

Being the only participant who is not from the Faculty of Engineering, I was not too sure if I could handle the tasks well at the beginning. Although I am a surveying student, the curriculum has nothing to do with land surveying which can be applied to the work in this trip. I am so grateful to all my fellow participants who supported and encouraged me. We got along well and the trip was full of joy and harmony.

I was assigned in the questionnaire and interviewing team. I understood that this was a very important role as what we received from the interviewees would directly affect how we were going to plan the project. We planned the agenda ahead of the arrival to the school and decided to interview the teachers and students class by class during their lesson time. Out of our expectation, the students were either having their exams or dismissed to the playground and dormitory. With our coordination and good team work, we were able to adjust our schedule and successfully got all essential information and responses from the interviewees. It was especially honoured to conduct interviews with the school principal and one of the leaders of the county. Nevertheless, what I was the most impressed was neither the interviewing experience nor spending time with the lovely little pupils, but during the meetings held at night. Since our team got the first hand information about the school, we had to present our findings to others precisely and concisely. Together, we spotted out contradictions and constraints between the requests from the school and the availability of land. We also had intense discussion and came up with comprehensive ideas. I could feel that everyone was so passionate and energetic to help change the poor condition of the school and to provide the best to the teachers and students. I feel so lucky to have joined Project Mingde and to participate in this meaningful project.