



Agroecology and
Safe Food System
Transitions



ALiSEA

CASE STUDY TEMPLATE

ALiSEA Cambodia GA 2024

Funded by the European Union and the French Development Agency



AFD
AGENCE FRANÇAISE
DE DÉVELOPPEMENT




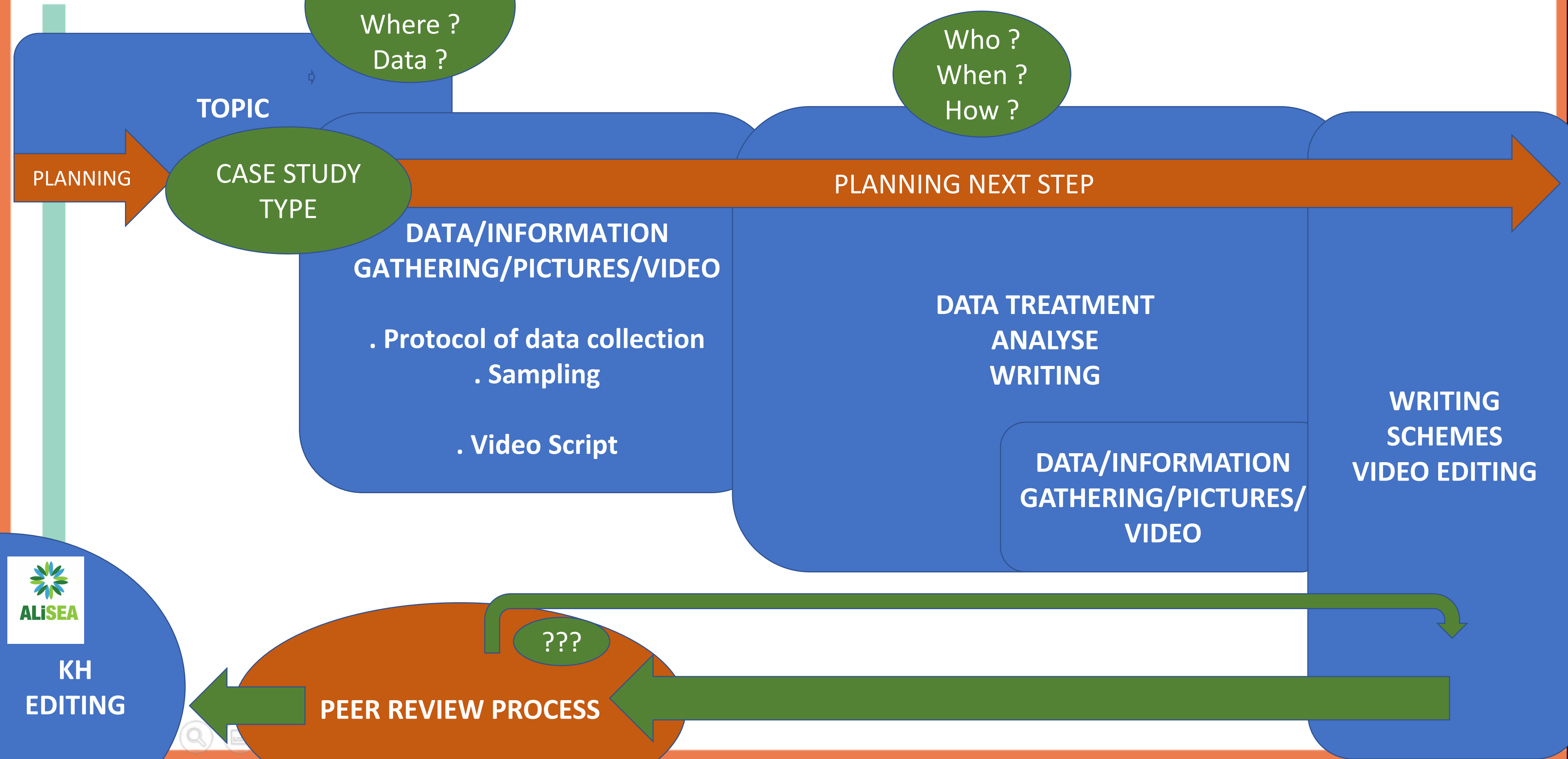
**FONDS FRANÇAIS POUR
L'ENVIRONNEMENT MONDIAL**

Outline

1. Case study
2. Website (website and knowledge hub)
3. Logos



Format	ALiSEA KP	Target	Important principles
Briefs	Policy briefs Practice briefs Research briefs	People who are in a hurry and need condenses information . “Advocacy briefs” take position; “Objective briefs” lay facts on the table	Convince that the problem must be addressed Provide information about alternatives Provide evidence to support one alternative Stimulate reader to make a decision
Stories of change	Success stories Best practices and approaches	Short to medium narratives for a broad audience: professionals, decision makers, students, stakeholders, consultants, advisors, etc.	Strong motivational function, for example to encourage stakeholders to transition to an agroecological agriculture. Must be attractive, and inspiring
Guidelines 	Technical factsheets Case studies “How to...”	Step-by step guidance on how to implement an agroecological practice for technicians, practitioners, land users, extension services, etc.	Important for the selection of / decision-making on e.g. agroecological practices based on clear technical facts and figures, including costs and benefits.
Event material	Posters Brochures Presentations	Participants in an event. Can be researchers, practitioners, civil society members, decision makers, etc.	Must catch attention immediately (particularly posters). Must focus on 2-3 main messages at most.



Case study principles

Guidance for technicians, practitioners, land users, extension services, as well as students...even for policy makers

CASE STUDY

- . Technical Brief or FactSheet >>> 'technic/practice'
- . Practical Brief >>> 'approach/project'
- . Study/research Brief >>> 'Study/data analysis'

Narrative

Success Stories

Set of Data

Schemes/tabs

Pictures

Videos
Technics/farmers
testimony

Evidence Based
Analyses

Maps

**EXPERT
KNOWLEDGE**

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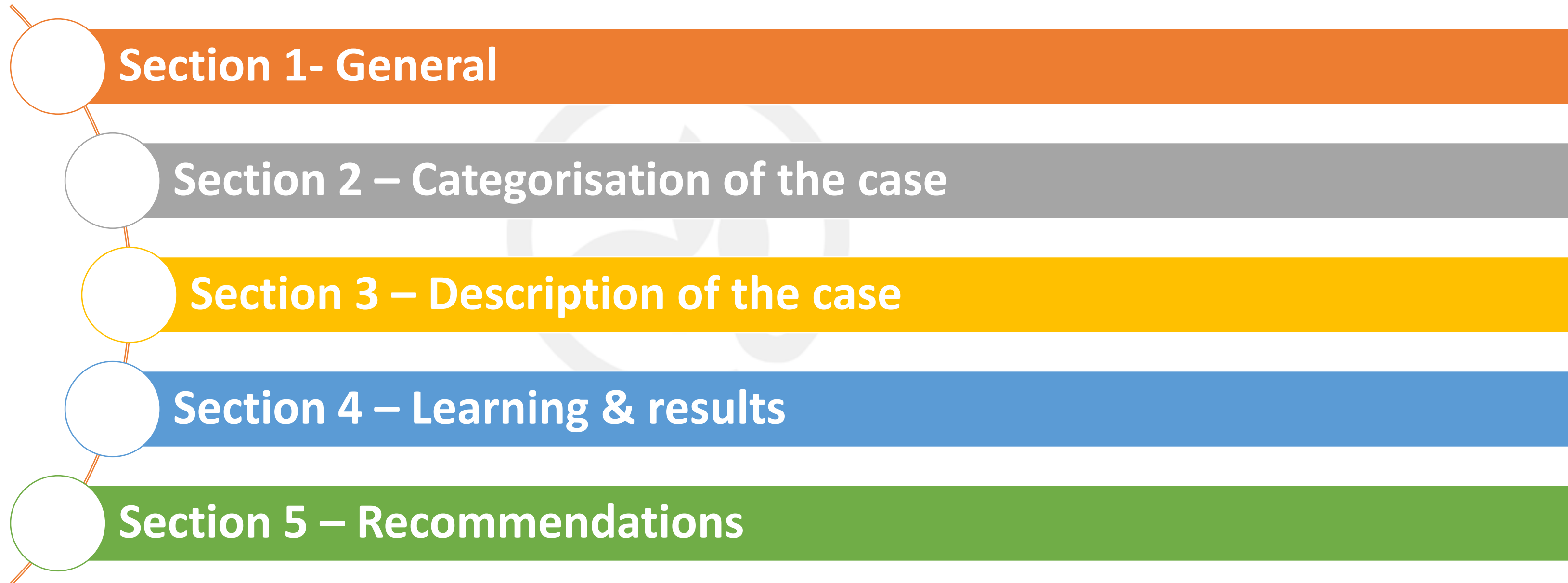
Practitioners,
Researchers,
Policy makers, etc.

**PRACTICAL
KNOWLEDGE &
KNOW-HOW**

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Farmers
Endogeneous people
Extension officers,
etc.

CASE STUDY TEMPLATE



Knowledge Hub classification Index

- ✓ **Associated KH Categories and Keywords**
 - > Select lexicon categories amongst the 18 categories
 - > Associate lexicon keywords

Categories

e.g. AE systems

Input reduction

Keywords

Agroecological Crop protection
Agroforestry

Biological control
Chemical inputs control
Input reduction
Insects plants interactions
Integrated pest management IPM
Plant Health

ALiSEA PRODUCT

> Category of product in Alisea site

Check the box

☐

Alisea Knowledge Product

Section 1- General

✓ Title on the case

e.g : Use of weaver ants to control mosquito tea bug in cashew plantations

✓ Context of the case

Describe the historical or institutionnal context of the case

Who did it ? In **W**hat context ? **W**hy this case? **W**hen ? **W**hich partners ?

e.g : This case has been documented in the framework of ASSET project (2019-2025). It is based on an experimentation implemented by Cirad/GDA and PDAFF, etc.

Section 2 – Categorisation of the case

✓ Localisation

Selection menu or entries boxes : Country/Province/District/Village/GPS ref

e.g Cambodia/Prey Vihear/Rovieng District/Rovieng

Latitude 13°29'59.99" N

Longitude 104°49'59.99"E

✓ Agroecological system of the case context

Selection menu or entries boxes : Zone

Main agricultural activities of the zone

Climate : tropical/sub equatorial

Rainy season

Rainfall per year

Temperature avg max and avg min

e.g Plain

Rice/Cassava

Seasonally tropical

May-October

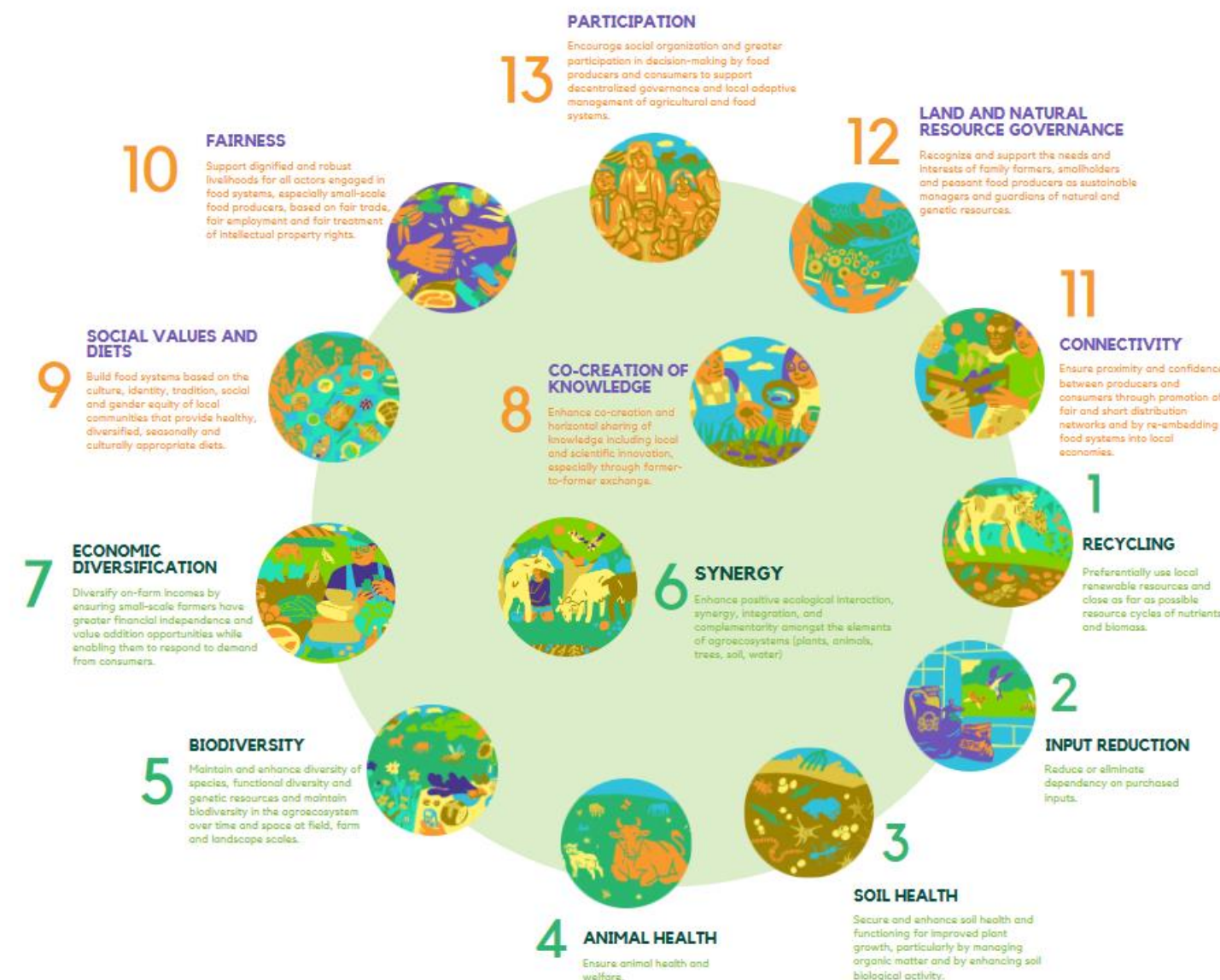
av.1400 mm/year

av. Max 38°C- Min 17°C

Section 2 – Categorisation of the case

✓ Agroecologiness of the case

13 principles of HPLE from 1 to 5



13 Principles	1	2	3	4	5
Recycling					
Input reduction					
Soil health					
Animal health					
Biodiversity					
Synergy					
Economic diversification					
Co-creation of knowledge					
Social values and diet					
Fairness					
Connectivity					
Land, natural resources governance					
Participation					

Section 3 – Description of the case

✓ Objective of the case

Briefly describe the prior objectives of the practice/approach/experimentation

E.g The main objective of this experimentation is to Reduce chemical pesticides in Cashew nuts tree plantations

✓ Rationale/justification

Describe why this practice/approach/experimentation is relevant for agroecology purpose.

E.g. Planted mainly in agroforestry systems, with intercropping, cashew trees can substantially reduce GHG emissions through carbon sequestration while providing income to farmers. In Cambodia, rovieng district, Mosquito tea bug is a major pest of cashew causing severe damage reducing yields and nut quality. This pest need to be managed without damaging soil quality and cashew nuts food safety. Integrated pest management through the use of red aunts will contribute to those objectives.

✓ Scale

Describe the scale of the practice approach/experimentation (parcels, farms, collectivity, territory/ landscape, ...)

E.g The use of weaver ants to control mosquito tea bug in cashew plantations can be experimented at the parcel level or at the farm level

✓ Actors

Describe type of actors involved : Farmer, farmers group, local authorities, agri local officer, other local officer (land, energy, infra...), trader, consumer, etc., including researchers

✓ Calendar of implementation

Select period on calendar box

01	02	03	04	05	06	07	08	09	10	11	12

Section 3 – Description of the case

✓ Full description

- . Describe your case/approach/experimentation step by step
- . Main activities, milestones
- . Kind of activities
 - > e.g Capacity building, training,
 - > e.g Agricultural work (preparation, planting, harvest, conservation, transportation...),
 - > e.g Value chain reinforcement,
 - > e.g observation/control/test, etc.
- . Describe specific needs of training or minimum level of education
- . Describe Training or dissemination activities if relevant

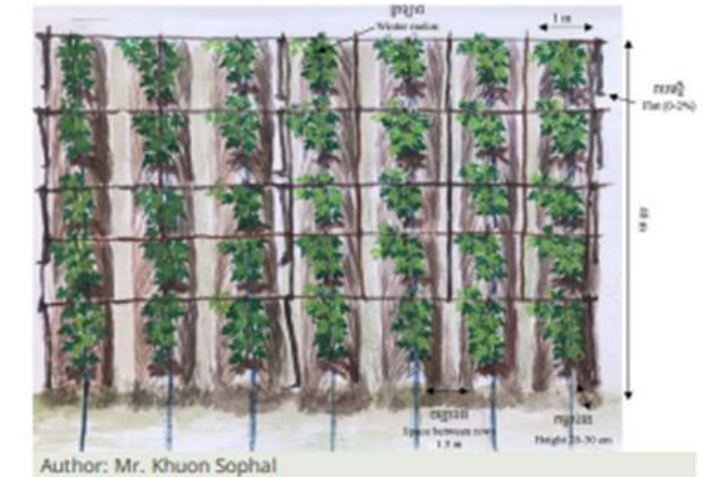
>>> Add pictures, videos/Schemes/graphics

✓ Input Needs (in case of case study of agricultural practice)

- . What are the main inputs needed to implement the practice ?
- . When, what quantity, number or volume or amount
- . Describe inputs according to a certain objective :
 - e.g “to cultivate 1 ha of cashew tree, ... or to produce a quantity of 200 kg of cashew nuts, inputs are ...”
- . Describe inputs item by item
 - e.g Raw material, Technical equipments, Land, Financial means, Human resources, Others?
- . If maintenance is needed, describe the type of maintenance
 - e.g Inputs needed and their costs per year or per equipment..



Figure 2: Banana stems that have not yet fruited are ideal for making feed. Once fruited, stems become tough, difficult to digest, and nutritive content is lower.



Celery Leaf, Oct. 2018



Salad and Chili, Nov. 2018



Cabbage, Oct. 2018



Ms Sourt makes botanical pesticide from Neem leaf and chili pepper, April 2018



Figure 3: (Left). Freshly chopped banana stems (the smaller the better), (Center) chopped banana stems after 3-4 days of anaerobic fermentation with mineral salt and molasses, (Right) fermented banana stems mixed with other high quality ingredients and ready for feeding.

Section 4 – Learning & results

✓ Results

. Describe the result :

- > e.g Yields, volume and quality of production, quality of soil, input cost, biodiversity level,
- > e.g Acquisition of knowledge and know-how,
- > e.g. Acquisition of skills in organisational methods, business models, etc.
- > e.g Autonomy and initiative, advocacy, etc.

. Testimonies of farmers/local actors

✓ Accessibility of the practice or approach

- . Is this practice accessible to all ?
- . What level of education needed?
- . Is there gender or age issues or others obstacles?

✓ Strength & weaknesses analysis

. Describe Strength/advantages of the practice/approach

E.g Strength/advantage : Farmer saved money by reducing the purchase of chemical inputs and dec covercrops seeds to cover the cashew nut plot boosting soil conservation and cashew tree yields

. Describe weaknesses or difficulties of the practice approach

*E.g Difficulties/weaknesses : the harvest of cashew nuts has become quite difficult with colonies of red ants livi
Some Agricultural workers preferred to not be employed in the farm anymore...*

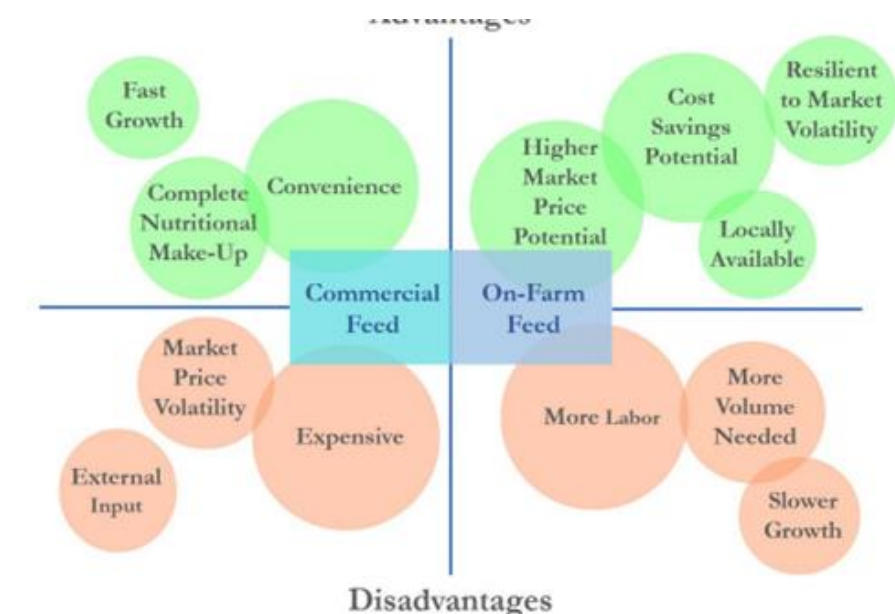
Feed Source	Amount (kg)	Protein (%)	Protein (Total)	Cost per Kg (Baht)	Total Cost
20% Protein Feed – Fed to Pigs Weighing 10-30 kg					
Fermented Banana Stem	40	6	2.4	3	120
Rice Bran	12	12	1.44	10	120
Corn Meal	15	9	1.35	7	105
Fish Meal	10	60	6	40	400
Soy Meal	22	40	8.8	15	330
Premix	1	0	0	35	35
Total	100	19.99			1110



The Cucumber linkage in Tuyen Quang



The SPR verification



Section 5 – Recommendations

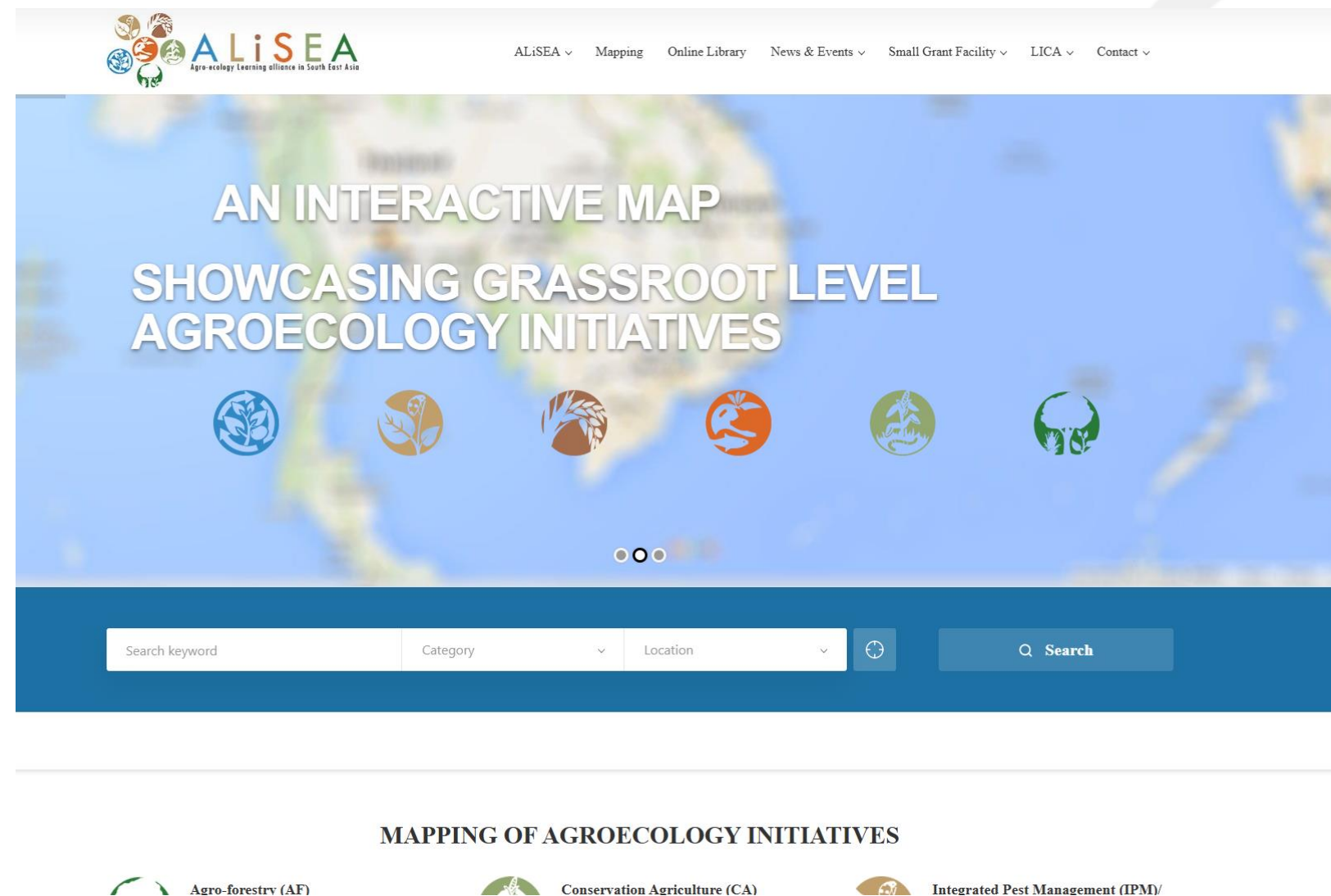
✓ Describe your main recommendations or points of attentions



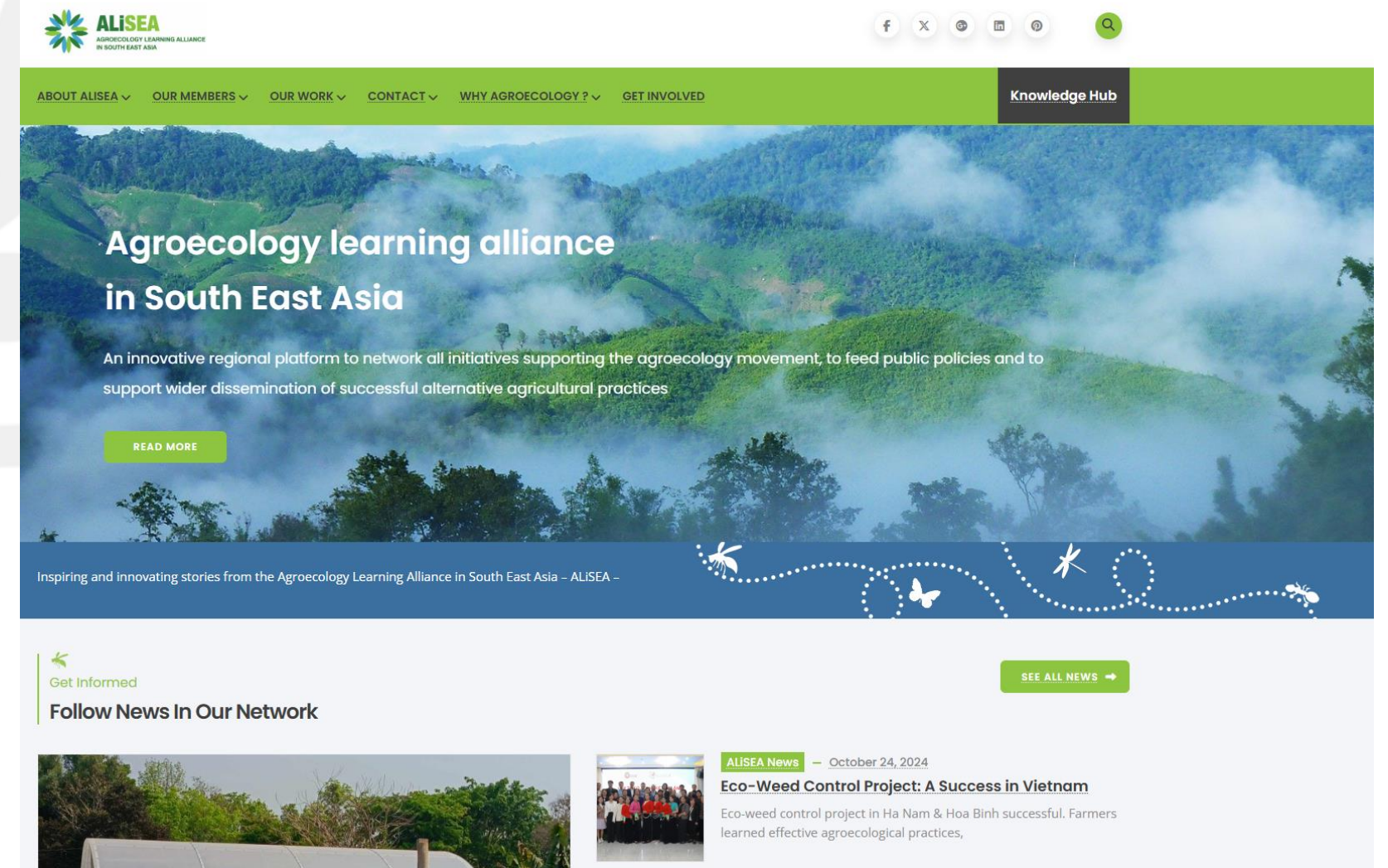
- ✓ Date of publication
- ✓ Authors Name of authors/Institution > Contact email
- ✓ Expert Contact : Name of authors/ Institution > Contact email
- ✓ Sources : List the different documents used to document this case, or additional resources

Website is on the move!

Previous Website

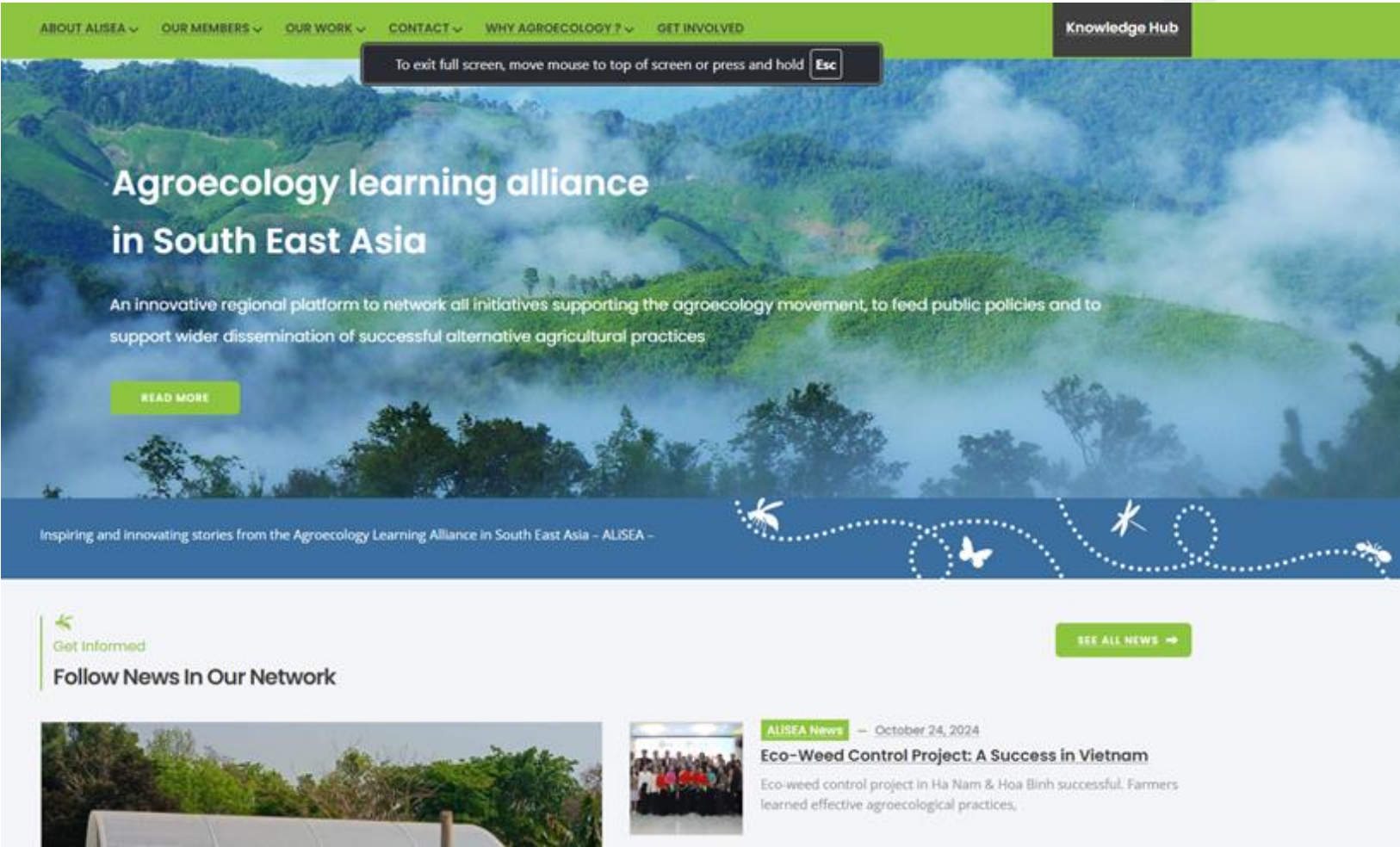


Updated Website

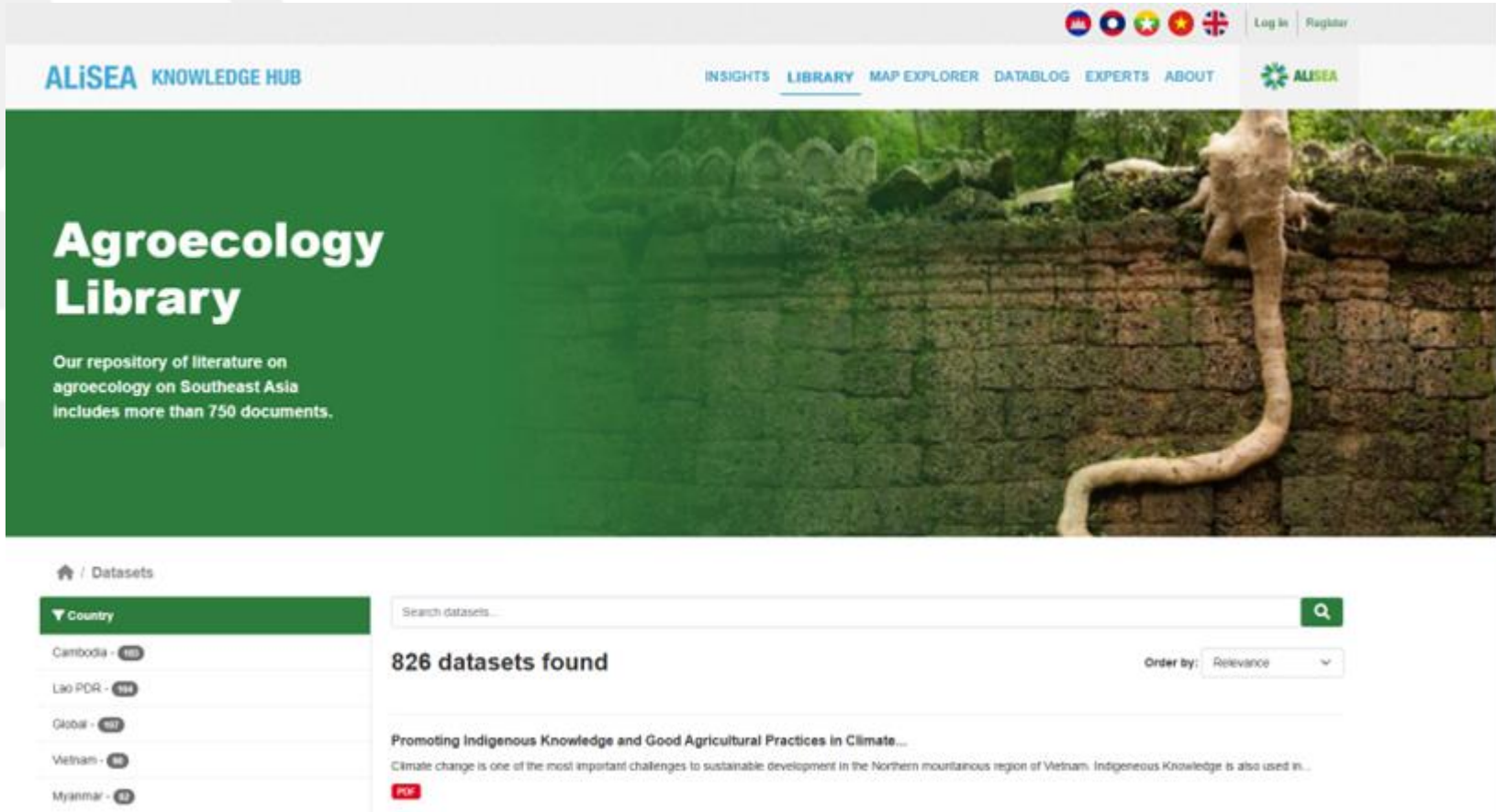


Homepage vs Knowledge Hub

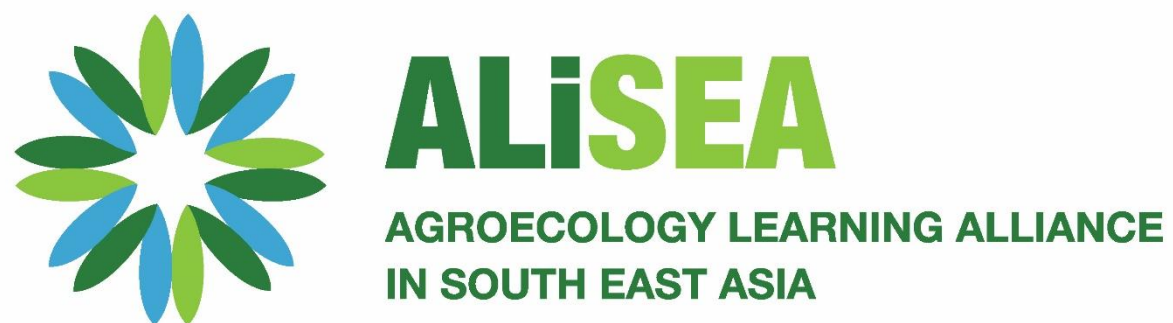
Homepage



Knowledge Hub



New Logo



ស្រូបអន្តរាគមន៍

