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GREEN SHOOTS RESOURCES ORGANIZATION

CE SAIN

Transforming Agri-Food Systems

GreenShoots FOUNDATION

INTEGRATED AGROECOLOGY
ALiSEA Small Grants Facility 2023

ALiSEA National General Assembly 2025

Phnom Penh, Cambodia 30 October 2025

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It was developed in partnership with Centre for Excellence in Sustainable Agriculture Intensification and Nutrition (CESAIN) part of the Royal University of Agriculture, Phnom Penh, Cambodia.

The project ran from the Green Shoots AgriTech Centre between March 2024- May 2025.

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AGROECOLOGY LEARNING ALLIANCE IN SOUTH EAST ASIA

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Agenda

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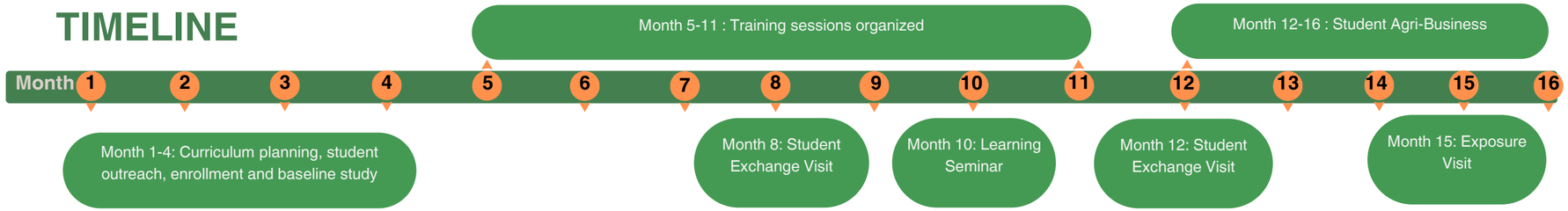
Project Introduction

Summary

Location: Siem Reap and Oddar Meanchey Provinces, Cambodia
Target Group: 80–100 high school students (ages 14–16)
Overall Goal: Empower youth to engage in agroecology through training, field experience, and entrepreneurship
Focus Themes:

- Wild-food knowledge and biodiversity
- Conservation agriculture and soil health
- Agroecology-based social business

TIMELINE



Why This Project?

Inspire young people to view agriculture as innovative, sustainable, and viable.

Building on Green Shoots' decade-long experience in school-based agricultural education and eco-building, the program combined agroecological training, field learning, and entrepreneurship to promote food security, biodiversity, and cultural preservation.

Methodology

Bio-centric approach: equal focus on ecology, economy, and social dimensions of food production in rural and urban areas

Three Phases of Project Delivery:

Study – Training curriculum (5 modules):

- Introduction to Agroecology
- Soil Health
- Wild Food Plants
- Social Business for Agriculture
- Aquaculture

→ Combined theory, games, and field exercises

Implementation – Cross-learning and exchange visits

Monk-protected forests and Agri-Tech Centre
Learning Seminars on Climate Change & Traditional Knowledge and Marketing & Communication

Practice – Student-led agri-business projects
11 group projects (vegetables, fish, frog, mushroom)
Weekly coaching on planning, bookkeeping, and marketing

Pedagogical/ Educational Approach

- **Play-based and experiential learning-** using games and practical exercises for each training.
- **Emphasis on teamwork** and real-world problem-solving
- **Adapting Business Canvas Model** for agriculture business planning
- **Discussion-based learning** on traditional ecological knowledge within Khmer culture and “scientific” solutions

Monitoring & Evaluation

Project Stage	STUDY	IMPLEMENTATION	PRACTICE
	Five training modules—Introduction to Agroecology, Soil Health, Wild Food Plants, Social Business, and Aquaculture—were delivered to 80 students in two locations. Trainers employed participatory methods such as games, demonstrations, and field-based learning. Baseline study was conducted before start of training	**Students participated in two cross-learning exchange visits and two learning seminars.** These included visits to the Green Shoots Agri-Tech Centre, monk-protected forests, and the Together Project farm in Siem Reap. Here traditional ecological knowledge, soil health, and agroecological practices were observed. Students completed field Reports	**Students formed 11 project teams (6 in Oddar Meanchey, 5 in Siem Reap) developing agri-business plans including vegetable, mushroom, frog, and fish production.** Guided weekly by staff, students practiced project management, recordkeeping, sales, and financial reporting. Local teachers acted as focal mentors, ensuring continuity despite academic breaks
Measuring Success	Post- Training Feedback From Post-training Assessment Score Staff completion of M&E form Feedback form from trainer	Poll completed on Telegram Group Staff and Facilitator notes Student completion of field report	Students book keeping and financial reports Focus group discussions Staff feedback

Achievements

71%
Retention rate for the project. 80 students enrolled and 57 graduated

3
High schools engaged directly

7
Agroecology practices introduced

4
Field-visits between to visit other projects

12
Student businesses launched

"The most memorable moments from participating in this project were witnessing the students' eagerness to learn more about the lesson. And I hope to come back again."

Soil health Trainer

"I was so excited to be able to share what we are working on like agroecology with younger generation. My most memorable experience is seeing the students from Oddar Meanchey were so active, willing to learn and respectful to me as a trainer. "

Introduction to Agroecology Trainer

"What I gained from this visit was a deep impression in my mind that I've learned new and good things about the forest and knowledge that I had never known before"

Field visit feedback from student

"Yes, because it's essential to build an agricultural community and show young people that agriculture matters — and that they have a meaningful role to play in it."

Focus Group Discussion

Knowledge Products

1- Practice Brief

Guidance Document to:

Promote youth engagement in agroecology: The document outlines a pilot educational program in Cambodia designed to involve high school students in sustainable farming through study, implementation, and practice.

Develop practical, eco-centered curricula: It introduces an agroecology curriculum combining theory and hands-on learning, rooted in a biocentric approach that balances human needs with environmental protection.

Establish a replicable model: The project provides a framework for monitoring, evaluation, and scaling, offering lessons for expanding agroecology education across Cambodia and the region.

Knowledge Products

2- Student Project Case Study

- Case study prepared by student team in Oddar Meanchey
- Student to student guidance on growing mixed vegetables in the high school.

3- Student project video

- Video prepared by student in Samdach Euv Highschool
- Introducing the project and activities in Siem Reap

Lessons Learnt and What Next?

Key Successes

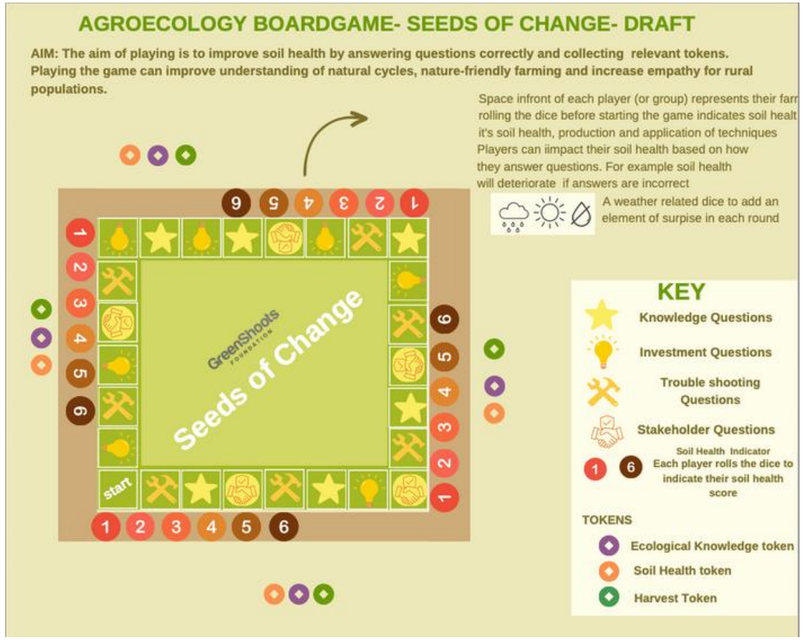
- Strong engagement and creativity among youth participants.
- Integration of traditional ecological wisdom with modern agroecology.
- Sustainable physical outputs (gardens, aquaculture systems).
- Development of replicable educational tools (curriculum and board game).

Challenges

Scheduling conflicts due to school examinations and holidays being different in the provinces.

Need for continuous mentorship during business implementation.

Timing of project meant student projects were in April, which is hottest time and Khmer New Year holidays.



Future Recommendations

- Deepen collaboration with local farmers and cooperatives for mentorship.
- Align curriculum more closely with national agricultural policies.
- Expand training to additional schools and provinces by helping them apply the same methodology
- Continue developing play-based tools like Seeds of Change to enhance accessibility.

THANK YOU