

Beneficiary Story No. 2 (MOEYS Project)

The Story of Chheang Yengsreylen – Making Our School and Society Greener and Climate-Smart



Yengsreylen presenting the Ecoschool textbook that has been used for the lessons of the ecoschool club

Chheang Yengsreylen, 18 years old, is a 12th grade student at Angkor Chey secondary school in Kampot province. She is a member of the climate-smart eco-school club in her school.

The club members received lessons on environmental and climate change-related topics and participated in practical sessions such as garbage management, building and renovating latrines, setting up bio-diversified gardening and demonstration school forests.

Interviewer: Yengsreylen, what was your motivation to participate in the eco-school club and its activities?

Yengsreylen: I was eager to learn more about environmental and climate change-related topics. In addition, I am keen to pass this knowledge onto my family members and friends.

I: Which eco-school activity did you like most and which one have you learnt most from?

Y: I enjoyed learning how to plant and manage trees in our school woodlot. In terms of knowledge, I think I was most excited to understand better how climate change takes place and the role of greenhouse gas emissions as part of the human-induced greenhouse effect that warms up the world.

I: Have you told your family or friends about it? If yes, what have you told them about?

S: Yes, I have told them about climate change, the greenhouse effect and what causes it. I also showed them how to grow vegetables and make natural fertilizer. I have taken posters home to show them to my family and my communities.

I: What should others learn from your experience?

I: They should reuse and recycle plastic bottles. Use glass bottles, if possible. And they not use fossil fuels. With regard to fellow students, I would encourage them to join the climate-smart eco-school.

What does Yengsreylen's school principal, Top Thyda, say about the project?

Interviewer: Thyda, what was your role in the project?

Thyda: I was the eco-school committee leader. As part of this role, I prepared and managed the work of the committee, including the work plan and the budget. This includes the selection of the club members. We tried to keep a balance between girls and boys in the club.

I: Which changes in your school would you associate with the project?

T: There are many changes. But probably the most significant one is the installation of the water system that transports water from the pond to the school compound. This water is used for toilets and hand-washing. There is another very visible change to the school compound: Before the project lots of plastic was lying around on the school premises. But now, students changed their behavior, and do



Thyda explaining on of the posters about climate change drawn by an eco-school student

not throw used plastic bottles on the ground anymore but instead take them home or put them in bins.

I: How have you benefitted? What have you learnt from the project?

T: Before, I personally did not know how to grow vegetables. Now, I love it. I understand better how to treat garbage. But what makes me proud is that students share their experiences and their awareness with their community.

I: Would you agree with the recommendation that climate change-related questions should be integrated into the national high school curriculum and exam? In your opinion, how important would you rate climate change-related topics as compared to other learning themes?

I: Yes, I do think it should be included in the national exam. Climate change and the environment is as important as mathematics, literature, chemistry as a topic as it has implications on so many other aspects. However, we need to prepare our students better, if it was included.

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