

Final Report for Change Project

Country Team

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Project Title

Strengthening Trainees' learning and living conditions at Regional Teacher Training Centre in Stung Treng, Cambodia

Mentor

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1. Frame of Reference

The Kingdom of Cambodia is located in Southeast Asia, and shares its borders with Vietnam, Lao and Thailand, and there is 440 kilometers of coastal border facing the Gulf of Siam. Cambodia is one of the poor countries in Asia because of a civil war which lasted for many years. After the country gained peace organized by the United Nations in 1992, it had its first national election in 1993. There were many issues for the new Government to solve; especially poverty and human rights were important issues that had to be dealt with. In 1989, the Convention on the Rights of the Child (CRC) became the first legal binding international convention to affirm human rights treaty in the world. The Royal Government of Cambodia has shown a strong commitment to protecting and promoting the rights of children. In 1992, Cambodia became a party to the Convention and has ratified both of its optional protocols. The National education scheme of Cambodia focuses on the development of children in all aspects of qualities, both mentally and physically. In order to achieve this objective, schools need to accomplish many tasks. They are obliged to develop in their students a spirit of self-confidence, self-reliance, responsibility, solidarity, national unity and patriotism. Schools must also instill in their students positive attitudes of respect for the law and human rights.

Since 2001, school enrollment has been free for every pupil from grade one to grade nine. This is to ensure all children can start school at the age of six and receive basic education (grade 9) by 2015, especially children who are from poor families in the rural areas. In May 2004, Cambodia along with other countries from Southeast Asia agreed to promote and develop Child Friendly Schools as an effective way to achieve the goal of Education for All (EFA). It is essential to create school environments that nurture the well-being of every child. At present, the Ministry of Education Youth and Sport is encouraging primary schools and high schools to establish student councils at every school in the entire country.

In May, 2011, the Cambodia Team with three members (Chhon Chheang, Seuy Vongsy and Vann Bopharam) was the second team ever to attend an Advanced International Program on Child Rights, Classroom and School Management in Sweden. We have become **Change Agents** of CRC for our country. Our aim is to work together to improve CRC in our areas in general and at the RTTC in particular. Our project is connected to the progress work of batch 12 who started their change work at The Regional Teacher Training Center (RTTC) in Stung Treng 2010 where they focused on all three Ps; provision, protection and participation as general knowledge to all teachers and teacher trainees. Their main target group was the trainees, but they also involved the teacher trainers in order to raise awareness and focus on their important role as role- models for the teachers. Our project is to strengthen trainees learning and living conditions at the RTTC and with a focus on participation.

Stung Treng RTTC



Stung Treng Regional Teacher Training Center is located in Stung Treng province in Northeast Cambodia. Students at RTTC are from three different provinces, Stung Treng, Rattanakiri and Mondulakiri. Some of the students are from ethnic minority groups in remote areas and many people in these provinces live in poor conditions because of poverty. They are less educated and the communities do not understand the value of education. The students' ages and their competences vary. The living conditions for the teacher trainees at the RTTC are poor along with the school environment. The trainees struggle daily with problems such as lack of food, overcrowding in the dormitory (not enough bedrooms for students) and poor hygiene inside and outside classrooms. Other important issues concerning studies are poor solidarity, lack of respect, poor study results and disagreeable behavior, while some teacher trainers do not feel committed to CRC.

What we emphasize in our project plan is participation in school activities during their education at RTTC. Participation is the natural manner of people. There is no doubt that students can address problems by applying democratic processes such as critical thinking, problem solving and communication and relations.

All members in our team are connected to Stung Treng: Ms Vann Bopharam, secondary teacher at Hun Sen Stung Treng High School of MoEYS, Mr. Seuy Vongsy, Deputy Director of Regional Teacher Training Center at Stung Treng and Mr. Chhon Chheang, Vice Chief of Bureau for Early Childhood Education Department at Ministry of Education, Youth and Sport.

One of our stakeholders is The Child Right Foundation, a local Cambodian NGO, founded in 2000 based in Phnom Penh. The organization collaborates closely with the Ministry of Education, Youth and Sports (MoEYS). The Child Right Foundation had visited all Teacher Training Colleges in the country and has delivered demonstration lessons and TTC lectures for pre-service teachers and in-service teachers. The staff is about 32 persons who have all been selected for their Child Right experiences in other NGO's or in teaching. They provide the TTC with free material and manuals about CRC.

The Program Administrator for Sida's International Training Programmes in Cambodia, Sambath Lao from the Embassy of Sweden in Phnom Penh visited Sweden and Lund University during our stay in Sweden. She is very well informed about this International Training Program and is our contact at the Swedish Embassy in Phnom Penh.

2. Purpose (aim)

Batch 14 has chosen to emphasize the practical meaning of CRC at the RTTC and our purpose is:

“To build the capacity of trainees to raise and solve problems themselves and carry out issues that otherwise cannot be solved by the TTC Director”.

By establishing Student Councils we want the trainees to address their problems themselves and hopefully solve their problems themselves. The main reason for establishing a Student Council is to strengthen trainees learning and living conditions by empowering them. The target group is the trainees of RTTC in Stung Treng; there are about 160 students in Yr 1 and 160 students in Yr 2.

In the long term we hope that this democratic way of participation will benefit the trainees' future work as teachers at primary schools in the different provinces and to help these people overcome the cycle of poverty.

3. Methodology/Activities

We hold on to our project plan and basically follow the plan we made in Sweden. Before starting our progress work we discussed this with batch 12 and together we came up with smart ideas for implementing our project. The project started in June 2011 and followed the process as written below; first we present our project plan and then some details from the different activities.

Project Title: Strengthening Trainees' learning and living conditions at RTTC in Stung Treng.			Project duration: June 2011 to May 2012		
Purpose: To build the capacity of trainees to raise and solve problems themselves and carry out issues that otherwise cannot be solved by the TTC Director.					
Activities		Expected Outputs (short-term results)	Expected Outcomes	Monitoring Tools	Time
1. Meeting with the director and all teacher trainers to agree to establish Student Councils.	<i>Results</i>	The spirit of the meeting agreed to establish a Student Council at Stung Treng TTC. All teachers participated in the meeting and 80% accepted the establishment of a student council.	All teachers support the student council enabling the body of the student council to develop and become sustainable.	Interview teachers on the importance of establishing a student council.	July 2011
	<i>Indicator</i>	<ul style="list-style-type: none"> The teachers' attitude towards the Student Council is positive 	The student council participates in organizing and running school activities.	Interview teachers on the need for a student council. Ask student representatives how the teachers are supporting them after the council has been established.	
2. Training on Student Council Awareness for teacher trainees year 1.	<i>Results</i>	Teacher trainees of the academic year 2010-2011 are aware of the importance of a student council. 165 teacher trainees participate in the training on student council awareness.	Trainees require the student council for matters at their school and for their learning and living conditions at the RTTC.	Find out general opinion after training on awareness.	October 2011
	<i>Indicator</i>	*Trainees put suggestions in the suggestions box on matters that concern them.	*Trainees can give some examples of successes/activities of the Student Council.	Organize a quiz with prizes/awards. Interview some trainees	

3. Meeting with all trainees year 1 and let them vote to establish Student Council.	<i>Results</i>	Stung Treng TTC has its first student council for academic year 2010-2011. 165 students participate in the election: 1 chairperson, 2 vice chairpersons, and 8 members of the student council.	Student council in Stung Treng TTC will be able to work in process. Next academic year the Student council is going to elect 11 more members	The elected representatives will be known to the trainees. The elected representatives will be known to the teacher trainers and the board	2011
	<i>Indicator</i>	*Open communication line between student council and trainees	*Student Council has regular meetings.	The Student Council will make their own notice board. Regularly put up agendas and reports from the meetings.	
4. Meeting and workshop with Student Council members to teach them their roles and responsibilities and different ways to solve problems such as: Critical thinking, Problem solving, Communication and relations.	<i>Results</i>	Each member of the student council will be clear about his/ her roles and responsibilities in the council.	The student council of Stung Treng TTC will be able to solve the problems of the students and their learning and living conditions.	Visit students councils meeting and observe the out come	2011
	<i>Indicator</i>	*Representatives develop improved self-esteem * Representatives seek solutions to problems. * Representatives raise issues to the council.	*Trainees become outspoken on school matters. *Performance of trainees in TTC improves.	Interview with representatives of the Student Council Interview with trainees.	

1. Meeting with the director and all teacher trainers to agree on establishment of Student Councils.



On June 8, 2011 our work team held a meeting with the director, Mr. Oum Somourn and 24 teacher trainers in the meeting hall of Stung Treng RTTC. The objective of the meeting was to raise the question of establishing Student Councils at RTTC and sensitize the meeting on the trainees' situation at the RTTC. Mr. Vongsy showed the project plan that had been agreed on in Sweden. He explained how it was going to be put into practice at the RTTC. He shared his knowledge of CRC and his experiences of Student Councils from school visits in Sweden. After that he explained about the trainees' living and learning conditions at RTTC and spoke openly about problems as yet unknown to the meeting. He talked about the need for support for trainees from the communities and other partners, especially all teacher trainers at RTTC. Next he gave participants the opportunity to discuss the advantages and disadvantages of a Student Council establishment (appendix 1). Because of the discussion the teacher trainers could see many advantages of implementing Students Councils at their RTTC and most of the teacher trainers appreciated the project, only a few of them had their doubts. Finally all of them, including the TTC director agreed to establish student councils at RTTC.

These were the advantages they found:

- ✚ Improving the teacher trainees' living conditions.
- ✚ The trainees achieve better study results.
- ✚ The trainees participate more in school activities.
- ✚ The trainees take responsibility for themselves.
- ✚ The trainees can solve problems themselves.
- ✚ The trainees gain knowledge which they can apply in their new schools.

At the meeting it was also decided to select a group of teacher trainers to be responsible for Student Councils. This group is called an Advisory Council.

2. Training the teacher trainee year 1 on student council awareness.

On August 4, 2011 our work team organized a three hour training workshop with 155 trainees Yr 1 on student council awareness. The training workshop raised four topics:

- ✚ How to name a Student Council.
- ✚ The structure of a Student Council.
- ✚ How to establish a Student Council.
- ✚ Working process of a Student Council.

We used a book on Student Council organization published by the Ministry of Education Youth and Sport. We explained each topic followed by questions, discussions and answers. We explained the structure of a Student Council and we used small group discussions as an approach. The trainees participated actively and enthusiastically in the activities. They presented their discussion using flipcharts and reflections on stage. At the end of the workshop we had an assessment; a questionnaire (appendix 2).

In total 155 trainees participated in the assessment.

The result is as follows:

- ✚ 88 % showed a good understanding about the meaning of a Student Council.
- ✚ 6 % showed average understanding about the meaning of a Student Council.
- ✚ 6 % showed poor understanding about the meaning of a Student Council.

When we raised the question: “Is the student council necessary for our Teacher Training Centre?” all participants answered “Yes it is” based on the following reasons:

- ✚ Easy to administrate, good discipline, and it’s easy for us to establish the Student Council ourselves when we are at the RTTC.
- ✚ It will raise better participation in protecting and looking after the belongings of the RTTC.
- ✚ It will improve the relationship between trainees and between trainees and teacher trainers
- ✚ It will give trainees the opportunity to participate in school matters such as environment, hygiene, living and learning conditions.
- ✚ It will help relieve some of the teachers’ work.
- ✚ It is an important feature of the Child Friendly Schools.
- ✚ It will be established and led in accordance with the instructions of the Ministry of Education Youth and Sport.

The question we raised afterwards was “Will you participate and help the Student Council?” To which the participants answered “Yes we will” (appendix 3).

3. Meeting with all trainees Yr 1 and let them vote to establish a Student Council.

On October 8, 2011 a meeting was arranged by change agent Mr. Seuy Vongsy, vice director, and change agents from batch 14 along with the help of four other teacher trainers. The meeting aimed to select a committee of a Student Council among 165 teacher trainees Yr 2.



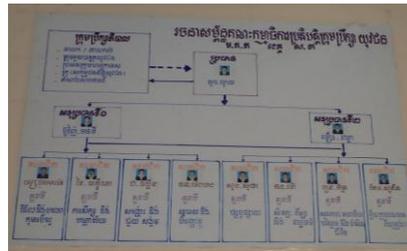
Election for Student Council Yr 2.

After working for two hours, eleven trainees were elected to be the first members of the Student Council for academic year 2010-2011 at RTTC Stung Treng since it was built in 1984 (appendix 3). The election was based on the instruction of MoEYS (Ministry of Education Youth and Sport):

- ✚ 1 chair person
- ✚ 2 vice chair persons
- ✚ 8 members

On January 26, 2012 a second meeting was arranged according to the same process and eleven more teacher trainees were elected to be on the committee of Student Council Yr 1 intended for academic year 2011-2012. Two Student Councils have now been established at RTTC, Stung Treng. The reason why we have two student councils in the same academic year and same place is because the teacher trainees Yr 1 and Yr 2 follow a different curriculum. Teacher trainees Yr 2 start their semester on the first of October and finish in June, and the teacher trainees Yr 1 start their semester on the first of December and end in August every academic year. They also have different times for their practical trainings; February to March (for Yr 2) and from May to June (for Yr 1).

4. Meeting and workshop with Student Council members about their roles and responsibilities.



The structure of the Student Council committee Yr 2

On November 15, 2011 we held a meeting with the eleven members of the Student Council Yr 2 in order to teach them how to work with the council. According to the guidance of MoEYS, Student Councils are divided into two levels; a school level and a class level. The school level is called a committee of Student Council with eleven members elected. The class level is a branch of the Student Council and members are selected among trainees in each class. The branch or Class Council is divided into six sub-branches based on the workday, from Monday to Saturday (appendix 4).

At a later time we also conducted the same workshop for members of the Student Council Yr 1.

During the meetings, we found that nearly all members were reluctant to do things because they have never done this kind of work before. They were encouraged by us to work in groups in democratic ways and quite soon they were asking for help and support from us.

5. Results

Ever since the project plan has been implemented at the RTTC, we are proud to say that there have been a number of improvements at the school. Teachers and staff have perceived the progress of work. This is a strong point that encourages team work and Student Council to work much better in the future. The following results show the actual indicators for the output and outcome of the project which we obtained from our career in RTTC, Stung Treng.

5.1. Indicators for output and outcome 1

The meeting with the director and teacher trainers about agreeing to establish a Student Council was a great success; more than 90 % accepted the idea to establish Student Councils at the RTTC. This gave us good reason to believe in the success of the implementation of the project.

School managers and teachers are now more accustomed to showing positive responses towards the Student Councils and allow it be part of open school activities. Teacher trainers have learned about student councils from other teachers or by reading relevant documents. During the period of implementation, we found that trainees were encouraged to deal with their own issues. They have learned and understood the importance of participation in school training activities. Not only the trainees but also teachers pay more attention to participation and decision making. They are now motivated to meet and discuss the matter before making a decision. Recently, trainees Yr 1, teachers and school managers met together to strengthen school discipline and the trainees were encouraged to give ideas or other suggestions before decisions were made. Trainees are persuaded to give suggestions at meetings or leave their ideas in the suggestions box on matters that concern them. We have also received some feedback from trainees who finished their training last year, they said that the school has changed a lot, especially the school environment, the discipline of the students, the decision making process and the participation of trainees and teachers. Some teachers have voluntarily organized a member of staff to be in charge of the youth, known as link teachers. One of the change agents in batch 16 is one of those link teachers; Mr Nuon Sokchantra now works closely with the Student Council Yr 1.

4.2. Indicators for output and outcome 2 and 3

The project has opened a line of communication between Student Council and trainees. This opportunity provides communication through daily school work such as meetings, morning work, performances and entertainments. The Student Council has regular meetings every Thursday afternoon, with the members in the council and the members from the branches. Sometimes the meeting is led by a teacher who is in charge

of the youth, a link teacher. The Student Councils are allowed to put up agendas and reports from meetings on a notice board outside the main hall in order to spread information. Furthermore, the Student Councils are permitted to work directly with trainees every morning.

Representatives of the Student Councils are aware of their rights and the importance of good leadership to be able to carry out their work. They have learned how to speak to members, how to respect each other, and how to be more influential. They have also tried to build their capacity and improve their self-esteem. The representatives have become the first trainees to obey school regulations. They are also able to seek solutions to problems concerning their studies and their living conditions, and know how to raise issues within the council. Through our project and with help from the school manager, the trainees have become more outspoken in school matters. They use their meetings, the suggestion box or other ways to communicate. These indicators show an improvement in different democratic performances in a way that RTTC Stung Treng has never experienced before.

At the beginning of the project, trainees Yr 1 had difficulties understanding the role of a Student Council and the school manager and the teachers were aware of this. The link teachers started to lead some of the activities and now these teachers have been replaced by the trainees. The teachers and the school manager have recognized that participation of trainees in school development has improved.

Today the trainees of the academic year 2010-2011 and 2011-2012 are aware of the importance of a Student Council. They can give examples of successful Student Council issues and 88 % of the students has a good understanding of the Student Council's concept. We have raised awareness and sensitized them for the need of a Student Council. You will find Student Councils in schools in Cambodia but they are rare at Teacher Training Colleges.

Our team's work has been successful; we now have two Student Councils working separately. Each council has a committee with eight trainees elected and the same ruling structure and working process. Information from the councils is posted on the wall of the school, so that staff, teachers, and other trainees can learn about the Student Council. The councils are led by a chairperson and consist of two vice chairpersons and eight members who are in charge of different types of work. Furthermore, we have branches of the student council for each class. They are called Class Councils. Every Class Council has the same ruling and working process, a chairperson, two vice chairpersons, and six sub-branches with members.

4.3. Indicators for output and outcome 4

The roles and responsibilities were taught to the members of Student Council Yr 1 and Yr 2 by our team and a Child Right teacher from RTTC. The purpose was to be clear about his or her role and responsibilities and to be able to act in the meetings. Now the trainees are able to work with teachers, school manager, and other teacher trainees. They are encouraged to ask what they do not know and how to come up with their own solutions. They know how to ask questions to ensure that their work is done more effectively.

4.4. Additional Results

4.4.1. Cooperation with the NGO "Volunteer service overseas" (VSO)

Linda Preston is a VSO volunteer and has been in Stung Treng for 24 months and has just started a new 12 months service. It was impressive for us to hear that Linda has extended her stay in Cambodia for another 12 months.

Linda shares the office with the Deputy Head of RTTC. She works together with teacher trainers, teacher trainees and teachers from six practice schools. That means she is their adviser in questions regarding education. She knows about this ITP and often offers help when we need it. She is satisfied with our project, both batch 12 and 14 and she has given us some good advice. She is present at the school every day. She sometimes joins meetings with us and has been involved in our mentor's visits. Recently she told us that she can see things are changing at the RTTC. That is a very good indicator for us. She has also discussed with Vongsy, member of Batch 14 and Deputy Director of RTTC, plans for in-service training at the RTTC for the teachers of Stung Treng. Linda produces teaching materials together with the trainees, her inspiration and knowledge is unique to us.

4.4.2. Pre-schools in the nearby communities of Stung Treng

There are some other achievements made by one of the change agents in batch 14. Mr. Chhon Chheang is the vice chief of Early Childhood Education Department in Phnom Penh. He leads several training workshops for Community Preschool teachers every year in villages nearby Stung Treng. 10 villages are involved in the state-run project called Home Based Pre-School Program. The Provincial office of Education (POE) in Stung Treng is responsible for the implementation of the project. The POE selected a core mother and five lead mothers. These persons are given special training in health education and in teaching and learning activities. These persons are volunteering mothers who work as pre-school teachers.

4.4.3. Mentor visit

From June 3rd – 10th 2012 our mentor, Lena Andersson, came to visit the project in Stung Treng Regional Teacher Training Centre.

On 8th of June we conducted a training on problem solving with delegates of the Student Council Yr 2 led by batch 14 and working together with batch 12 and Lena Andersson. We started a Vision workshop to empower the delegates of the Student Council to work like a democratic Student Council. The students were divided into four groups. The topic was:

What changes are needed at the RTTC?

In groups they made a priority list by using brainstorming. A whole whiteboard was filled and each group selected one problem to work with and tried to come up with solutions and answers to the question “how”? The workshop was very interesting and brought up a lot of plans for the Student Council to work with. It also motivated the students regarding problem solving and critical thinking.

Vision workshop for Yr 2.

18 problems (appendix 4) and wishes were raised at the vision workshop by the four groups of trainees Yr 2 with a focus on four main issues:

- A small budget for trainees who are ill.
- A covered area for drying clothes.
- More material for the dormitory and the classrooms.
- Build a waste water supply system.

All the problems were typed and posted on the information board with the approval of the school director.



Lena also visited practice schools and met some Yr 1 trainees. At the first school she observed a lesson in Khmer and met three trainees. They had planned the lesson together and took turns in being the teacher. Afterwards she discussed the lesson with them and their teacher. At the other school we attended three different lessons about mathematics and Khmer. She also had a discussion about CRC with the principal at one of the schools.



Practise school Yr 1 students in primary school grade1.

Lena, Vongsy and Bhoparam from batch 14, Phally from batch 12 and Sardeun from batch 16 visited the Home-based pre-school programme which takes place in the villages outside Stung Treng town. This time we visited Thalaborivat pre-school where we met and talked with a volunteering mother who works as a pre-school teacher. The home-based education is a cheap and effective way to provide free pre-schools for the children in the village.

4.4.4. Network development

All three Change Agents in batch 14 participated in all activities and in all formal and informal talks and all five batches of Change Agents (batch 12, 14, 15, 16, and 17) have shared information with each other since our start in 2010. During the mentor's visit, at least one representative from each batch met with Lena Andersson. During her stay this time we managed to have one regional network meeting at the Curriculum Department in Phnom Penh where all batches were represented and another regional meeting in Stung Treng where batch 12 and 14 were present. We decided to build a national network next time our mentor visits us in December 2012 where we plan to meet in Phnom Penh.



Meeting at the Curriculum Department in Phnom Penh.

6. Discussions and Reflection

We feel that we are on the right track. We have managed to make our project part of our day-to-day work at our Teacher Training College and have managed to involve both teacher trainers and teacher trainees. Our team has worked faster than our time planning because we were flexible in time and in the work context. Two remaining activities were completed after returning from the follow-up seminar in Malawi. The feedback from the participants has been very important and useful. During these activities we learned about the importance of communicating with staff and trainees, advocacies to empower people, arranging meetings and conducting work processes and decision making.

We have succeeded because our team has organized a good schedule and used relevant methodology. We also keep in touch and work closely with batch 12, especially with Rommny and Sopeak. They provided us with useful files and gave relevant instructions to us. Sometimes we had meetings together and discussed important issues e.g. how to enlighten the 3P's and make them real and relevant for our target group.

Successes in the project do not just come from us. The teacher trainers and trainees at RTTC played an important role. Their understanding, discussions and questions of the concept *Student Council* has helped us a lot to come this far. As well, the Teacher Training Department (TTD) of the Ministry of Education, Youth and Sports in Phnom Penh try to motivate directors of RTTC and PTTC to establish Student Councils nationwide. Some RTTC and PTTC have developed a good Student Council e.g. Siem Reap PTTC where teachers come to visit and join their workshops. We can see and learn from Siem Reap; in fact this is one of the main reasons that teacher trainers at Stung Treng RTTC accepted the idea of a Student Council establishment.

Compared to the past academic year we notice differences. Staff and teachers admit that the Student Councils have helped to develop the school. They feel satisfied when they see improvement. Last year the director and/or the vice director would come to school early in the morning in order to give the trainees advice. But this year they have been replaced by representatives of the Student Council. For these reasons we feel we can say things are changing, not only because of good leadership but also participation which we

regard as the first important step for our school to move forward. We hope that our Student Councils will work well and smoothly in the future.

We have also learned a lot as a team. At first we did not have enough knowledge and experience of the concept *student council*. But with the help of our director, Mr. Um Sam Uon, who provided us with documents of the student council as applied in Siem Reap RTTC, and the guidance gained from the follow-up seminar in Malawi, we started to implement our change project step by step. At first we felt dissatisfied because the project was new to both the team and to trainees Yr 2. The trainees were not familiar with this new challenge. They were not encouraging enough when they spoke to the other trainees to do certain activities instead of their teachers. This was a hard lesson to learn. We were all new in this situation but we tried to cope with it by working like a pilot project. Gradually, we discussed and learned how to improve. When we started to work with the trainees Yr 1 we had learned a lot and had improved the training. All members of the Student Council Yr 1 have now been persuaded to work more openly. They are invited to meetings to share ideas and to make decisions together with the teacher trainers. School environment, hygiene and sanitation are now matters looked after by the Student Council Yr 1. Every Saturday evening a meeting is held in the dormitory by a member of the Student Council in order to solve problems concerning daily life situations. In the mornings the Student Council members lead the morning ceremony and the chair person and vice chair persons conduct their role as disciplinary educators. Furthermore, a member of the Student Council monitors trainees' absence. If a trainee has been absent for 2 or 3 day, his/her name will be passed on to a teacher trainer who is responsible for studies and action will be taken. All these activities are examples of Student Council implementations. The most important thing is the change from negative to positive. This is a strong indicator which will push implementation to being stronger, more confident, and more embedded in day-to-day school management. This does not mean that we don't expect any mistakes to be made, but that we have to accept what happened in a certain time and space during the project implementation.

5.1 Challenges

Change does not come as easy as we sometimes hope. Saying it is easy but practice is difficult. Change can be fast or slow depending on resources, especially human resources, time, budget, and its context. Based on the real situation of Stung Treng TTC, we cannot effect change in a short time and make changes on a large scale. We need more time and strength to achieve a small change. In Cambodian society, cultural and social norms still have a strong influence on Cambodian people. Through the implementation of our project we wish to express that a change needs a certain time, it is always a process. First we have to learn and understand its context clearly, and then we seek for good ways to change it. This kind of change leads to success in the long term. If we want to make changes too quickly the consequences of this process of change will lead to failure.

Even though the trainers and trainees participated actively in the meetings and workshops and our change project implementation has achieved a positive result, we still have challenges such as:

-  We need time to explain and work with some teacher trainers and trainees who do not understand the concept of Student Council. The trainees' are still limited.
-  Some members were not encouraged enough to work
-  One member of RTTC management team is not strong enough to support the concept of participation. This means that we have to work harder in the next academic year.
-  The time of the project implementation is short. It is like a pilot project, even with teacher trainees Yr 2.
-  The members of the student council often need help from teacher trainers.
-  There are different visions between trainees Yr 2 and trainees Yr 1.
-  Our budget is limited.

7. Way Forward

Although the results from our project implementation have not reached the goal we had expected, we accept that this is a very good start. This is a new step of a project we have never had before in our school. We are certainly determined that in the next academic year 2012-2013 we will endeavor to strengthen and improve our Student Councils year by year, promotion and promotion to ensure that their studying and living conditions will be better. We are looking at the following activities for the future:

- ✚ Change agents from batch 14 will continue with CRC lessons in their individual work.
- ✚ We plan to build a National Change Agents Network on CRC in Cambodia.
- ✚ In the context of Stung Treng RTTC, this project will continue indefinitely. The teacher trainees Yr 2 have finished, and trainees Yr 1 will become Yr 2, and this is how we will maintain continuity in our project. In the upcoming academic year 2012-2013, eleven more trainees will be selected for the new Student Council Yr 1.
- ✚ Work harder to raise Student Council awareness for trainees.
- ✚ Try to empower the Student Council so that they can work much better in the school activities, e.g. raise and seek support for issues raised by themselves.

With participation and support from the teacher trainees and teacher trainers, we hope that skills and knowledge gained by this project will help us to improve Student Council and CRC at Stung Treng RTTC from year to year. The team Cambodia is very much willing to ensure that this project is implemented to build a sustainable student council that will work for many years on and not only at RTTC in Stung Treng, but in the Northeast area of Cambodia in the future.

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- Lund University, (2012). International Training Program; Final report batch 13.

Appendix 1

A survey to teacher trainers and school leaders

1. Have you ever heard of a student council before?

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2. Where have you heard it?

3. What are the advantages and disadvantages of the student council?

Advantages:

.....

Disadvantages:

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4. Should we establish a student council in our school?

5. Other:

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Appendix 2

A survey to teacher trainees

1. Have you ever heard of a student council?

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2. What is student council?

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3. Is the student council necessary for our school?

Why?

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4. Will you participate in the student council?

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5. Other.....

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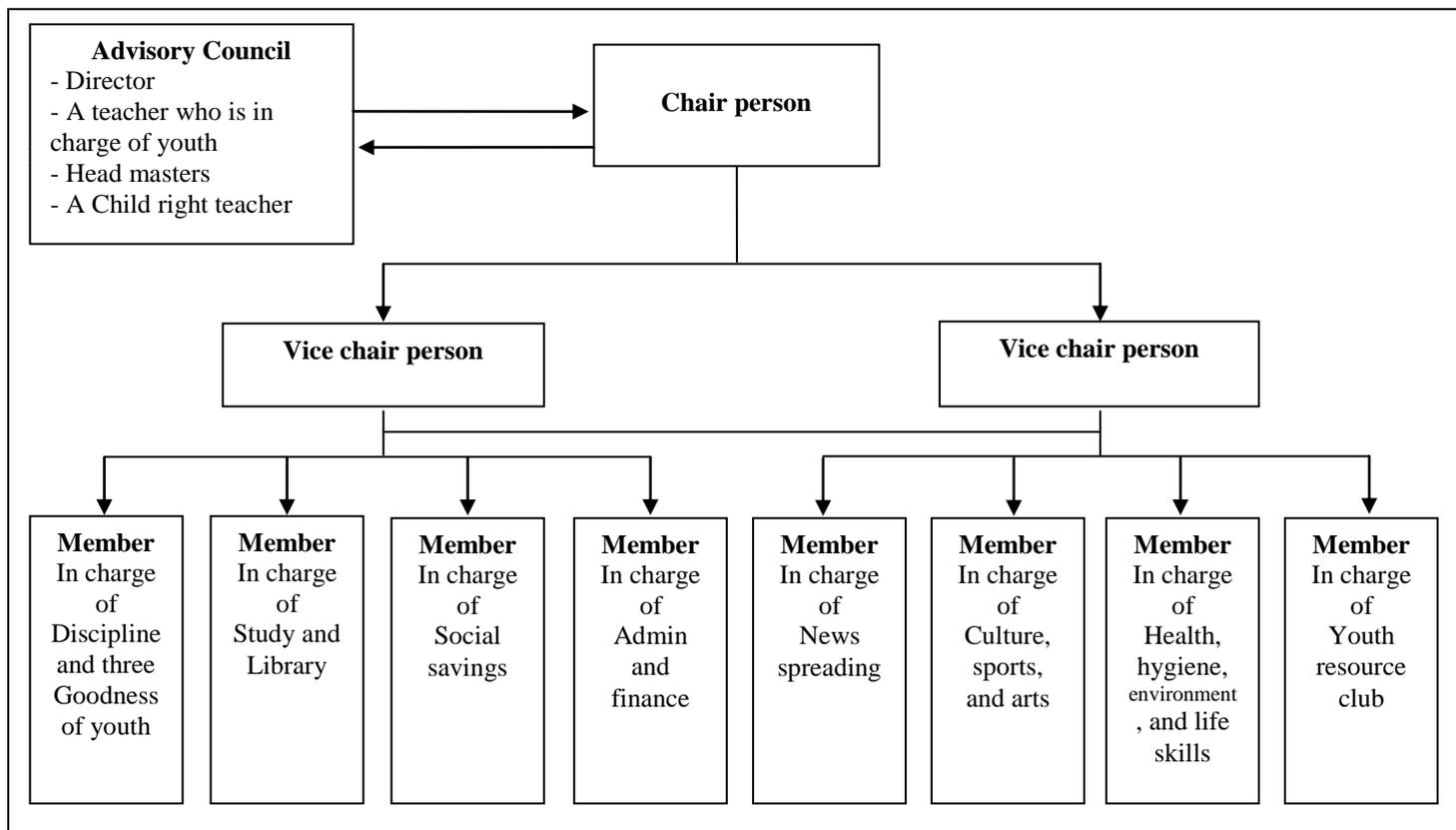
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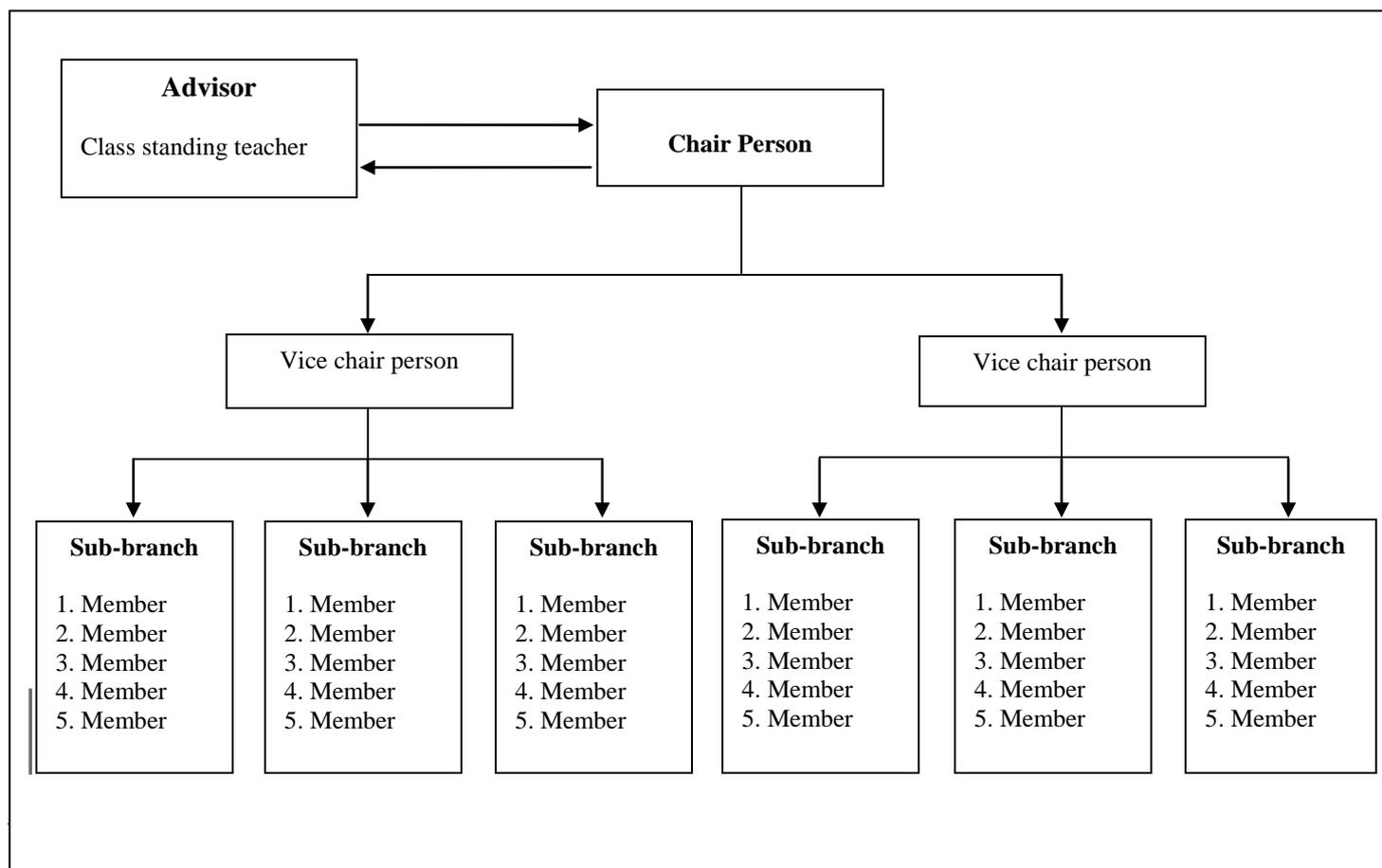
Appendix 3

Working process of student council committee



Appendix 4

Working process of the branch (for a class)



Appendix 5

From the Vision workshop, problems and wishes:

What changes need to be made at the RTTC?

1. Physical club for trainees.
2. Place to burn litter
3. Student council Yr1 and Yr2 work together
4. Add more regulations
5. Strengthen safety in school and in the dormitories
6. Good relationship between teachers and trainees
7. Trainees should respect each other
8. Build a bigger kitchen
9. The rooms in the dormitory need water supply, fans and more beds
10. A room for producing material is needed.
11. There should be a small budget for trainees who are ill.
12. Covered area for drying clothes.
13. Two toilets, for males and for females.
14. A larger dormitory, adding a new building
15. Garage for motorbikes.
16. Supply more material for the dormitory and the classrooms
17. Build a fence around the school.
18. Build a waste water supply system.