ប្រកបដោយ សហគមន៍ សហគមន៍ ក្រុមហ៊ុន និងក្រុមហ៊ុនអនាគតឌីជីថលសហរដ្ឋអាម៍(unittest)

ដើម្បីបង្កើត សហគមន៍ អនាគតឌីជីថលសហរដ្ឋអាម៍(unittest)

អង្គកម្ម ឆ្នាំ ២០០០
### Taking Field Notes

<table>
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<th>Step</th>
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#### Facilitators

- Facilitators are respectful of others.
- Facilitators are sensitive to local cultures.
- Facilitators are gender sensitive.
- Facilitators care for the environment.

#### Toolkit

- Toolkit
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- Toolkit
- Toolkit
A: Useful PRA 'tools' for case study research
เครื่องมือที่ดี:

ขั้นตอนพื้นฐานในการรวบรวมข้อมูล:

กระบวนการรวบรวมข้อมูลมีถึงจะประกอบด้วยขั้นตอนหลักๆ ดังนี้

1. **เตรียมการ** โดยสังเกตุการณ์ข้อมูลที่จำเป็นต้องรวบรวม และจัดเตรียมแหล่งข้อมูลที่เหมาะสมกับหัวข้อที่ต้องการติดตาม

2. ** собираงข้อมูล** โดยการอ่านหนังสือ, บทความการวิจัย, หนังสือที่เกี่ยวข้อง, และคู่มือการเขียน

3. **อภิปรายข้อมูล** โดยการสังเกตุการณ์, ซักถาม, และคัดค้านข้อมูลที่ได้รับ

4. **สรุปข้อมูล** โดยการรวมข้อมูลที่ได้รับมาเป็นคัดกลมข้อมูลที่ชัดเจนและมีความถูกต้อง

โดยมีการจัดทำแผนการศึกษาที่ครอบคลุมถึงข้อมูลที่จำเป็นต้องรวบรวม ซึ่งมีดังนี้:

- ปัจจัยทั่วไปที่เกี่ยวข้องกับการจัดการข้อมูล
- ปัจจัยเฉพาะที่เกี่ยวข้องกับการจัดการข้อมูล
- ปัจจัยที่จำเป็นต้องจัดการข้อมูลในแต่ละวิชา

ผลการศึกษาที่จะเกิดขึ้นจากโครงการรวมข้อมูล:

- ให้เป็นภารกิจในการจัดการข้อมูลที่เข้าใจง่ายและมีประสิทธิภาพ
- ให้เป็นการจัดการข้อมูลที่มีความยืดหยุ่นในการจัดการข้อมูล
- ให้เป็นการจัดการข้อมูลที่ชัดเจนและมีความถูกต้อง

จากข้อมูลที่ได้รับจะส่งผลให้การจัดการข้อมูลมีประสิทธิภาพและมีความซับซ้อน

เพื่อตอบวัตถุประสงค์

- ให้ผู้เรียนได้รับประสบการณ์ในการจัดการข้อมูลที่เข้าใจง่ายและมีประสิทธิภาพ

- ให้ผู้เรียนสามารถจัดการข้อมูลที่มีความยืดหยุ่นในการจัดการข้อมูล

- ให้ผู้เรียนสามารถจัดการข้อมูลที่ชัดเจนและมีความถูกต้อง

เพื่อพัฒนาabilitiesที่ดี:

- ให้ผู้เรียนสามารถใช้ประโยชน์จากข้อมูลที่ได้รับ

- ให้ผู้เรียนสามารถจัดการข้อมูลที่ชัดเจนและมีความถูกต้อง

- ให้ผู้เรียนสามารถใช้ประโยชน์จากข้อมูลที่ได้รับ
**Target Group**

...
Why write a case study?

Why write a case study? What is the purpose of a case study? Can you provide examples of different kinds of case studies?
INTRODUCTION TO 'GOOD' WRITING
Step Two: Taking Field Notes

- You can never take enough notes.
- Know why you are going to the field, and what information you are looking for (generally).
- Organize your fieldnotes accordingly.
វិបត្តិ 6 : ប្រភេទមូលដ្ឋានជម្រើស  
Step Four: Creating a Main Message

អត្ថបទពណ៌អាម្រឹងបានធ្វើក្នុងរយៈពេលបំផុត វិធីប្រភេទសម្រាប់ក្រុមប្រឹត្តិការណ៍ ។ ការប្រវត្តិការជំនាញអនាគត ។

• ប្រយោជន៍អាម្រឹងអាចបំផ្លាញបាន។
• ដំណើរការអាចបំផ្លាញបាន។

ប្រវត្តិការ ដ៏ល្អបានបញ្ចប់នៅពេលដែលសិក្សារ៬ខែនៅថ្ងៃទី ១៥ សុត្រី នៅពេលដែលដំណើរការអាចបំផ្លាញបាន ។ ការធ្វើការសម្រាប់ក្រុមប្រឹត្តិការណ៍ ។

ប្រយោជន៍អាម្រឹងបានធ្វើក្នុងរយៈពេលបំផ្លាញបាន ។

ថ្មីទៅថ្មីអាចបំផ្លាញបាន ។

• ប្រយោជន៍អាម្រឹងអាចបំផ្លាញបាន។
• ដំណើរការអាចបំផ្លាញបាន។

ប្រវត្តិការ ដ៏ល្អបានបញ្ចប់នៅពេលដែលសិក្សារ៬ខែនៅថ្ងៃទី ១៥ សុក្រី នៅពេលដែលដំណើរការអាចបំផ្លាញបាន ។ ការធ្វើការសម្រាប់ក្រុមប្រឹត្តិការណ៍ ។
The community in Fishing Lot # 3 has experienced many changes in fisheries management regimes; however, over time access to the fisheries has become increasingly difficult.

---

**Step Five: Writing an Introduction**

Introduction is very important - a clear introduction makes your paper much easier to read!

Is your introduction clear? Have you given the reader a good idea of what the issue is and what you will analyze in your case study?
ការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់

ដំណើរការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់ដោយប្រើការប្រើប្រាស់


du http://www.vet.unh.edu/...
ដោយសារការសិក្សាក្នុងច្បាប់សិក្សាភាពជាតិនិងជាតិភាគរដ្ឋ ប្រការរឺជាតិកម្មកុមារ ។

លេខ៦ ៣ : ប្រការរឺជាតិកម្មកុមារ

ប្រការរឺជាតិកម្មកុមារ និងជាតិភាគរដ្ឋ ។

Whenever you use someone’s EXACT words, then you need to use a quote them (place their words in “quotations”). Quotations of three or more lines are always indented. For example,

"ប្រការនិងជាតិភាគរដ្ឋ ។ ប្រការរឺជាតិកម្មកុមារ ។ (Wayne Som Sak, 2002)"

ចូល

"ប្រការរឺជាតិកម្មកុមារ ។ (Marchke, 2009)"

ប្រការរឺជាតិកម្មកុមារ ។ ប្រការរឺជាតិភាគរដ្ឋ ។ (Wayne Som Sak, 2002)"

"ប្រការរឺជាតិកម្មកុមារ ។ (Marchke, 2009)"
យ៉ាងណានេះអាចត្រូវបានបម្រើប្រាស់ជាផ្លូវការយើងបានឈានឈឺដោយការប្រារព្យិន៍ប្រការជាតិរបស់យើង។ មានអត្ថប្រមា� Pikmeer៖ Pikmeer ដែលមានការប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។ ប្រការជាតិនេះអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។ ប្រការជាតិនេះអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។ ប្រការជាតិនេះអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។ ប្រការជាតិនេះអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។

Marschke (2001). ការរៀបចំតារារាងវិធីធ្វើឱយប្រការជាតិនេះអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។

ក្នុងការប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍អ្នកប្រការជាតិនេះអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។

- មានអត្ថប្រមាលខ្លាំងមិនអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។
- មានអត្ថប្រមាលខ្លាំងមិនអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។
- មានអត្ថប្រមាលខ្លាំងមិនអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។
- មានអត្ថប្រមាលខ្លាំងមិនអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។
- មានអត្ថប្រមាលខ្លាំងមិនអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។

នេះគឺជាអត្ថប្រមាលខ្លាំងមិនអាចត្រូវបានប្រឈរព្យូរធនធានិយោបល់ទៅក្នុងការអារម្មណ៍។


វិធី 6: សម្រេច កំពង តារារាងវិធីធ្វើឱយប្រការជាតិ
ប្រការិការប្រការបែបប្រកើណ្តោះឬសម័យក្រោមដោយម្របៃទេ ក៏មិនប្រការប្រការបែបប្រកើណ្តោះឬសម័យក្រោម
ដោយម្របៃទេ ក៏មិនប្រការប្រការបែបប្រកើណ្តោះឬសម័យក្រោម
ការបង្កើតក្នុងក្រោម៖

1. ប្រៀបធៀបក្នុងក្រោម៖
2. ប្រៀបធៀបក្នុងក្រោម៖
3. ប្រៀបធៀបក្នុងក្រោម៖
4. ប្រៀបធៀបក្នុងក្រោម៖
5. ប្រៀបធៀបក្នុង៖

ការសរសេរក្នុងក្រោម៖

1. ប្រៀបធៀបក្នុងក្រោម៖
2. ក្នុងក្រោម៖
3. ក្នុងក្រោម៖
4. ក្នុងក្រោម៖
5. ក្នុងក្រោម៖

ព្រៃឈ្មោះ (ការដែល) ត្រូវបានដាក់ពីមន់ C

ព្រៃឈ្មោះ (ការដែល) ត្រូវបានដាក់ពីមន់ C
ប្រវត្តិសាស្ត្រវិទ្យាសាស្ត្រ

ដំបូងនេះវាជាការប្រការរបស់សិស្សដែលបានរៀបចំក្នុងកម្មវិធីប្រជាជនមួយក្នុងវិទ្យាសាស្ត្រ។ វាទទាន់ប្រសិនបើអ្នកចង់ប្រការនេះយ៉ាងដូចក្រោយ ដោយសារប្រយោជន៍ដែលបានahaha

*ប្រវត្តិសាស្ត្រវិទ្យាសាស្ត្រ*

**ទំព័រ 10 : រូបភាពប្រការ**

ដំបូងនេះវាជាការប្រការរបស់សិស្សដែលបានរៀបចំក្នុងកម្មវិធីប្រជាជនមួយក្នុងវិទ្យាសាស្ត្រ។ វាទទាន់ប្រសិនបើអ្នកចង់ប្រការនេះយ៉ាងដូចក្រោយ ដោយសារប្រយោជន៍ដែលបានaha

*ចំនួនប្រការ (Do)*

1. ជុំវិញវិបត្តិនេះដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
2. ការបង្កើតប្រការមួយដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
3. ការបង្កើតសេចក្តីជូនពីរូបភាព
4. ការហៅ័យមួយសេចក្តីជូនពីរូបភាព
5. ជុំវិញវិបត្តិនេះដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
6. ការបង្កើតប្រការមួយដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
7. ការបង្កើតសេចក្តីជូនពីរូបភាព
8. ជុំវិញវិបត្តិនេះដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ

*ទំព័រ 11 : រូបភាពប្រការ**

ដំបូងនេះវាជាការប្រការរបស់សិស្សដែលបានរៀបចំក្នុងកម្មវិធីប្រជាជនមួយក្នុងវិទ្យាសាស្ត្រ។ វាទទាន់ប្រសិនបើអ្នកចង់ប្រការនេះយ៉ាងដូចក្រោយ ដោយសារប្រយោជន៍ដែលបានaha

*ចំនួនប្រការ (Do)*

1. ជុំវិញវិបត្តិនេះដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
2. ការបង្កើតប្រការមួយដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
3. ការបង្កើតសេចក្តីជូនពីរូបភាព
4. ការហៅ័យមួយសេចក្តីជូនពីរូបភាព
5. ជុំវិញវិបត្តិនេះដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
6. ការបង្កើតប្រការមួយដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
7. ការបង្កើតសេចក្តីជូនពីរូបភាព
8. ជុំវិញវិបត្តិនេះដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ

*ទំព័រ 12 : រូបភាពប្រការ**

ដំបូងនេះវាជាការប្រការរបស់សិស្សដែលបានរៀបចំក្នុងកម្មវិធីប្រជាជនមួយក្នុងវិទ្យាសាស្ត្រ។ វាទទាន់ប្រសិនបើអ្នកចង់ប្រការនេះយ៉ាងដូចក្រោយ ដោយសារប្រយោជន៍ដែលបានaha

*ចំនួនប្រការ (Do)*

1. ជុំវិញវិបត្តិនេះដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
2. ការបង្កើតប្រការមួយដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
3. ការបង្កើតសេចក្តីជូនពីរូបភាព
4. ការហៅ័យមួយសេចក្តីជូនពីរូបភាព
5. ជុំវិញវិបត្តិនេះដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
6. ការបង្កើតប្រការមួយដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
7. ការបង្កើតសេចក្តីជូនពីរូបភាព
8. ជុំវិញវិបត្តិនេះដ៏មានប្រយោជន៍ដែលបានរៀបចំក្នុងការប្រការ
ដែលពីរអត្ថបទមកពីការងារក្នុងការអនុវត្តប្រយោគសិទ្ធិខាងក្រោម

១- សម្រួលចង្កេតចង្កេតក្នុងការប្រកបដោយការពារជាតិក្នុងការប្រកបដោយ ឬជាតិក្នុងការប្រកបដោយពីរការ

២- ជាតិក្នុងការប្រកបដោយការពារជាតិក្នុងការប្រកបដោយពីរការ និយមន៍របស់ជាតិក្នុងការប្រកបដោយពីរការ

៣- ជាតិក្នុងការប្រកបដោយការពារជាតិក្នុងការប្រកបដោយពីរការ

៤- ជាតិក្នុងការប្រកបដោយការពារជាតិក្នុងការប្រកបដោយពីរការ

៥- ក្នុងការប្រកបដោយការពារជាតិក្នុងការប្រកបដោយពីរការ មួយប្រកបដោយការពារជាតិក្នុងការប្រកបដោយពីរការ

៦- ជាតិក្នុងការប្រកបដោយការពារជាតិក្នុងការប្រកបដោយពីរការ មួយប្រកបដោយការពារជាតិក្នុងការប្រកបដោយពីរការ
ក្តីការណ៍ ១០០០០ឆ្នាំ ចេញពីប្រការព័ត៌មានអំពីមួយការសង្គ្រាម

ការសង្គ្រាមអង្ករ-លាការបានកើតឡើងក្នុងឆ្នាំ១៩១៤។ ការសង្គ្រាមនេះបានបញ្ហានៅត្រូវការស្រាវជ្រាវនៅក្នុងប្រទេសក្រុងឡុងដៃ។ ក្រុមសមាសនារបស់មួយការសង្គ្រាមបានបញ្ហានៅក្នុងការសរសេរការសង្គ្រាម។

លើកទីប្រការ

ការសង្គ្រាមអង្ករ-លាការបានបញ្ហានៅត្រូវការស្រាវជ្រាវនៅក្នុងប្រទេសក្រុងឡុងដៃ។ ក្រុមសមាសនារបស់មួយការសង្គ្រាមបានបញ្ហានៅក្នុងការសរសេរការសង្គ្រាម។

ងារបញ្ហានៅត្រូវការស្រាវជ្រាវនៅក្នុងប្រទេសក្រុងឡុងដៃ។

ការសរសេរការសង្គ្រាម។
មានទីតំណែងពីរប្រភេទបំផុតបំផុតរបស់រឿងនេះជាប់ទិន្នន័យផ្សេងៗទៀត។ ក្នុងការបង្កើតរឿងនេះមានអត្ថប្រយោជន៍ចំពោះអ្នកប្រឈមខ្លះតាមតម្លៃការសម្រាប់អត្ថប្រយោជន៍នេះនៅក្នុងការធ្វើរឿង។ ប្រឈមខ្លះនៅក្នុងការបង្កើតរឿងមានប្រយោជន៍ច្បាប់បំផុតជាច្រើនដែលប្រឈមខ្លះត្រូវបានប្រឈមខ្លះដោយអ្នកប្រឈមខ្លះ។
Glossary of Terms

NTFPs - Non-timber Forest Products, usually groups of individuals, within a larger community, that share a common interest, perspective, worldview or background.

PRA - Participatory Rural Appraisal

CBNRM - Community Based Natural Resource Management

Rural Community - A group of individuals, within a larger community, that share a common interest, perspective, worldview or background.
Family Portrait

⇒ Family Portrait is a category of photography that focuses on capturing images of a family as a group. It is often used to depict the bonds and relationships within a family unit. The term "photography" refers to the process of capturing images using light-sensitive materials.

⇒ The sense of humor is a fundamental aspect of human communication, enabling individuals to express joy, wit, and creativity. It plays a significant role in social interactions, fostering connections and fostering a positive atmosphere among people.

1. Physical characteristics: Family portraits typically showcase the physical attributes of family members, such as their features, attire, and postures.

2. Emotional expression: Capturing the emotional states of family members is essential, as it reflects their feelings and connections. This aspect is critical in conveying the essence of family bonds.

3. Cultural significance: Family portraits hold cultural significance, serving as a means to preserve and celebrate family heritage and traditions.

4. Personal significance: Each family portrait holds personal significance, reflecting the unique dynamics and experiences within a family unit.

5. Community connection: Family portraits can also serve as a means to foster community connections, bringing families together and promoting a sense of belonging.

6. Artistic expression: Family portraits often encompass artistic elements, such as composition, lighting, and post-processing techniques, which contribute to their aesthetic value.

7. Modern applications: In the digital age, family portraits are often shared on social media platforms, allowing for broader visibility and connection with distant family members.

8. Ethical considerations: When capturing family portraits, it is essential to respect privacy and consent, ensuring that the images are used ethically and with the family's permission.

In conclusion, family portraits play a vital role in capturing and preserving the essence of family relationships, serving as a medium for expression, connection, and celebration.
**Historical Transect**

Historical Transects are pictorial representations of resources in an area over time. It can be used to show trends in both bio-physical and socio-cultural conditions using variables such as land use, aquatic or animal diversity, vegetation, income, health, education and population. Historical Transects help establish correlations between various parameters over time e.g. the relationship between fish catch decline and the incidence of poor health.

What you need:

- colored pens, flip chart paper.

**Approach:**

1. Think of what you would like to compare over time, or brainstorm with a group about what should be compared i.e. population, # of trees, # of fish, income;
2. Have the group(s) divide the flip chart paper into rows and columns. Write the variables at the top of the first row. Write the date or seasons along the first column.
3. Using symbols (trees, money, fish etc), have the participants draw the trends of the variables focusing on the quantity of the variable;
4. Clarify pictorial representations i.e. what does the size of a tree mean?
5. Ask the groups to think about reasons for the trend. This is an excellent time to hold a group discussion!

**AN EXAMPLE OF A HISTORICAL TRANSECT:** population, money, aquatic life, mangroves and charcoal were compared between 1970 and 1998.

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Money</th>
<th>Aquatic Life</th>
<th>Mangroves</th>
<th>Charcoal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1970</strong></td>
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<td><strong>1975</strong></td>
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<td><strong>1998</strong></td>
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</tbody>
</table>

30/09/98 ~ Historical Resource Transect of Toul Kaki Village
Historical Story Telling

⇒ Historical Story Telling is personal stories that share details about past events and conditions. These stories are first-hand knowledge of individuals who were participants or witnesses to events. This is one way to document the oral history of a community and helps to examine the impact of major historical events on the life of local individuals. This tool is excellent for transferring history, stories, folklore information and lessons of specific events from generation to generation. Explore Elders knowledge about their relationship with the environment and changes over time!

What you need:
⇒ pen and paper.

Approach:
1. Think about who you want to talk to and have a general idea about what you would like to learn about. Elders or people who have lived in the community for a long time are excellent to do oral histories with. Talk to the village headperson about who has lived in the community, but also talk to other people to get a sense of who else you should be talking to!
2. Begin your Historical Story with easy questions that people like to answer i.e. how long have you lived here, where were you born and then lead into your topic. Make sure people feel comfortable to share their story, and once they begin sharing try to get people to tell their story in somewhat of a chronological order.

AN EXAMPLE OF AN ORAL HISTORY: An oral history generates information that can be placed into a family history.

<table>
<thead>
<tr>
<th>Year</th>
<th>Family History</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>Pao joins the army in Kampong Cham.</td>
</tr>
<tr>
<td>1968</td>
<td>Pao comes with the army to work on Koh Kong Island.</td>
</tr>
<tr>
<td>1990</td>
<td>Pao stops working for the army and begins working as an administrator in Koh Kapic commune; begins fishing in his free time.</td>
</tr>
<tr>
<td>UNTAC</td>
<td>Pao begins to fishing for a livelihood.</td>
</tr>
<tr>
<td>1995</td>
<td>Pao and Onn marry; Onn leaves her job as a butcher at the Olympic Market in Phnom Penh to live in Koh Kapic.</td>
</tr>
<tr>
<td>1996</td>
<td>Pao becomes Chief of Koh Kapic.</td>
</tr>
<tr>
<td>1998</td>
<td>The family continues to fish.</td>
</tr>
</tbody>
</table>
APPENDIX B: PARTICIPATION IN CASE STUDY RESEARCH

"Research begins with the conscious asking of questions (Wadsworth, 1984)."

In participatory research, we emphasize:
- Local knowledge;
- Local priorities;
- Findings are used to address local problems and needs;
- Information is not taken away from the community.

WHAT ARE SOME KEY QUESTIONS TO CONSIDER BEFORE BEGINNING CASE STUDY WRITING RESEARCH WITHIN A COMMUNITY?

WHY?
Why am I doing this research?

WHAT?
What do we really want to find out?
What is the real problem?
What are the specific research questions?

FOR WHOM?
For whom is this research?
Who will the research benefit?
Who will use the research findings?
Who will be influenced by the research findings?
Who will participate in the research?
How will they participate?

WHAT type of information do we want to emphasize in a case study?
- Local priorities; Local needs; Local knowledge; Local solutions; Participation.

PARTICIPATION IN RESEARCH
Who in a community participates in your research? Remember, local people includes:
- Farmers, fishers, men, women, youth, the elderly, middle class, poor, marginalized, local authorities, different governmental levels, academics and scientists.

How can local people participate in your research?
- Helping to identify the focus of your research i.e. what would they like researched;
- Planning and designing the research;
- Providing background information;
- Being part of your research team;
- Helping to facilitate and collect information;
- Attending meetings about the research;
- Etc.

ROLES OF A RESEARCHER

COUNSELOR - guides and supports people in understanding their problems so they can make decisions and act on them.

FACILITATOR - guides people to function effectively as a group, to have access to data and knowledge, resources, and to develop linkages and support.

RESEARCHER - collects data on the problems, current situation as a basis for decisions and actions.

MOTIVATOR - encourages people to analyze their attitude over a specific problem.

DOCUMENTOR - records and analyzes the data gathered about the community and their problems.
CBNRM takes place all across Cambodia!!! Good research, facilitation and active participation helps to ensure that CBNRM work is successful!
APPENDIX C: PARAGRAPH CONSTRUCTION

TOPIC SENTENCE
A well-structured paragraph usually begins with a TOPIC SENTENCE. The topic sentence tells the reader a) what the subject of the paragraph is and b) what aspect of the subject is to be discussed (the ‘controlling idea’). The paragraph should not include comments on anything else.

Underline the subject and box the controlling idea in these sentences.

1. Hunting seems to be the immediate threat to wildlife in this area.
2. Surveys were usually carried out on foot during the day.
3. One of the significant effects of the civil war in Cambodia was the devastation of forests and wildlife.

THE BODY OF THE PARAGRAPH
After the topic sentence, you should present the SUPPORTING IDEAS. These tell you more about the topic, but relate only to the controlling idea.

Which of these sentences probably follows which topic sentence? Choose 1 sentence for each topic only.

- a) The results can therefore not be seen as representative.
- b) In many areas anarchic logging practices resulted in massive habitat loss.
- c) Although there is a Prime Minister’s decree that bans the hunting and trade in wildlife, it is not sufficiently enforced.
- d) Only a few surveys have been carried out in the northeast.
- e) This involved the patrolling of the main logging road, skidder tracks and trails.

It is very important not to include information that is not relevant to the paragraph as defined by the topic sentence.

In these two paragraphs, which sentences should not be included?

1. Wildlife hunting and trade would significantly reduce if demand was removed. Hence law enforcement activities should focus on restaurants, markets and international border crossings. You can get a very nice meal of leopard with onions in the restaurant in Kompong Speu. Penalties should be severe and part of the fines (as incentives) should go to the individual/individuals involved in bringing the offenders to justice. The percentage should be high enough to prevent enforcement officers from receiving bribes from offenders.

2. Abandoned or active campsites encountered were investigated for any remains of wildlife consumed. Specimens such as skulls, horns and plaster casts were also collected as future reference material. Such items also serve as important museum pieces and conservation awareness materials. If a tiger is stuffed and mounted in a glass case it looks very lifelike. Besides recording information on wildlife, observations on human activities and impacts in the forested areas were also made, and similarly recorded onto data sheets.

CONCLUSION
The concluding sentence(s) may

1. refer back to the beginning of the paragraph to remind the reader of the topic (especially if the paragraph was a long one),
2. present a summary of the points made,
3. lead on to the next paragraph,
4. simply round off and conclude the paragraph.

What type of conclusions are these sentences? (Match a, b, c and d to 1, 2, 3 and 4)

5 This paragraph construction exercise was provided by Rosie Ounsted, English Language Teacher.
a) Taking all these factors into consideration, it is clear that much progress remains to be made in controlling anarchic logging.

b) However there are many other points to be considered when discussing wildlife trade in Cambodia.

c) A list of current logging concessions is given in Appendix 1.

d) Thus it is clear that the villagers' claims, that wildlife was hunted for domestic use only, cannot be believed.

Note that not all paragraphs have concluding sentences. Very long paragraphs should be broken up into smaller sections; the sections do not then need their own topic sentences but the last of the sections ought to have a good concluding sentence to make it clear that everything relating to that controlling idea has now been presented.