. There is a need to foster national and international collaboration in a non-traditional way by utilizing information and communication technology.

- Leveraging Research for Development and Extension (RDE) for Stronger Alliances toward Sustainable Food Systems

Education and research institutions must be transformed for food systems to be transformed. There is a need to stop working in silos and synergize operations, to work with the whole value chain players from farmers to consumers. Agroecological problems are compounded by climate change factors. Sustainable agroecosystems depend on sustainable productivity. Research should embrace a food system approach to cover not just pre-production and production, but also processing, post-production, machinery, trade, infrastructure, nutrition, and health, among others. The academe and research institutions should engage the communities, farmers, private sector, and government agencies. We do not work for them but with them, in setting up agendas to directions. Our food system is very vulnerable to risks and shocks. We should set up platforms and interdisciplinary alliances to share information and best practices and look at opportunities to work together.

- Imperatives for Governance and Policies toward an Enabling Environment

There is a need for a governance system for food security for all, one that leaves no one behind. Investments on key public good are necessary to ensure that science and technology and education and extension converge towards the shared purpose of securing adequate, accessible and quality food for all. We need to start small, and with small successes, we can build models for upscaling solutions in the food system. To determine the effectiveness of level of linkages, it should adopt the national agricultural research extension system model. There is a disconnect among different key players in the food system, such as among HEI researchers and extension agents to the actual needs of farmers. These gaps need to be addressed by involving all the key players in the food system (i.e., consider farmers as partners and key players, not beneficiaries; bring together the problem and provide solutions to fill the gap between farmers and educators).

Overall, the key recommendations emerging from the discussion were as follows:

- Focusing on “family farmers” approach in addressing gaps in the food systems;
- Including family, culture, and resources, in the context/narratives of food systems;
- Focusing on younger generation, entice the youth to engage in farming;
- Ensuring interconnectedness of academe, policy, research, and governance to provide holistic approach/system on food systems;
- Recognizing the need for resilient food systems, future-proof agriculture;
- Establishing collaboration of all actors in the food systems (e.g., farmers, processors, businesses, governances, policy, research, academe), with focus on value chain; and
- Investing in key public interest and making sure that RDE go forward together to address gaps in the food systems, generating support, and making sure that policies on food systems should be for all.

## ACTION TRACKS

- ✓ Action Track 1: Ensure access to safe and nutritious food for all
- ✓ Action Track 2: Shift to sustainable consumption patterns
- Action Track 3: Boost nature-positive production
- ✓ Action Track 4: Advance equitable livelihoods
- ✓ Action Track 5: Build resilience to vulnerabilities, shocks and stress

## KEYWORDS

- ✓ Finance
- ✓ Innovation
- Human rights
- ✓ Women & Youth Empowerment
- ✓ Policy
- ✓ Data & Evidence
- ✓ Governance
- Trade-offs
- ✓ Environment and Climate

## OUTCOMES FOR EACH DISCUSSION TOPIC - 1/3

### Innovative Curricular Programs and Pedagogical Approaches

#### Outcomes:

- Adopting age-friendly curriculum towards lifelong learning, openness, and massification of education that will result to wider access to knowledge and research results, given the demographics of our current learners.
- Recognizing micro-credentials, nano-degrees, multiple learning pathways, alternative mode of earning credits (e.g., allowing registration for modules, getting credits and accumulating it in university credit banks, or giving credits for work experience) will enable those who do not fit the traditional learners' profile to earn a degree even in 8-10 years. Transforming the curriculum where 20-30% of the study program will be conducted outside the classroom will cultivate global competence.
- Incorporating culture in the curriculum will develop a sense of responsibility among the students. Food as an expression of culture should be the central focus of agricultural programs instead of food as business.
- Strengthening agriculture through the inclusion of multi-, inter-, and transdisciplinary perspectives and approaches in the curriculum so that the students can learn from other disciplines and innovations in ICT and the environment. Student exchanges among partner universities would also allow learning best practices from other institutions and culture.
- Promoting agripreneurship among the youth and developing a curriculum that is responsive to the market and the labor force will go beyond training future employees but also in harnessing future employers who would usher further innovations in agriculture. One strategy could be by providing students opportunities for internships in agribusiness enterprises or by engaging students in agribusiness projects.
- Incorporating Agriculture in the STEM program in secondary school education as well as promoting a career on technical education will help attract the youth's interest in the field.
- Shifting from Teacher-Centered Learning (TCL) to Student-Centered Learning (SCL) and Community & Student-Centered Learning (CSCL) will help contextualize the food value chain and food security, discuss the participatory model of sharing localized and contextualized best practices, contextualize the role of food justice, integration of traditional knowledge, and the development of place-based learning projects that promote community well-being.

#### Actions to be taken:

- Promote student enrollment in agriculture-related fields, through building a more positive career image in this sector, together with scholarships and other academic perks.
- Train agriculture students to be business owners who would return to their villages or to the countryside after graduation, rather than becoming employees in the cities.
- Support non-traditional learners, such as farmers, to earn their degrees through a flexible learning system that gives credit to farmers' field experience/practice.

### ACTION TRACKS

- Action Track 1: Ensure access to safe and nutritious food for all
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### KEYWORDS

- |                                     |                           |                                     |                         |
|-------------------------------------|---------------------------|-------------------------------------|-------------------------|
| <input type="checkbox"/>            | Finance                   | <input type="checkbox"/>            | Policy                  |
| <input checked="" type="checkbox"/> | Innovation                | <input checked="" type="checkbox"/> | Data & Evidence         |
| <input type="checkbox"/>            | Human rights              | <input type="checkbox"/>            | Governance              |
| <input checked="" type="checkbox"/> | Women & Youth Empowerment | <input type="checkbox"/>            | Trade-offs              |
|                                     |                           | <input type="checkbox"/>            | Environment and Climate |



## OUTCOMES FOR EACH DISCUSSION TOPIC - 2/3

### Leveraging Research for Development and Extension (RDE) for Stronger Alliances toward Sustainable Food Systems

#### Outcomes:

- Moving away from silo thinking to multi-dimension development thinking facilitate multi-perspectives and transdisciplinary approaches towards reducing food loss and waste among suppliers and consumers.
- South-to-South collaborations facilitate wider sharing of knowledge, skills, expertise, and resources to meet development goals through concerted efforts.
- Institutionalizing a regional curriculum on food system, recognizing that the food system encompasses activities, people and resources involved in getting food from farm to plate.
- Harnessing the use of digital tools and technology to transform agri-food systems, improve access to market, knowledge, and information.
- Directing more cross-regional internships towards research so that interns will gain more experiences in conducting research, information, or data analysis, etc.
- Empowering and connecting women and increasing their participation in policy making to address their needs and challenges through digital technology.
- Investing on sustainable family farming production, processing, and marketing.
- Conducting research with the farmers themselves (participatory action research). Farmers must be equal partners in research design; blending of traditional and modern knowledge to give way to innovative farming practices should be considered (e.g., Farmers Field Schools or FFS).
- Increasing policy appropriateness and relevance, stakeholder, ownership and responsibility, deepening trust and partnership among stakeholders involved through participatory policy making processes. This recognizes farmers and farmer organizations not only as beneficiaries of these policies but also as equal partners in crafting and implementing policies and programs.
- Adopting the landscape approach, looking beyond the farm, and taking a more holistic approach to sustainability. Mindset transformation is needed to contextualize into wider complex problems, including the aspect of climate change.
- Integrating and synergizing ecosystems; enabling conditions are needed to improve food systems and its sustainability using agroecological approach.
- Need for adequate and competent human resources that is attuned to landscape-based type of development; train farmers as farmer-extension agents.
- Promoting greater understanding and competence along with robust policies and institutions through RDE. RDE agenda and food systems must be inclusive of farmers.
- Evidence-based advocacy of farmer organizations and researchers (e.g., SRI or System Rice Intensification in Cambodia).
- Need for Academe-Industry-Government interconnectivity models on research collaboration and co-sharing of financial resources to shorten the gap between research and knowledge utilization, and commercialization of research innovations for the benefit of farmers and society through extension programs.

#### Actions to be taken:

- Focus RDE directions on agroecosystem and landscape scale; long-term studies and observations of agroecosystems; alliances with local communities, NGAs, and private sector.
  - Focus research on impacts of agroecosystems on environment and vice versa; interactions of agroecosystems with other ecosystems; thresholds, safe operating space, and carrying capacity at various scales; mechanisms for multistakeholder engagement in landscape/ecosystem-based land use planning and for integration of multisector and agency plans; framework and tools for landscape/ecosystem-based land use/development planning; and tools and mechanisms to enhance uptake of STI in policy and planning.
  - Incorporate social dimensions in research, so adaptive capacity is checked and considered in implementing initiatives. This includes factoring in concerns such as adaption to technology, which is often difficult.
  - Pool research initiatives (e.g., experts and laboratories) to help share governance and themes for participatory work.
- Looking at long-term experiments for sustainability and adopting a multidisciplinary research approach (e.g., introduce multi-disciplinarity in curriculum and teaching).

## ACTION TRACKS

- Action Track 1: Ensure access to safe and nutritious food for all
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## KEYWORDS

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## OUTCOMES FOR EACH DISCUSSION TOPIC - 3/3

### Imperatives for Governance and Policies toward an Enabling Environment

#### Outcomes:

- Reforming research and extension work, wherein farmers must participate in the whole process of co-designing agricultural technologies and innovations.
- Treating farm families as partners and key players, not merely as beneficiaries.
- Ensuring that agri-extension research and results are more reachable and accessible to the farmers.
- Delivering an integrated and holistic approach in curriculum design in agriculture, food systems, and innovation.
- Strengthening of major food systems in each country of the Southeast Asian region should be operationalized by integrated innovations in: Plate, Pocket and Policy + People and Partnerships.
- Putting incentives in place for farmer cooperatives to work with students from HEIs. HEIs need to set up incubators for green startups and other businesses that are much needed for enhancing the uptake of agroecology practices and approaches that support food system transformation to promote partnerships among universities and research institutions, private sectors, and farmers organizations. Fostering partnerships will be critical. Setting the roles in the public-private partnerships are needed. Academe-industry-government and farmers need to work together.
- Enabling financial grants to support farmer-led innovations through funds mobilized by the university research institutions.
- Recognizing that a sustainable food system is knowledge-based. There is knowledge held by farmers, particularly indigenous peoples who have been perpetuating indigenous knowledge through their farming practices. Knowledge from the ground is part of education, too, and they are priceless.
- Need to see more actions that generate results at the local/farmers level than merely talks. The government must empower local communities to work on their own food systems.
- Need to support more studies and activities related to improving design of financial technologies for farmers and encouraging wider participation in these financial systems (e.g., loans and credit systems and agricultural insurance facilities, among others).

#### Actions to be taken:

- We need to start small, and from small successes, we can build models for upscaling solutions in the food systems.
- To determine the effectiveness of level of linkages, they have to do away with the “controlled by national government system” towards the national agricultural research and extension systems model where it links the research extensions and other stakeholders in the process to have an inclusive, multi-stakeholders/multi-sectoral approach. This will work by building the capacities of farmers and farmers organizations: to organize themselves, to link with each other, to link with cooperatives, to assert that they should be recognized as legitimate stakeholders in the process, to facilitate and to push for the government’s opening that farmers are given a seat in the decision-making.
- Look at basic research and policy support for the development of new varieties and breeds, seeds and livestock production, distribution of technologies, agricultural systems technologies, pest and disease management, postharvest management, weather forecasting, farm transport and logistics system, food quality and nutrition, diversified farming.

### ACTION TRACKS

- |   |  |
|---|--|
| ✓ | Action Track 1: Ensure access to safe and nutritious food for all      |
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### KEYWORDS

- |   |                           |   |                         |
|---|---------------------------|---|-------------------------|
| ✓ | Finance                   | ✓ | Policy                  |
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|   | Human rights              | ✓ | Governance              |
| ✓ | Women & Youth Empowerment |   | Trade-offs              |
|   |                           |   | Environment and Climate |

## AREAS OF DIVERGENCE

Transformations needed in education, research, and governance for higher education institutions in the region:

- The focus of agricultural education should not be solely on agriculture but what it can do for society. The current pandemic highlighted that there are problems that farmers, or economists, or doctors, on their own, cannot solve. Multi-disciplinarity must be considered in re-thinking agricultural practices and education.
- In one of the countries, every year, the educational institutions target 200-300 student to enrol. However, less than 50% enrolled and of those who enrolled, about 40% drop out.
- Living with what you have is key to sustainability.
- If innovations are not picked up by the industry, then these will not work. There is a need to commercialize the technologies developed to benefit the people.
- Participation in food systems is important for universities but it can be complicated. Sometimes, there is disconnect in curriculum vs research. It is important for universities to have a connected approach between food systems and curricula.
- Incentive policy is important to motivate and attract researchers, and to work for productive research. Support from government and industry is also important as well as research support (including capital). Promotion of jobs in agriculture will also contribute to the food systems.
- People can resist new technology and so we must strengthen social science in order to help farmers and people on the ground better understand the benefits of digital technology.
- Working together and breaking barriers in making policies.
- There should be a balance between doing research for work promotion and doing it to improve the food systems.
- There is a disconnect among different key players in the food system, such as among HEI research and extension to the actual needs of farmers. These gaps need to be addressed by involving all the key players in the food systems.
- Consider farmers as partners and key players, not beneficiaries. Farmers have to be involved as they possess valuable knowledge in agricultural research and development.
- Three of the 5 Action tracks for the UN Food Systems Summit received the most attention and interest from participants – 2, 4 and 5. Meanwhile there was least discussion on Action Track 1 in relation to nutritious food and 3 on nature-positive food production.

### ACTION TRACKS

<input type="checkbox"/>	Action Track 1: Ensure access to safe and nutritious food for all
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### KEYWORDS

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