

Title of story:

Name of person collecting the story: Kao Bunn Ma

Name of Storyteller*: Ms Srey Plan Srey Touch

Contact details: Laeun Choung village, Ochum commune, Ochum district, Ratanakiri province.

Gender: Female

Age: 28 years old

Role(s) in the project target group: Principal of Primary School of Laeun Choung village.

When did the story happen? 14th of March 2019

Project and location: Laeun Choung village, Ochum commune, Ochum district, Ratanakiri province.

Date of story collection: 2nd Jan 2021

Questions

1. Tell me how you (the Storyteller) first became involved with the project and what your current involvement is:

I am a principal of primary school at Laeun Choung village. The NTFP's project began to support our school to function the quarterly meeting anew, which participated by the SCC, and SC. NTFP also supported the Child Rights and Environment Day. On the other hand, NTFP provided a water basin, and waste bins for school's good environment. NTFP supported school to create the vegetable gardening, in the purpose to provide the agricultural skill for teachers and students for them to have sufficient vegetables to eat. The project also supported 20 tree seedlings for the school to grow in the school yard.





2. During the last year, from your point of view, what is the most important change that has resulted from this project for you?

For me, the significant change is about the increase the principle of good school's management. I am very proud to have increased relationship, and to have developed the capacity for the SSC, Student Councilors, and for all teachers to respect their roles. There is the increase of good co-operation. The meeting is held regularly. On the other hand, students are easy to use water, because school has water basin to store water. There is trees' shade for children to play, particularly it makes school more beautiful and resplendent.



3. Why was this change significant for you?

This significant change is kind of very important for me, as it has such a particular thing such as having many people's recognition, students come to school regularly, parents and tutelages sending children to school. The parents have time to do business to generate more income. Furthermore, the project staff trained teachers, and students on the agriculture technique at schools. Schools have vegetable garden stead to grow vegetable and school also makes income from vegie's sale.





4. How, (if at all) has the work of the project contributed to this?

I am an assiduous sort of person in school's management. I want to learn new things and I mean to devote my time. The project just guided the way for me to communicate between school principal, and SSC to create the Student Council, so that school is able to run its activity anew. Aside from that, the project trained children to do activities together through Child Rights Campaign and Child Rights' Day.



5. During the last year, from your point of view, what is the most important change that has occurred in the community as a result of this project?

The school principal pushes movement for all involved stakeholders to do activities together amongst community's people, and children. School is leading children to create the vegetable gardening in the school's yard and to create the hand washing place. The principal led children to take part in the Child Rights and Environment Day as well as the IP's Day. The principal led teachers, and children to take part in the village's funeral and the village feast, as well.

6. Why was this change significant for the community?





The communities and school developed strong solidarity. The communities are confident to send their children to attend school. The communities are aware about the importance of education for their children. They have times to do business for the more families' income generation, too. No rubbish at children's classes, and the children's hand washing implements and place are available. The children receives their full rights to study with the clean ambience and environment at school's yard. No any children's dropped out of school and any sort of the domestic violence on children. The communities understood and valued the education by sending their children to school. The communities also focused their attention to give feedback, and comments to improve the education system through participating the quarterly platform.

7. How, (if at all) has the work of the project contributed to this?

The work is contributing for a kind of study and learn about the actual context and living situation of people at the target working areas. The project mobilized community's members in taking part to do the analysis altogether, to give their consultation, to lead meetings, dissemination, to co-operate with SSC for the mobilization of the dropped out students to come back to school and to work with students' parents as well as the tutelages. The project's staff worked at the field and stayed with the villagers to understand the community's issues and to build confidence with the communities. Our project's staff works professionally and accountably.