

June 2008

## ESCUP Facts

- 3 ½ year duration period:  
April 2005 – September 2008
- Partners:  
American Institutes for Research (AIR),  
World Education,  
Kampuchean Action for Primary Education (KAPE),  
CARE
- Works in four provinces:  
Kampong Cham, Mondulkiri,  
Ratanakiri, and Kratie
- Works in three technical areas: Teacher Education,  
Access and Quality, and  
School-Community Partnerships

## For more information:

- [www.equip123.net/equip1/escup](http://www.equip123.net/equip1/escup)
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## Innovative practices series:

- Child-to-Child Networks - **Issue 1**
- Community Teachers - **Issue 2**
- Intermediate Classrooms - **Issue 3**
- Integrated Pest Management - **Issue 4**
- School Mapping - **Issue 5**

[www.equip123.net/equip1/escup](http://www.equip123.net/equip1/escup)

## Integrated Pest Management

The EQUIP1 Cambodia Educational Support to Children in Underserved Populations (ESCUP) Program is a USAID-funded initiative designed to improve access to a basic education of quality for marginal groups in Cambodia - namely, ethnic minority children, girls, disabled children, and the poor. In order to make school more relevant to everyday life in rural communities, one of ESCUP's activities is to integrate agricultural topics into the life skills curriculum. It not only benefits children in school in a very concrete and immediate way, but it also encourages parents to send their children to school.

Integrated Pest Management (IPM) is a combination of management strategies that farmers use to minimize the impact of pests and diseases on their crop. ESCUP is using an innovative IPM field school approach, which is conducted over a full crop cycle and uses the "field as the book," or experiential

learning. This approach can reinforce and put in to practice, in a positive and enjoyable way, what children are formally taught in school; specifically in subjects of art, literacy, basic science (biology, chemistry, and ecology), agriculture, health and nutrition. The training methodology is complementary to, and compatible with, the curriculum of rural schools.

### Methodology

ESCUP has implemented two types of IPM field school: one for teachers and another for students. For the teacher field school, one teacher and community member are trained as a team in how to administer the student field school. The student field school has approximately 30 participants and lasts either 14 (for vegetable crops) or 18 weeks (for rice crops). Additionally, in 2008 fish and frog

## Integrated Pest Management

Children participating in IPM learn how to integrate academic skills into everyday life by:

- Conducting experiments to learn about ecology
- Observing, counting and classifying insects
- Comparing results and yields for different management techniques



farming was introduced. Experimental gardens are also be used to teach students how to produce seedlings.

During IPM implementation for student field schools, students at the Grade 5 and 6 level plant crops at the field school and regularly monitor them. Students are divided into small groups and each group is responsible for their own plots; they are able to analyze the progress of the plots and practice identifying the presence, numbers and types of different kinds of insects. With this information, students can make decisions about how to manage the crop. The students also conduct experiments to learn more about the ecology of crop field, stages of development of plants and the effects of insects, other pests, weeds and disease on the health of the crop. At harvest time, input costs and yields are calculated and students compare direct results from the different management techniques used in each small plot.

### Impact

Children, teachers and community members, inspired by the success of the activities in some schools, replicated the fish farms and experimental gardens in their own homes or in the broader community. This is an activity that children and teachers really seem to have embraced. IPM field schools improve children's agricultural knowledge and skills and enhances the potential for increasing their family's livelihood with the knowledge they gain through IPM activities. IPM is also valuable in terms of the impact it has on children's sense of civic duty and responsibility; looking after gardens and fish ponds encourages children to take responsibility while understanding the importance of working together as a team. When these hands-on activities are incorporated into the school curriculum and day-to-day routine, learning becomes more meaningful and contextually relevant, which is one of the main aims of the ESCUP program.