



## **Sustainable Rural Development in Greater Phnom Penh: Promoting Eri-Culture in Cambodia**

### **Teaching notes**

#### **CASE SUMMARY**

This learning case surrounds the promotion of eri-culture in the Greater Phnom Penh area of Cambodia and how it raised the environmental awareness of local farmers, especially regarding the reduction of chemical pesticides applied. The majority of farmers apply agricultural chemicals such as chemical fertilizers or pesticides to maintain high levels of crop yields. However, agricultural chemicals released from farmlands have caused severe problems. This learning case focuses on Education for Sustainable Development (ESD) as an approach towards sustainable rural development and evaluates the level of participation as well as the sustainable development issues surrounding eri-culture.

#### **LEARNING OBJECTIVES**

- To evaluate the participatory level of local farmers in the eri-culture programme.
- To assess the sustainability dimensions related to the effects of promotion of environmental awareness.

#### **TIPS FOR FACILITATORS**

There is more than one possible answer. The important point is not to seek correct answers, but to discuss/debate the differences in the answers and to encourage learners to accept and understand different views. It is important to discuss why these different answers may emerge.

Less than 10 students are appropriate for discussion purposes.

## FACILITATION OF THE LEARNING PROCESS

It would take 1 hour to fill in the worksheets, 0.5 hour to confirm the answers, and 1.5 hour for discussion/debate.

For worksheet 1, evaluating the level of participation should be based on Appendix A. The important point is how to figure out the characteristics of each participation level. For worksheet 2, there are various possible answers for the sustainable development issues and the facilitator should welcome various answers.

Suggested answers for each worksheet:

### Worksheet 1: Participatory level of assessment

Level of participation	Issues of participation	Motivational factors	Barriers
<b>Level 1</b>	Passive participation at the first workshop	There were only two farmers participated. They were just requested to attend by the village leader. It can be judged that the motivation was low.	It was a unilateral announcement without any listening to local responses.
<b>Level 6</b>	Interactive participation at the third workshop	More farmers were motivated through the workshops, including demonstration on eri-culture. Also, they showed their strong and positive passion to start eri-culture.  Local farmers participated in eri-culture by forming local networks to enhance eri-culture with systemic learning processes based on the local communication.	-

## Worksheet 2: Sustainability assessment

<b>Sustainability Dimension</b>	<b>Specific Sustainability Issue</b>	<b>Level</b>	<b>Evidence or Reason</b>
Economic Performance	Income generation through eri-culture in the village	2. Low	Local farmers expected they would earn some additional income through eri-culture, but the results did not appear yet.
Environmental Performance	Deeper perception on the farm of chemical pesticide	4. High	Through eri-culture, local farmers recognized the harm of chemical pesticide. And then, they succeeded in reducing the amounts of pesticide applied.
Social Performance	Increase in communication in the village through eri-culture	4. High	It was very difficult to promote communication in a village. As many villagers were afraid to have close relationship with neighbors due to the experiences during 1975 to 1979 Pol Pot regime era. Participation in eri-culture broke down the barriers in communication. This change is expected to lead the community development.