

Building Resilient Families

KHM-WHI-BRF-P03



Mondulkiri, Cambodia



Education

Total Budget

\$90,000

Project Timeline

JAN 21

DEC 23



Overview

Mondulkiri province is situated in the north-eastern highlands of Cambodia and is home to a large population of indigenous groups, primarily the Bunong people, who are among the most impoverished in the nation. Our partner works to empower the poorest of the poor to become agents of change within their communities. This project aims to enhance the quality of primary education, strengthen community involvement and improve the learning environment for Bunong ethnic children living along the wildlife conservation area in Mondulkiri. This includes provision of upgraded facilities, learning materials as well as engagement with community and women's groups to promote safety and well-being of children.

Objectives



Upgrade Early learning facilities



Childhood stimulation & parenting



Curriculum development & training



Community led education support

Impact

Preschools and primary schools were renovated, hand washing facilities provided, plus learning materials and other equipment for the classes. 692 students received after-school classes in English, Art, Sport and Computers.



143 women and young mothers formed groups to strengthen their knowledge about their rights, gender equality, violence against women and to receive positive parenting training with topics on child development, protection and communication.



Linguists helped develop bilingual education technical resources for early years stimulation. Bunong assistants and interns were trained in these play-based education techniques to assist the mothers in their roles.



A community-driven approach means all activities proceed with consent and full participation. Families in the community, the local government, and the Department of Education are all engaged and work effectively together.



Life change

- School attendance and productivity has significantly increased due to improved facilities and creative learning materials.
- Parents are now more confident in fostering a stimulating and healthy learning environment where children flourish and develop.
- Community groups are empowered and equipped to support schools and lead in safeguarding activities that create a safe community.





Navy's Story

Navy* is married with 4 children. She is poor, has physical health problems, no education, conflict with relatives about land issues and is a victim of domestic violence. These experiences make her feel angry and frustrated, and more recently, suicidal. No one has really helped her in 21 years. Two years ago, Navy started receiving support from our partner. "Now I know ways to help myself and I have no thoughts of suicide any more. I know my resources, and I want to live to support my children. I am confident I can protect myself and I'm committed to seeking help and reporting abuse to the authorities. If I suffer any more violence, I will not tolerate it. I have choices for seeking help. If the problem gets worse, I will complain to the court. I will not stay in this bad situation anymore." *Not her real name



WASH activity at a local primary school

Primary student's story

I am a 12-year-old girl and the youngest of 4 siblings. I am studying in Grade 5 in primary school and I am the first in my family to learn about children's rights and protection from different forms of abuse, including online abuse. I didn't know that violence against children was wrong and that there was a helpline if I feel unsafe or need emergency support.

I really enjoyed the training sessions and found them so helpful in terms of who to trust, how grooming occurs and how I can protect myself, my friends and my family members. Please keep training children like me to know my rights as a child and how I can protect myself from all forms of abuse.

