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United Nations  
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Cultural Organization

# CAMBODIA - UNESCO COUNTRY PROGRAMMING DOCUMENT 2009 - 2010





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Educational, Scientific and  
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## ABBREVIATIONS

<b>APSARA</b>	Authority for the Protection and Management of Angkor and the Region of Siem Reap
<b>CAMNAC</b>	The Cambodian National Commission for UNESCO
<b>CCI</b>	Cambodian Communication Institute
<b>CLC</b>	Community Learning Center
<b>ECCE</b>	Early Childhood Care and Education
<b>EFA</b>	Education For All
<b>IEC</b>	Information, Education and Communication
<b>ESD</b>	Education for Sustainable Development
<b>ESWG</b>	Education Sector Working Group
<b>FTI</b>	Fast Track Initiative
<b>ICC</b>	International Coordinating Committee
<b>ICT</b>	Information and Communication Technologies
<b>MSM</b>	Men who have Sex with Men
<b>MYIFF</b>	Multi-Year Indicative Financing Framework
<b>NMSMTWG</b>	National MSM Secretariat Technical Working Group
<b>NPRSP</b>	National Poverty Reduction Strategic Plan
<b>UNDAF</b>	UN Development Assistance Framework
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children’s Fund
<b>NSDP</b>	National Strategic Development Plan
<b>TVET</b>	Technical and Vocational Education and Training

## PREFACE

It is my pleasure and honour to express my high consideration over UNESCO's determination and close cooperation with the Royal Government, to ensure the achievement of two major objectives for the Kingdom of Cambodia, sustainable development and poverty alleviation which will lead this country out of the rut of underdevelopment.

As Chairman of the Cambodian National Commission for UNESCO (NATCOM), and also in the name of the APSARA Authority, which is responsible for the management, the promotion and the exploration of the Khmer cultural heritage; I would like to take this opportunity to kindly reiterate my most sincerely profound thanks to the UNESCO Office in Phnom Penh for having made numerous efforts towards the nomination of tangible and intangible cultural assets into World heritage, namely Angkor Wat Temple, Preah Vihear Temple, Royal Ballet and Sbek Thom.

Since its creation in 1997, the NATCOM has been responsible for structuring within the country the multi-faced contacts that UNESCO keeps with civil society and the national authorities. On the other hand, the creation of APSARA also responds to the request of the World Heritage Committee, which in December of 1995 confirmed Angkor's permanent inscription on the World Heritage List. Angkor, as the symbol of the great Khmer Civilization, is the milestone to promote and ensure balanced and sustainable development, thanks to the income generated by tourism (over 2 million people last year).

For the past two decades, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has spearheaded an international effort to rescue the astonishing Khmer monuments of Cambodia from the ravages of time, the disastrous impact of a genocidal war, massive looting and long neglect. Thanks to international contributions from Japan, China, France, Germany, Hungary, India, Poland, Indonesia, Italy, Switzerland and the World Monuments Fund in the United States, dozens of temples, including the ancient buildings of Angkor and their myriad statues and carvings, Bayon Temple, Ta Prum Temple, Chao Say Temple, Beung Mealea Temple have been saved.

In November 2003, Mr Koïchiro Matsuura, Director General of UNESCO, had proclaimed the Royal Ballet of Cambodia a masterpiece of oral and intangible heritage. Following the inscription of the Historic Site of Angkor, as a World Heritage Site, Khmer classical dance is now also part of the heritage of humanity. This event is a milestone in the action to safeguard and promote Khmer classical dance and Cambodian intangible heritage. Furthermore, "Sbek Thom", a form of large shadow puppetry, was then inscribed as another world heritage in November 2005.

What has been learned in this decade, and is still being learned, could serve as a model for the rehabilitation of other ancient sites in post-conflict situations - such as Bamiyan in Afghanistan or the Mesopotamian legacy in Iraq - that have suffered from neglect, wanton destruction and the devastation of war.

Apart from UNESCO's contribution to Cambodia's cultural conservation and development, I could not withhold myself to mention the monitoring and implementation of several projects under the UNESCO's programmes. Those projects are directly executed by different ministries and government agencies, such as the Ministry of Education, Youth and Sport, the Ministry of Culture and Fine Arts, the Ministry of Environment, and the APSARA Authority. Last but not least is UNESCO's active contribution to the development of policies and legal frameworks as well as its active participation in the organization of various conferences, seminars and workshops in various fields of competence of this Organization.

The contents of this UCPD show and share with the world, the efforts, policies and programmes set up by the UNESCO Office in Phnom Penh and the Cambodian Royal Government together with their partners, for the interest of my countrymen in the areas of education, culture, the sciences and communication as defined by this Organization's mandate.



His Excellency Sok An  
Deputy Prime Minister and Minister in charge of the Council of Ministers,  
Chairman of the Cambodian National Commission for UNESCO and  
Chairman of the APSARA Authority

## FOREWORD

I am pleased to introduce herewith the UNESCO Country Programming Document for Cambodia which highlights the UNESCO's contribution to Cambodia's development efforts in a comprehensive manner, giving a succinct overview of all present and past UNESCO activities in Cambodia, ongoing cooperation with the Royal Government of Cambodia (RGC), other UN-partners and international donors.

Over the years, Cambodians have displayed tremendous resilience to overcome the almost total destruction of social and economic institutions and manpower caused by the struggle suffered under Pol Pot's regime, achieving a stable growth and gaining confidence to look to their future with optimism and hope.

UNESCO guided by three fundamental principles, Universality, Diversity and Dignity; is contributing to this progress together with other external partners, the Royal Government and Ministries, with financial and technical support in the fields of education, culture, natural, social and human sciences and communication and information.

In 2006, the RGC approved the National Strategic Development Plan (NSDP 2006-2010) which synthesizes various policy documents (Cambodia Millennium Development Goals CMDGs, National Poverty Reduction Strategy) and the exhaustive consultation rounds which were held among all stakeholders. It provides the framework for growth, employment, equity and efficiency to reach the CMDGs.

In the field of education, the Ministry of Education, Youth and Sport (MoEYS) is undertaking an important reform adopting the Education Strategic Plan (ESP) and the Education Sector Support Program (ESSP) which sets out annual institutional and organizational reform priorities enabling the MoEYS, together with the Development Partners to conduct continuous assessment and adjustment of reform policies, strategies and programs.

UNESCO serves as Deputy-Chair of the Education Sector Working Group (ESWG) in donor coordination for supporting basic education programmes in Cambodia.

The ESWG provides technical assistance to the Ministry of Education, Youth and Sport (MoEYS), identifying strategies and resources to help achieve the Education for All (EFA) and Millennium Development Goals (MDG).

In the field of Culture, the capacity of the RGC for the protection, preservation and development of the country's cultural heritage remains limited due to a lack of sufficient financial and human resources. Therefore, UNESCO's activities are focused on strengthening the national authorities in their ability to safeguard and promote the country's national heritage, both tangible and intangible, paying special attention to the involvement and improvement of the conditions of local communities living within monumental complexes around the country, supporting local artists and raising awareness among the youth on the importance of heritage preservation.

In addition to continued programs in the fields of sciences and press freedom, UNESCO has a wide and close collaboration with the Ministry of Information (MoI), the local and international NGOs working in Cambodia and the other UN agencies in supporting Cambodia's media sector development. They collaborate for the evolution of the sector's human skills, policy, and standard formulation.

I would like to close this foreword by expressing my sincere thanks to all who have contributed to the successful development of all actions and programs described in this Country Programming Document by means of direct collaboration, providing support for their consolidation or result dissemination.

UNESCO office in Phnom Penh also gratefully acknowledges the continuous support from the Royal Government of Cambodia as a cornerstone for further sustainable progress of the country and its people and we commit ourselves with joint efforts to further collaboration to address the challenges and opportunities of the upcoming years.



Teruo Jinnai  
UNESCO Representative in Cambodia



## INTRODUCTION

In alignment with the UN reform aimed coherence, efficiency and enhanced high-quality delivery efficiency and effectiveness at country level, and avoiding fragmentation, duplication and competition among UN Sister agencies, UNESCO is adopting a new strategic programming country-based approach.

The Cambodia UNESCO Country Programming Document, UCPD captures all of UNESCO's activities in Cambodia, in coherence with the country's priorities (see annex 1) and the UNDAF 2006-2010 and as per the on-going process with the context of the "Delivery as one" initiative.

This document provides:

- an overview of pertinent developments relevant to UNESCO's areas of competence (situation analysis);
- a succinct results-based status description of all ongoing and recent past UNESCO activities and highlight UNESCO contributions to existing country programming documents (such as CCA/UNDAF)
- a description of the ongoing cooperation with other United Nations partners and external donors.

The present document was prepared based on the analysis of Cambodia's priorities and strategies described in the NSDP (National Strategy Development Plan) and other relevant documents.

In view of the Royal Government decision to extend the NSDP until year 2013, the present UCPD will be revised and adjusted to safeguard coherence and alignment with the country's priorities.

Above all that, this document is by no means perfect and we apologize beforehand for any mistake or misinformation that we might have not being able to obviate thorough its conception.



## PART 1: SITUATION ANALYSIS

### 1.1 Cambodia country profile

Cambodia has a land area of 181,035 square kilometres in the south-western part of the Indochina peninsula, lying completely within the tropics and sharing international borders with Thailand and the Lao People's Democratic Republic on the West and the North, and the Social Republic of Viet Nam on the East and the Southeast. The country is bounded on the Southeast by the Gulf of Thailand. The country capital city is Phnom Penh.

Between 1970 and 1991, Cambodia lived under a chronic continuous war. From 1975 to 1979 the Pol Pot regime resulted in the death of between 1.5 million to 3 million people.

It is admitted that large sections of the population suffered from a lack of opportunities, vulnerability, low capacities and social exclusion which led the country to an almost total destruction of social and economic institutions and decimation of manpower.

The isolation and war were resolved in 1991 and an election was held in 1993 under the assistance of the United Nations Transitional Authority in Cambodia (UNTAC). Since the conflict ended and after years of isolation Cambodia has made great efforts to overcome the rut of underdevelopment and undoubted progress has been made on all fronts (NSDP 2006-2010, extended until 2013) namely:

- Restoration of, and vast improvements in, internal peace and security;
- Democracy taking roots, both at the national and sub-national levels;
- Major advances in rule of law and improvements in maintenance of law and social order;
- Vast enhancement in personal freedoms and freedom of expression;
- Spectacular and steady macro-economic growth;
- Better and steadily improving fiscal discipline and management;
- Accelerating integration of Cambodia with the region and the rest of the world;
- Sharp and noteworthy reduction in poverty levels.

Measurable improvements are registered in various social indicators such as:

- Expansion of primary education;
- Reduction in mortality rates for both infants and under five year olds;
- Significant reduction in communicable diseases;
- Improved urban access to safe water, and rural access to sanitation.

Despite all these major achievements, Cambodia ranks among the least developed countries in the world, holding position number 136<sup>th</sup> out of 179 countries in the Human Development Index (HDI).<sup>1</sup>

<sup>1</sup> UNDP, Human Development Report 2007-2008

Inequality appears to be increasing, especially between urban and rural areas, and those being left behind lack access to social services and often do not have a voice in the decisions that affect their lives. This is particularly true for minority indigenous groups and women. Unequal access to education and a lack of opportunities for women, high rates of child mortality, preventable diseases and inadequate provision for maternal health are features of everyday poverty.<sup>2</sup>

The prolonged conflict in Cambodia severely weakened the country's existing social capital, mainly through the dissolution of trust brought about by the social fragmentation imposed during the Lon Nol and Khmer Rouge regimes.

Although primary-group relationships of a familial nature somehow survived through the conflict except during the Khmer Rouge rule, bridging social capital is only starting to emerge, primarily in response to market forces. The absence of an adequate social fabric—and therefore of the basic informal networks which could help households manage shocks—contributes to and heightens vulnerabilities. The integration of strong horizontal and vertical social capital to shape a cohesive society remains a challenge to Cambodia in the coming years.<sup>3</sup>

Age Group	Age Group Size	Main Risk	Key Issues
Infants and Early Childhood (0-4 years)	11.1% of population (1.4 million)	Stunted child development	<ul style="list-style-type: none"> <li>High under-five mortality rate – 140 per 1,000 live births (2003)</li> <li>Chronic malnutrition – 45% of children moderately stunted 21% severely stunted</li> </ul>
Primary School Age (5-14 years)	27.5% of population (3.5 million)	Low human capital development (poor education quality); child labor	<ul style="list-style-type: none"> <li>Pulling children out of school – common coping mechanism</li> <li>45% of children ages 5-14 working (2001)</li> <li>Street children –roughly 20,000 living/working in Phnom Penh</li> <li>Growing numbers of AIDS orphans</li> </ul>
Adolescents and Young Adults (15-24 yrs)	21.8% of population (2.8 million)	Low human capital development; Unemployment inactivity	<ul style="list-style-type: none"> <li>Low secondary school enrolment, especially among females</li> <li>Large number of new workforce entrants with insufficient employment opportunities</li> <li>Concerns over future of garment workers (230,000 individuals)</li> </ul>
Adults (25-64 years)	35.8% of population (4.9 million)	Low income (unemployment, underemployment)	<ul style="list-style-type: none"> <li>High rates of migration for work</li> <li>Significant and rising degree of underemployment</li> </ul>
Elderly (65 years and over)	3.9% of population (0.5 million)	Low income, chronic diseases	<ul style="list-style-type: none"> <li>Life expectancy – 57 years (2003)</li> <li>High dependency ratio (large population of children and adolescents)</li> </ul>

Sources: NIS, Cambodia Inter-Censal Population Survey 2004; UNICEF, State of the World's Children 2005; NIS, Report on Cambodia Child Labor Survey 2001; Demographic and Health Survey 2000

<sup>2</sup> UNDP, Cambodia Annual Report 2007

<sup>3</sup> Survey conducted by Social Services of Cambodia in 2000 as part of a World Bank study on conflict and social capital

SOCIO-ECONOMIC INDICATORS (2005)	
GDP per capita (USD)	591
GDP growth rate, of which:	7%
• agriculture	14.2%
• industry	20.9%
• tourism	5.1%
Inflation rate	6.2%
Total Population (2008)	13,388,910
Urban Population	19.5%
Life expectancy (years)	Male: 57, Female: 64
People living below poverty line	19.7 %
Literacy rate (25-44, men/women))	78.2% / 60%
HIV/AIDS prevalence	1.9%
Maternal mortality (100.000 live births) (Estimated 2010)	243
Access to sanitation (urban pop.)	55%

Source: UNDP, Cambodia 2007 annual Report, NSDP 2006-2010

In response to this context, the Royal Government of Cambodia (RGC) developed the “Rectangular Strategy” (see Annex 1) as a tool to implement its political platform and to meet the Cambodia Millennium Development Goals (CMDGs). The Rectangular Strategy articulates four key operational priorities:

- 1) Improved agricultural investment,
- 2) Continued rehabilitation and construction of physical infrastructure,
- 3) Private sector growth and employment development and;
- 4) Capacity building and human resource development.

Good governance forms the centre of the strategy as the single most important prerequisite to sustainable development.

Following the Paris Peace Accord in October 1991, the donor community convened the Ministerial Conference on the Rehabilitation and Reconstruction of Cambodia (MCRRC), under the co-chairmanship of Japan and UNDP, on 21-22 June 1992 in Tokyo. The meeting established the International Committee for the Rehabilitation of Cambodia (ICORC) that was to meet regularly for this purpose. After three ICORC meetings, the Consultative Group (CG) mechanism chaired by the World Bank was adopted from 1996 with alternate meetings held in Tokyo and Paris.

CG meetings are widely viewed as an important and useful forum for high-level government-donor discussions regarding Cambodia’s socio-economic development.

RGC has decided to transform the current CG meeting into the Cambodia Development Cooperation Forum (CDCF) starting from 2007. In the context of the NSDP, which was finalised in early 2006, the CDCF will provide government, donors and civil society with an opportunity for dialogue on public policy processes and the associated government financing framework in the same effective manner as CG meetings.

The CDCF represents a new phase in the chain of evolution of the participatory mechanisms for Cambodia's development. CDCF's role will continue in substance what was achieved by CG so far. It is an important and overarching forum for a higher level (than GDCC) government- donor discussions regarding Cambodia's socio-economic development from a more broad, deep and longer range perspective, both past and the future (See Annex 2 Working mechanism with the Royal Government of Cambodia, Kingdom of Cambodia).

The RGC and donors are committed to working together to implement the Government's Rectangular Strategy and achieve the goals set out in the NPRS and CMDGs. To promote joint efforts, 17 government-donor Technical Working Groups (TWGs) have been established for key sector and thematic areas. The TWGs will serve as the mechanisms for ongoing dialogue, coordination, issue identification, operational planning and resource mobilization. Each of the TWGs has developed action plans and monitoring indicators for joint work over the next year.

The lead implementing agency will be the Government chair of the relevant TWG and the indicators will be monitored jointly by the relevant TWG.

The Joint Monitoring Indicators related to the National Strategic Development Plan , Social Sector Priorities to be implemented in the period between the 2<sup>nd</sup> and the 3<sup>rd</sup> meeting of the CDCF are:

<p><b>Increase promotion rate of students in primary education from 78.6% in School Year (SY) 2006-07 to 84% in SY 2008/09</b></p>	<ol style="list-style-type: none"> <li>1. Reducing the percentage of incomplete schools from 21% in SY 2007/08 to 18% in SY 2008/09 and deploying 95% of newly trained teachers to under-staffed schools and in remote areas.</li> <li>2. Revising grade promotion regulation and ensuring implementation of the regulations in education programs supported by development partners.</li> </ol>	MOEYs	TWG-Education
<p><b>Enhanced national response to HIV/AIDS epidemic</b></p>	<p>Increase the percentage of HIV-positive pregnant women who received anti-retrovirals from 30% to 40% by 2009 to reduce the risk of mother-to-child transmission</p>	National AIDS Authority	TWG-HIV/AIDS

RGC's and development partner's efforts are ensuring peace and security, rebuilding institutions, establishing a stable macroeconomic environment, and putting in place a liberal investment regime. Gross domestic product (GDP) growth has been robust at nearly 9% over the last 10 years. Nonetheless, much remains to be done, with poverty incidence still high at 34.7%. Recent economic growth—mostly focused on garments and tourism—is urban-focused, with limited linkage to the rural economy, where 91% of the poor live. This has led to a rapid increase in inequality over the past decade. There is a pressing need to diversify the economy to enable the rural poor to contribute to, and benefit from, economic growth. Achieving the Millennium Development Goals (MDGs) related to human development will also remain a challenge. The Government has drawn up a comprehensive reform agenda aimed at achieving the MDGs, which is embedded in its National Strategic Development Plan (NSDP) 2006–2010.<sup>4</sup>

## 1.2 Development Issues

While there has been significant progress over the last decade in implementing pro-poor policies and reforms aimed at strengthening democracy, rule of law and good governance, the most formidable development challenge faced by the Royal Government of Cambodia (RGC) today is to meet the targets set under the CMDGs.

### Box 1: Cambodia Millennium Development Goals

1. Eradicate extreme poverty and hunger;
2. Achieve universal nine-year basic education;
3. Promote gender equality and women's empowerment;
4. Reduce child mortality;
5. Improve maternal health;
6. Combat HIV/AIDS, malaria and other diseases;
7. Ensure environmental sustainability;
8. De-mining, unexploded ordnance and victim assistance

The Cambodia Millennium Development Goals (CMDGs) are 8 goals, 25 overall targets, and 106 specific targets. (See Box 1 and related graphs)

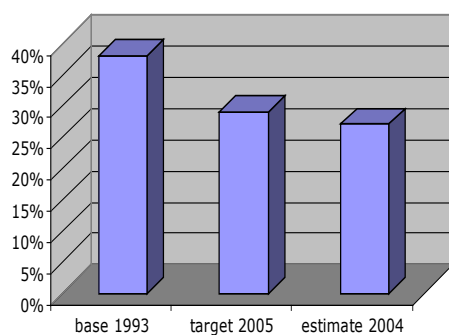
The picture is mixed, showing limited achievements and critical deficits in the case of many CMDGs. Although Cambodia is on track to achieve at least 23 of the 59 CMDG targets for which information is available, it is not on track in case of many critical areas relating to food security, poverty reduction, education and sustainable social and economic development. Cambodia will not be able to achieve the CMDGs by 2015 unless its national efforts are strengthened and reinforced through global support. Worse, Cambodia would then fall further behind other developing countries in Asia and the Pacific, thereby widening social and economic disparities in the region. Therefore it is important to work out customized support to address Cambodia's challenges, keeping in view its diverse needs. A needs assessment that costs the resources necessary to attain the CMDGs as against resources available (both internal and external) that can be mobilized would be most useful in this regard. With the RGC's commitment to the principles of social justice, human welfare and empowerment, one of its important agendas has been to internalize the CMDGs within the government and broader civil society. Cambodia is striving to develop a broader constituency for the CMDGs seeking to realize the goals through knowledge-sharing, awareness-raising and information-based partnership building with all stakeholders<sup>5</sup>.

<sup>4</sup> ADB Feact Sheet 2008

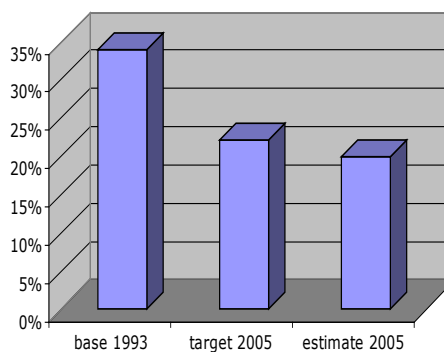
<sup>5</sup> Cambodia Millenium Development Goals

## Progress towards selected CMDG

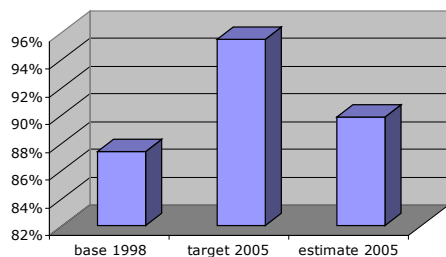
**Target 1.1 Percentage of people below national poverty line**



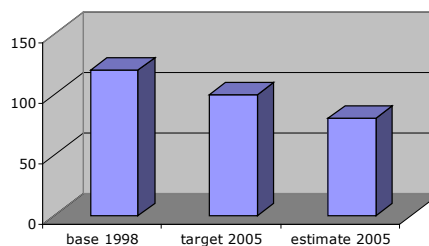
**Target 2.4 Proportion of 6-14 year olds out of school**



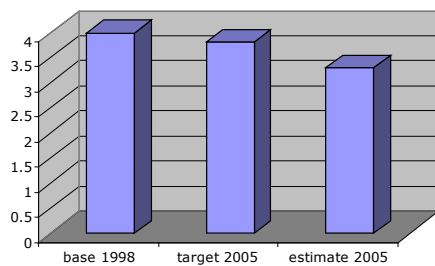
**Target 3.2 Ration of literacy rates females to males aged 15-24**



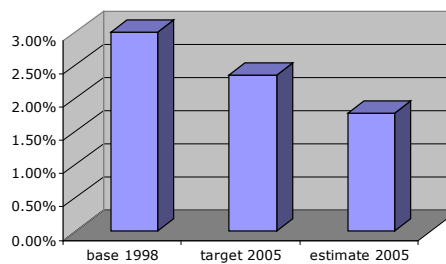
**Target 4.1 Under-five mortality rate per 1,000 live births**



**Target 5.2 Total fertility rate**



**Target 6.1 HIV prevalence amongst people aged 15-49**





## Summary of Major Achievements and Critical Shortfalls in CMDG Targets

ACHIEVEMENTS	SHORTFALLS
Significant improvements in poverty rates in urban and more accessible rural areas	High rural poverty rates
Expansion of primary education to more children	Failure to increase net enrolments at higher levels and achieve high survival rates at all levels of education
Significant reduction in mortality rates	Limited progress in achieving the goals of universal 9 year basic education particularly those beyond primary education
Improved immunization against major childhood diseases	Gender disparity in secondary and tertiary education
Improved breastfeeding rates	Persistent high levels of domestic violence
Reduction of gender disparity in most areas especially in primary education, adult literacy and wage employment in agriculture and industry.	Poor access to quality health services especially in the case of women and maternal health
Noteworthy reduction of communicable diseases, specially HIV/AIDS	Environmental degradation especially forest depletion and water resources
Improved urban access to safe water and rural access to improved sanitation	Persistence of high civilian casualties from landmines and UXOs.

The UNDAF has four areas of intervention where the UN can collectively make a difference and add value for the achievement of the CMDGs. These priority areas are related directly to the Rectangular Strategy.

By 2010, achieve significant progress towards effective participation of citizens, accountability and integrity of government in public decision making and policy implementation for the full realization of human rights and meeting the CMDGs.

By 2010, agriculture and rural development activities have improved livelihoods and food security, as well as reinforcing the economic and social rights of the most vulnerable in targeted rural areas

By 2010 improved health, nutritional and education status and gender equity of rural poor and vulnerable groups

The national development plan and its implementation serve as an effective guide for sector plans and related budgets , as well as reflecting Cambodia's obligations in relation to human rights and the CMDGs

Among aspects of shortfalls and future challenges envisaged by the RGC we can find the following issues, some of them are relevant to UNESCO's field of competence<sup>6</sup> :

## ECONOMIC ASPECTS

## UNESCO SECTORS

<b>Poverty level, especially rural poverty</b> , though reducing, is still high. It needs to decline by one percentage point every year at the minimum.	<b>Education Communication and information</b>
<b>Economic growth</b> continues to be narrowly based and concentrated in urban centres	<b>Education Social and Human Sciences</b>
<b>Agriculture production</b> and productivity as a whole are still to improve significantly to realise full potential.	<b>Education</b>

<sup>6</sup> National Strategic Development Plan Mid Term review 2008.

## SOCIAL ASPECTS

## UNESCO SECTORS

<p><b>Increase in income inequities</b> between rich and the poor, especially between urban and rural areas.</p>	<p>Education Social and Human Sciences Communication and Information</p>
<p><b>Land concentration and landless</b> are showing rising trends.</p>	<p>Education</p>
<p><b>Illegal land possession</b>, illegal occupation of state land and in protected areas and unlawful logging still persist. At the same time, poverty and internal migration put more pressure on natural resources.</p>	<p>Culture Education Natural Sciences</p>
<p>Although there is significant progress in <b>school enrolment</b>, over-age enrolment and quality issues remain important problems.</p>	<p>Education Communication and Information</p>
<p><b>Drug production and trafficking</b> pose social problems threatening welfare of Cambodian youth now and in the future.</p>	<p>Education Social and Human Sciences.</p>
<p><b>Lack of skilled labour</b> presents an obstacle to accelerating economic development both in the urban and rural areas.</p>	<p>Education Culture Natural Sciences</p>
<p><b>Provision of public health services</b>, though improving fast in some programmes like HIV/AIDs, TB and Malaria control, is still limited in terms of utilisation of other health problems in general. Of particular concern is the continuing high rate of maternal mortality.</p>	<p>Education Social and Human Sciences Communication and Information</p>
<p><b>Social security net</b> for the poor is still to be institutionalised.</p>	<p>Education Social and Human Sciences</p>
<p><b>Government institutional capacity</b> is still uneven, in part due to low salary and incentive levels.</p>	<p>Education</p>
<p><b>Sector strategies or plans need to be prepared</b> for key sectors, viz., agriculture, education, health, nutrition, HIV/AIDs</p>	<p>Education Communication and Information Culture Natural Sciences</p>

## 1.3 Analysis of Cambodia Situation in UNESCO's Areas of Cooperation

A more detailed analysis of Cambodia's development issues shows the following:

### Education

*Education Indicators<sup>7</sup>*

*Adult literacy rate (age-group 15 and above), 2007: 73.6%*

*Youth literacy rate (age-group 15-24), 2007: 86.2%*

*School life expectancy, 2006:*

- 9.8 years (total)*
- 10.5 years (male)*
- 9.2 years (female)*

*EFA Development Index, 2005: 0.807 (Position #103 out of 129)*

For over two decades of civil conflicts, post-conflict Cambodia found itself in needs of both technical and financial support from donor agencies after its Constitutional Election, sponsored by the UN in 1993. Socioeconomic and political structures were reformed and the impact on the education system was inevitably. Curriculum was prepared to reform with the school system to adjust to the new world order. The newly elected government managed to move from 11 years (5+3+3) school system to 12 years (6+3+3) in 1996 and various reforms were done with support of various donor agencies during the 1990s including UNESCO and UNICEF. Education Management Information System was established, Education Strategic Plan, Education Sector Support Programmes were also jointly formulated in line with the government pro-poor policy.

Since then, there has been substantial progress in improving access to education at all levels. With efforts from pre-school teachers, parents and community members to improve access to pre-school, the total enrolment at three levels of pre-school grew to 79,585 (among which 40,013 girls) in 2007-2008 from 72,224 children (35,929 girls) in 2003-04.

Primary enrolment increased by 15% annually. MoEYS is getting 350,000 more children into school every year; mostly girls in rural areas and children from poor families. As a result, primary school net enrolment has increased up to 93.3% in 2007-2008 from 83.8 percent in 2000-01 and 77.8 percent in 1997-98.

This initial primary enrolment gain is now steadily progressing to the secondary level. There are 1,303 colleges (lower-secondary schools) and 315 lycées (upper-secondary schools) in 2007-2008. The lower secondary enrolment has grown by 120% from seven years ago. Secondary education enrolment rate has obviously increased to 63.6% in 2007-08 from 27% in 2000-01.

<sup>7</sup> UNESCO Institute for Statistics.

Over the past nine years, the Government spending on education has tripled in volume. The education sector is now the biggest spending ministry, at nearly 20% share of the national budget, compared with only 13% in 2000. This is directly linked to the Government's growing confidence in the ministry's ability to deliver improved performance and results.

The EFA assessment 2000 highlighted the urgency of improving efficiency, especially increasing primary school completion rates. Completion of the full 6 years of primary education is the key for quality improvement. The survival rates have increased and the drop-out rates have been significantly reduced.

Cambodia has made serious progress towards the Education for All (EFA) goals and the Millennium Development Goals (MDGs) by 2015. However, stronger and more targeted efforts are needed to improve the access of the poor and underserved population to all types of public services, including education and health, if the MDGs and EFA goals are met by the committed time.

Challenges still remain. The Ministry's review and assessment of reforms highlighted that progress in improving efficiency was slowing and there was a risk of not reaching the longer-term EFA goals.

Specifically, there are some rates which still remain very worrying: <sup>8</sup>

Average Primary Education completion Rate: 78.6%

Primary Level Drop-out: 10.8%

Secondary Level Drop-out: 21%

Grade 6 Drop-out in remote areas: 15.5%, Grade 6 drop out in urban areas: 9.1%

Secondary enrolment rate in remote areas: 29.4%,  
Secondary enrolment rate in urban areas: 92.4%

Literacy growth is undermined by lack of classrooms and materials and the irregular attendance of class due to students' engagements either at home or at work. Also at lower secondary level the dropout rate, particularly for girls is very high and gender responsive teaching method has not been applied widely in all levels of education.

Enrolment in early childhood education (ECE) is still low and teaching resources are insufficient among disadvantaged populations such as poor, ethnic minority, and disabled children, especially in remote area. And there is lack of monitoring of private pre-schools and criteria targeted at disabled children.

Teachers' remuneration scales need to be improved to attract qualified teachers and efforts is needed to expand the concept of child-friendly school as well as programs for primary education, such as School Readiness Program and Breakfast Program particularly in disadvantaged areas.

Quality Education is a key challenge because of mismatch and incoherence between actual teaching progress and the guideline of MoEYS. The activeness, participation and corporation between community and parents, development partners and donors need to be further facilitated and streamlined.

As for vocational education and training, there is budget insufficiency. Programmes sometimes do not entirely match with the job market requirement and are unevenly distributed between men and women, urban and rural/remote areas, and rich and poor. The cooperation between different departments, ministries and private companies faces coherence challenges which undermine the training effectiveness.

Addressing the challenges in education development, the government of Cambodia has made specific policies and strategies to promote and strengthen the education reform.

Ensuring equitable access to education, improving education quality and efficiency, capacity building, decentralization and good governance, pro-poor education strategies continue to be the priorities in the education development and reform in Cambodia. Therefore, the Ministry has formulated and implemented several new laws and policies (*See Box 2*).

#### Box 2: RGC recent education laws and policies

1. Education Law (approved 2007);
2. Education For All National Plan – EFANP (2003-2015);
3. Education Sector Strategic Plan (ESP) and Education Sector Support Programme (ESSP) 2006-20210;
4. Education sub-sector policies, strategies, guidelines and programmes, including:
  - Policy for Curriculum Development 2005-2009;
  - Guidelines for cross-curricular themes in science and social studies in the basic education curriculum (Grades 1 to 3);
  - Policy on Child Friendly Schools and its Master Plan for implementation 2007-2011;
  - ECCE policy;
  - Policy on Education for Children with Disabilities 2008;
  - Non-formal Education Policy 2002;
  - National Plan to Implement the Policy for Curriculum Development 2005-2009;
  - Policy for Life Skills in Non-Formal and Formal Education (issued in 2006);
  - Policy and Strategies on ICT in Education 2005;
  - New Basic Education Curriculum (Grades 1-9) (issued 2006).

In addition the Ministry was able to increase university enrolment by creating more universities at provinces/cities and strengthening the partnership between public and private sector in order to enhance education service in accordance with the international standard.

Finally the Ministry is working to strengthen tertiary education quality and promote the technical skill training to have enough resources to respond to the labour market and promote the technological and scientific research.

Recognizing the concerted efforts made by the national and international stakeholders and the huge challenges ahead, the EFA Fast Track Initiative Catalytic Fund was approved for Cambodia with a total amount of USD 57.3million to help improve basic education in Cambodia.

## Natural Sciences

Cambodia is extremely rich in natural diversity. Its surface is still covered by a lot of forest and it has one of the most unique river systems in South East Asia including the Mekong and Tonle Sap Lake. Natural diversity also means a lot of biodiversity with several unique species in both flora and fauna.

However, recent economic and urban development are changing the traditional picture. Gradually but steadily the forests have been shrinking and a lot of species have become endemic, one of the most famous examples being the Irawaddi or Mekong (*sweet water*) dolphin.

As the sustainable development factor gains weight in the conservation and presentation policy at the World Heritage Site of Angkor, issues related to the environment have grown an unprecedented interest at the International Coordinating Committee -Angkor meeting. Not only has the Water Colloquium (*please refer to page 33 for detailed information about the Water Colloquium*) become an integral part of the ICC- exercise, it is now leading to the establishment of a Siem Reap Angkor Water Working Group that will keep an eye on water management in the region. The Water Department of the National Authority APSARA has not only been playing a crucial role in the development of this policy, it also helped in the development of projects on-site , such as the filling of the North Baray, to increase water availability for agriculture purpose. The Forest Development on the other hand has been instrumental in the maintenance of the forest and the planting of new trees.



## Social and Human Sciences

During the Pol Pot regime (1975-1979), schools and university were closed. After the fall of Pol Pot regime in 1979, the university was reopened and a Philosophy Department was founded in 1981.

With the financial and technical support from the Italian NGO “New Humanity”, in 1994 the curriculum was updated by including both Western and Eastern Philosophy and lecturers also received further training and education locally and abroad. That curriculum has been updated every four years.

The fact that in Cambodia, there is only one Philosophy Department at the Royal University of Phnom Penh (RUPP) and some other problems such as teachers not having a degree in Philosophy, lack of teaching materials, questionable teaching methodology, are discouraging the students and disqualify the genuine value and roles of Philosophy Education in Cambodia.

In Khmer language ‘philosophy’ means the study and the search for the supreme knowledge. But is there a Khmer (Cambodian) Philosophy? And if so, what is Khmer Philosophy? There are efforts to answer these questions among the philosophy scholars and researchers in Cambodia and UNESCO, who’s mission is to advance knowledge, standards and intellectual cooperation in order to facilitate social transformations conducive to the universal values of justice, freedom and human dignity, is willing to keep the discussion going on in order to map the road of Philosophy, and specially Khmer Philosophy, in Cambodia, believing as well that the future and development of Cambodia depends considerably on the quality of thinking of its people.

## Culture

Cambodia has a tremendously rich cultural heritage mounting back to prehistoric settlements along the Mekong River and Tonle Sap lake. The first big empires however have to be situated around the 4<sup>th</sup> -5<sup>th</sup> centuries A.D with the rise of Kingdoms in the South such as Funan and Chenla mainly living on sea trade with the India sub continent in the West and the islands of Indonesia in the East. Gradually the center of power is transferred to the North to culminate in the great civilization of Angkor in the 12<sup>th</sup> -13<sup>th</sup> centuries A.D, which ruled over an extended area including parts of today’s Thailand, Vietnam, Laos and Myanmar. Most of the splendid remains of this Khmer culture in Cambodia are to be found in the province of Siem Reap but extend as far north on the province of Preah Vihear.

The changes in Cambodia over the last five years have been vast, foremost the ever increase of tourism in Angkor reaching over 2 million by the end of 2008, the economic growth of 13%/year, and urban development. Taking into account that Siem Reap is absorbing most of the tourism but also that it is still the 2<sup>nd</sup> poorest province of Cambodia has largely contributed to this new approach. It needs to be reminded that the country has indeed a lot more territory to cover in terms of historic remains but it is also rich in terms of ethnic minorities and encompasses a vast range of intangible cultural heritage.

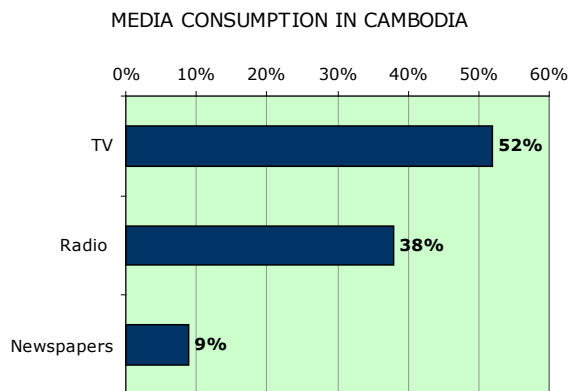


## Communication and Information

It is by looking at the context of Cambodia's history and development that the current state of Cambodia's news media –newspaper, radio, television and the rising use of internet<sup>9</sup>- can be understood. The tradition of independent, free news media in Cambodia is relatively new.

With the 1991 Paris Peace Agreements, the subsequent United Nations-supervised national elections, and Cambodia's new Constitution in 1993, freedom media started to arise and The Press Freedom began to be is guaranteed in the constitution.<sup>10</sup> This saw a flow in growth, with a huge number of media outlets in the country<sup>11</sup> and a smaller extent in electronic media.

Since the 1990s, the editorial standards of newspapers have improved but still have to progress a lot. The existence of many newspapers has in reality a very limited impact because of lack of distribution, the lack of access to information above all outside the capital city, and Cambodia's high level of illiteracy. Furthermore, almost all Cambodia's media is associated to a political party, especially supporting the ruling Party (CPP), but the situation varies depending on the media. The press may be relatively free in terms of quantity of publications but not in quality and independence. The State-owned television<sup>12</sup> is the most popular in Cambodia, the radio<sup>13</sup> has a few independent stations and Internet<sup>14</sup>, has a limited, but growing, influence in Cambodia at present.



9 The number of Internet users in cambodia has increased from 6,000 in 2000 to more than 70,000 regular internet users in 2009. *The Cambodia Weekly*, January 25-31, 2009

10 Article 14 of the 1993 constitution states that " Khmer citizens have freedom of expression, press, publication, and assembly. No one may exercise this right to infringe upon the rights of others, to affect the good traditions of the society, or to violate public law and order and national security...."

11 The Ministry of Information made in 2007 an official list of 303 newspapers, 32 newsletters, 98 magazines, 42 international media institutions, and nine imported newspapers. However, this is a cumulative total of years of registrations and does not reflect what actually appears on the newsstands. Several publications are listed more than once and others exist only on paper, having gone bankrupt or their owner having died. In reality, there are 15-20 newspapers which publish regularly.

12 Nowadays, every one of the country's seven TV stations is either owned or closely affiliated to the government, and more particularly to the ruling Party.

13 As for June 2007, there are 53 radio stations officially registered with the Ministry of Information. Of these, 22 are in Phnom Penh and 31 are in the provinces, but this includes relay stations. Virtually all are FM frequencies, with one State-owned national radio AM frequency.

14 At the present, there are at least 10 registered Internet service providers (ISPs) in Cambodia and there are estimated to be 44,000 Internet users in the country, many of them using cyber cafes rather than having their own computers and Internet access.

Freedom of the Press in Cambodia has taken a substantial dive in 2008, dropping 41 places on a worldwide “press freedom index” released in the same year by Reporters Without Borders. Of the 173 countries evaluated, Cambodia came in at No 126 in the 2008 listing, which was assessed between Sept 1, 2007 and Sept 1, 2008. In 2006, Cambodia ranked 85<sup>th</sup> out of 169 countries.

As Information Literacy (IL) is nowadays playing a vital role in the society where technological advancement makes information available and easy to access all around the world we should focus on the sources where information can be found and searched such as the libraries and the archives (National Library, National Archives, National Museum Library, Hun Sen Library and other university Libraries). In Cambodia we note the lack of materials, above all in other languages than Khmer, and the lack of IL awareness and training received by the librarians as well as the administrative staff, and the unknowledgeable and unrecognized roles and functions of the libraries and archives as life-long learning suppliers among Cambodian people.

Only very few Cambodian librarians (the majority of them being former teachers) have received formal training in library and information literacy while the majority of them have picked up the skills from on-the-job training or short workshop/seminar.

In Cambodia, there is not a clear policy about the roles of library in the education policy of MoEYS to recognize this important role. However, the National Policy on Non-Formal Education, the community learning centers, the pagodas, the mosques, and other types of community gathering places are considered key players on the promotion of informational literacy in this country. Additionally, it has to be remarked here that ICT training is becoming a major focus for the education policy at the present.

Another area of interest for UNESCO is the one of the preservation of the national documentary heritage in which focuses the UNESCO Memory of the World (MoW) Programme. The MoW is the documented, collective memory of the peoples of the world – their documentary heritage. It is the legacy of the past to the world community of the present and the future. Cambodian documentary and audiovisual resources are an expression of the cultural identity of its people, and because of their educational, cultural, artistic, scientific, and historical value, form an integral part of Cambodia’s cultural and historical heritage.



## PART 2: PAST COOPERATION and LESSONS LEARNT

### UNESCO in CAMBODIA

Cambodia joined UNESCO on 3 July 1951. Upon membership, the Government proceeded to establish a National Commission. On 5 August 1955, the first Cambodian Delegate to UNESCO, His Royal Highness Prince Norodom Norindeth, presented his credentials to the Organization. Due to the internal political situation, the Cambodian National Commission had to close down in 1975 and all UNESCO operations within the country were suspended. The reopening of the UNESCO Office Phnom Penh in 1991, contributed to the strengthening of cooperation between Cambodia and UNESCO.

In the region: as one of the network field offices and institutes, UNESCO Phnom Penh Office belongs to the Asia Pacific region and forms part of the Mekong Cluster at the sub-regional level. The Office collaborates with and receives technical assistance from the Organization's field network, in particular from the Regional Bureau for Science in Jakarta and the Regional Bureau for Education in Bangkok.

As part of the United Nations Country Team (UNCT), UNESCO Phnom Penh programme activities have been designed within the framework of the UNDAF 2006-2010 (UN Development Assistance Framework) prepared by the UN Country Team in response to the Royal Government of Cambodia's National Strategic Development Plan (NSDP). The UNDAF strengthens and coordinates the activities of UN agencies in support of the NSDP, monitors and coordinates UN engagement in sector wide approaches, with particular emphasis on the creation of sustainable national and sectorial monitoring capacities. With the partners, UNESCO works closely with the national authorities, the Cambodian National Commission for UNESCO, other UN agencies and Non-Governmental Organizations and all development partners for the achievement of the Cambodian Millennium Development Goals, and to support institutional reforms and the realization of human rights.

## 2.1 Education

### *Education for all: towards the achievement of the Millennium Development Goals*

Together with other UN agencies, UNESCO has endeavoured to thrust Cambodia towards the achieving of Dakar Framework for Action of Education For All (EFA) and the MDG goals, in particular goal 2. Through sector-wide approach, efforts are made to create equal opportunity of education for all, children, youth and adult, and to implement interventions for improving quality education for all in Cambodia. Steady and diversified technical support has been provided to strengthen Cambodia's capacity building in EFA policy initiation, formulation, advocacy, implementation, monitoring and evaluation through close corporation with the RGC and international donors as well as multilateral stakeholders, grass roots NGOs and education practitioners.

#### *Maximizing donor coordination efforts*

Under the UNDAF framework, UNESCO has served as the deputy chair of the Education Sector Working Group (ESWG) to maximize donor coordination for EFA in assisting the RGC for external resources mobilization through the Fast Track Initiative and related grants. In addition, within the ESWG network UNESCO has taken active lead to commit support in all area of education with special emphasis on Early Childhood Care and Education, Basic Education, Teacher quality and status improving, Literacy and Non-formal Education. UNESCO also assisted in facilitating the establishment of inter-ministerial mechanism to synchronize management for cross-cutting education issues, focusing on gender equity and equality promotion, ICT in education and education for sustainable development.

#### *Building institutional capacity and addressing local needs*

UNESCO has contributed to the on-going education reform by identifying and adapting actions to the local need. Capacity has been developed to enhance the use of Information and Communication Technologies in second and higher education, to renovate the Technical and Vocational Education and Training which narrowed the gap between youth and the labor market, and to reach the unreachable through inclusive education approach, by promoting mother-tongue based bilingual/multi-Lingual education, expanding Community Learning Centres. In addition, awareness were raised and tool kits were processed concerning the peace and conflict prevention education, environment education, education targeted to vulnerable groups, e.g. children with disabilities, ethnic minority groups and rural population.

#### *Rising HIV/AIDS awareness through education*

Regarding HIV and AIDS in education, UNESCO Cambodia in close cooperation with Ministry of Education Youth and Sport and partially with the National AIDS Authority has advanced in coordination, policy and strategic development and raising HIV awareness through participation in various national technical working groups on HIV

and Education and male to male sexuality working group as well as the gender and HIV working group. The raising of HIV awareness also made through the development of resource materials and other effective advocacy tools as well as training materials to in service and pre service teachers to ensure a comprehensive response to HIV and AIDS through education.

## 2.2 Natural Sciences

### *Cultural Heritage conservation: Angkor and its region*

The UNESCO Phnom Penh Office Science Sector has been a small sector, but during the last two biennia, change has occurred. With a programme mainly focused on Angkor and cultural heritage conservation, there is now a clear will to balance things out and pay more attention to natural heritage conservation and to establish the missing link.

UNESCO included one of the fisherman villages along the Tonle Sap into the Australian supported project "Heritage Management Framework for Angkor" which specifically looks after heritage and tourism management at the site. The possible tourism links between the Roluos temple complex of Angkor and the village would be carefully analyzed and results and recommendations implemented within the project timeframe of 2013. The connection would lead to a sustainable bridge that brings a better livelihood to the local population.

### *Protecting wildlife and biodiversity: Cardamom Mountains-Koh Kong World Heritage Nomination*

Early 2007 the Royal Government and UNESCO started discussion on the possible World Natural Heritage Nomination of the Cardamom Mountain and the Koh Kong regions. This region in South West Cambodia is still pristine and very rich in rare species of fauna and flora. UNESCO now released a documentary on the area that should promote the idea of inscription and support the nomination document. The nomination file could be submitted to the World Heritage center, as a first natural world heritage nomination for Cambodia, before the 1st February 2011. If nominated follow up recommendations will have to be implemented by the Royal Government with the support of UNESCO to ensure permanent conservation and preservation of this precious site.

## 2.3 Social Sciences

### *Promoting Khmer philosophy*

UNESCO has been involved recently in two major events contributing to the further development of the Khmer Philosophy:

**The UNESCO World Philosophy Day** was organized in November 2008 by the Philosophy Association of Cambodia (PAC) for the first time in Cambodia. It involved nearly 100 students of philosophy from RUPP. It was a great starting point for the support and promotion of Philosophy in Cambodia and as an opportunity to discuss debate and

raise awareness regarding the important role that Philosophy could play in building peace, justice, good governance and solidarity in Cambodia. This will be an on-going activity in Cambodia for 2009 and after.

**The International Conference on “The Role of Philosophy in Human Development in South-east Asia”** was organized in June 2009 by the Philosophy Association of Cambodia (PAC) with the support of UNESCO PNP, UNESCP BGK and The Council for Research in Values and Philosophy, Washington (RVP), the conference will further and more extensively promote Philosophy in Cambodia and integrate Cambodian Philosophers in to the regional philosophical circle. It will also be an opportunity to create materials on the relevant subjects to be discussed, converse, debate and raise awareness on the important role that Philosophy could play in education for sustainable development (ESD) building peace, justice, good governance and solidarity not only in Cambodia but certainly between countries in the region and the world.

## 2.4 Culture

In terms of conservation, UNESCO has been very closely working on the legal aspects and related international conventions to protect the country cultural (tangible and

intangible) and natural assets. The very positive attitude of the Royal Government has resulted in the ratification of the following Conventions:

- *Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention, on 04/04/1962*
- *Convention on the Means of Prohibiting and preventing the Illicit Import, Export and Transfer of ownership of Cultural Property, on 26/09/1972 and the UNIDROIT*
- *Convention on stolen or illegally exported cultural objects on 11/07/2002*
- *Convention concerning the protection of the World Cultural and Natural Heritage was ratified on 28/11/1991, which allowed the inscription of two sites on the World Heritage list, Angkor (1992) and Preah Vihear (2008)*
- *Convention for the Safeguarding of the Intangible Cultural Heritage on 13/06/2006*
- *Convention on the Protection of the Underwater Cultural Heritage was ratified, on 24/11/2007*
- *Convention on the Protection and Promotion of the Diversity of Cultural Expressions on 19/09/2007*

The Cambodian Royal Ballet (2003) and the Shadow Puppet (2005) have been listed as masterpieces of oral and intangible heritage of humanity.

In the last years, the focus of the international community, and that of UNESCO, has gradually moved from Angkor to a larger Cambodia in terms of culture programming and conservation efforts.

Also, the main core of UNESCO’s activities during the last two biennia has tried to find a better balance between projects in the field of tangible and intangible cultural heritage, scientific research and sustainable development in the areas of tourism and urban development and creative industries and livelihood support within the framework of

the UN-MDG's. What follows are the activities carried out by UNESCO in very close cooperation and consultation with the Royal Cambodian Government and within the government's national priorities in the fields of conservation, capacity building, tourism and sustainable development.

### *Promoting sustainable development while protecting the world heritage site of Angkor*

For over 15 years now, the ICC-Angkor has been coordinating national and international preservation, conservation and restoration initiatives at the World Heritage Site with the aid of 13 countries, representing 30 international teams today. The UNESCO Phnom Penh Office is not only directly involved in the management of the site through the ICC but also manages directly three restoration projects namely at the Bayon Temple in Angkor Tom, former capital of the Khmer empire, the temple of Angkor Wat and the Royal basin of Sras Srang, respectively supported by the Japan and Italian Governments and a private Japanese company. Most of these restoration and conservation projects are long term projects focusing on the technical aspects of restoration and training of National Cambodian staff. Over the years this training has contributed to a very high quality and standard of technical expertise with the APSARA National authority staff.

Angkor is now much more being looked at as a vehicle for sustainable development in the Siem Reap region and to a larger extent the Kingdom of Cambodia. "Ad Hoc Experts" in the field of sustainable development have now been added to the existing team to make sure newly proposed projects pay more attention to the environment and sustainable development. As a direct result the UNESCO Phnom Penh Office in close cooperation with the World Heritage Centre negotiated a "Heritage Management Framework" project with the Australian Government and the Cambodian authorities. As off mid 2009 this project will look at the management of the Angkor site with a close focus on sustainable development and tourism management.

Within the framework of the ICC, the Culture and Natural Sciences Units Phnom Penh Office also introduced a Water Colloquium which became a forum to discuss water related issues in the greater Angkor region, looking at the possible effects of water use on the temple site, but also in terms of environmental impact related to urbanization and tourism development.



### *Museums in Cambodia: building up capacities*

Lately a lot of attention has also been paid to Museums in Cambodia. Traditionally the National Museum in Phnom Penh, the provincial museum in Battambang and “la conservation d’Angkor” have been on UNESCO’s agenda in terms of development and management. The UNESCO Phnom Penh Office assisted in the procurement of computers and a database system to provide the institutions with the capacity of developing an up-to date inventory system for their collection management. UNESCO is currently supporting the organizing of a room within the National Museum on the museums’ history and is assisting in the development of an exhibition on the prehistory of Angkor.

But also new museums such as the Preah Sihanouk Museum and the National Museum of Angkor in Siem Reap have been receiving assistance and advice from UNESCO. Museum’s role is important not only in preservation of priceless objects, but also for providing local and international visitors with a place of learning, as well as a place of scientific research. In fact, an international museum conference was organized in the margin of the last Plenary Session of the ICC, December 2008 in order to explore a long-term strategy for all museum sector of Cambodia. As the water colloquium and seen its importance, it is planned that, with the support of UNESCO HQ in Paris, such conference may become an integral part of the ICC exercise.

### *Preserving intangible cultural heritage*

A lot of intangible cultural art forms suffered, especially during the Khmer Rouge regime, and find themselves on the brink of extinction.

UNESCO Office Phnom Penh in close collaboration with other partners and the RGC, has been working for more than 15 years to preserve and revitalize the Cambodian Intangible Cultural Heritage.

The UNESCO Phnom Penh Office was one of the first to publish an inventory of intangible cultural heritage in Cambodia in 2004. Simultaneously projects were started with relation to the development of a Living Human Treasure system (Korean Funds-in-Trust) in Cambodia and the revival of the “Royal Ballet” tradition (Japan Funds-in-Trust).

More recently UNESCO’s regular programme has contributed to the publication “Preliminary Research on Minority languages in Cambodia”, the revitalization of folk tales through the production of video materials and research on the production of traditional silverware. This legacy way will continue in the next biennium, focusing on the further preservation of performing arts and the promotion of creative industries.

### *Promoting creative industries as a factor of development*

Under the thematic window “Culture and Development” of the UNDP/Spain MDG Achievement Fund (MDG-F), a project for the support of creative industries was approved in April 2009 and will continue through 2011. The programme is a concerted



effort by UNESCO, UNDP, ILO and FAO to promote Cambodian creative industries through preservation, entrepreneurship and marketing, promoting the economic and social potential of the cultural sector. Programme outcomes are to be the following:

- a. Improved capacity of national institutions to preserve and develop Cambodia's tangible and intangible cultural and living art and promote its social and economic potential;
- b. Improved employment opportunities and income generation in the creative industries through enhanced cultural entrepreneurial skills, improved business development services and market access;
- c. Improved commercialization of local cultural products and services in domestic and international markets.

## 2.5 Communication and Information

UNESCO started providing assistance in 1994 through the Cambodian Communication Institute (CCI)<sup>15</sup> that at that time was situated at the Ministry of Information, and also in 2007, through the Media Training Center (MTC) located at the Ministry of Information in 2003 when the CCI moved to the Royal University of Phnom Penh. Through both institutions, as well as through the Royal Academy of Cambodia and local NGOs working on the communications field, UNESCO has supported the capacity building of press and media students and professionals with the aim to improve their professional standards by providing training and equipment. In this context, UNESCO supports also the institutional capacity building of training institutions to offer high-quality training. There is a need to enhance technical and supervision support to the MTC and CCI by taking experience sharing, advice provision and promotion of regular joint-evaluations into ground. Additionally, further survey and investigation shall be facilitated through cooperation between UNESCO and the provincial media a press sector, universities and NGOs working in the communications field. The evolution of the freedom of press requires constant knowledge sharing and skills development.

Access to information includes increasing opportunities for marginalized and underprivileged groups to exercise their right to benefit from inclusive information and communication processes.

A Participation Project (PP) of the National Commission for UNESCO in Cambodia has been conducted in this particular area by setting up a Radio Station in the Country's remote northeast province where currently a radio signal reaches six out of nine districts. A pilot project on ethnic community radio has been developed, which has highlighted the challenges, opportunities and the way forward for community broadcasting in Cambodia. Additionally, UNESCO also promotes information sources in Khmer language through the support to the development of free and open source software in Khmer language for extending and disseminating knowledge in the national language and in the country's different educational settings.

<sup>15</sup> A common project of UNESCO, The Royal Government and DANIDA (Ministry of Foreign Affairs of Denmark).

On the legal and legislative front, UNESCO facilitated consultations that led to the drafting of the 'right to information' bill, which was produced by the Government Ministry of National Assembly Senate Relation and Inspection, with the assistance of an Freedom of Information (FOI) expert brought in by a National NGO under funding from USAID. Further support is still needed to assist the country in following-up on the right to information law.

At the level of the preservation of documentary heritage and the awareness of its relevancy, UNESCO has supported the government on the draft of the Tuol Sleng Genocide Archives Nomination Form on the UNESCO Memory of the World (MOW) list. Moreover, it is also influencing and giving advice for the formation of the National MOW Commission. In addition, UNESCO supports the preservation of national moving images and sound recordings through the support to the country's main Audiovisual Resource Center. Further awareness raising activities and follow up with the government's decision makers and stakeholders is considered necessary.

Other important areas that will be the focus of UNESCO in the field of Communication and Information are: introduction of information literacy and preservation of information, which include the promotion of libraries, archives and Community Access Points (CAPs), the promotion of diversity of information sources in cyberspace, and the promotion of community radio and community multimedia centres (CMCs).

## 2.6 Lessons learnt

1. Inter-disciplinary and inter-sectoral approaches need to be further highlighted which as such is UNESCO's traditional advantages and now forms essential part of the "ONE-UN Reform". Experience shows joint programs yields great results with less input or resources, particular in related to cross-cutting issues, such as mother-tongue bi-linguistic/multi-linguistic education program, HIV/AIDS awareness raising program and biodiversity program which if combining effort from ED, CLT and CI sectors will produce multi-influential benefit and impact.
2. In all activities, preliminary surveys taken from a gender angle are to be implemented before interventions are executed to find out resolution for possible challenges in advance.
3. Further awareness raising activities and follow up with the government's decision makers and stakeholders is necessary.
4. Innovative and alternative partnerships with local authorities and co-financing modalities to ensure sustainable project development and implementation are needed.
5. Improve communication with local stakeholders and government to create a larger political and financial commitment towards UNESCO programming.

## PART 3: UNESCO'S PROPOSED STRATEGIC COOPERATION FRAMEWORK

Within the framework of the United Nations reform process and under the umbrella of the UN Common Country Assessment and the United Nations Development Assistance Framework (CCA/UNDAF), the UNESCO Phnom Penh Office has actively participated in the CCA/UNDAF process for Cambodia.

The UN Development Assistance Framework (UNDAF) 2006-2010 is aligned with the National Strategic Development Plan (NSDP, whereby participating UN agencies will work together and focus all efforts and resources on four of the six areas identified in the NSDP:

- 1. Good Governance and the Promotion and Protection of Human Rights;**
- 2. Capacity Building and Human Resource Development for the Social Sectors**
- 3. Agriculture and Rural Poverty**
- 4. Support to the Implementation of the National Strategic Development Plan**

UNESCO will therefore continue to collaborate with the other UN agencies to provide support as per its commitments under the UNDAF, while also carrying out other activities which do not fall within the UNDAF but would nevertheless contribute to one or more of its outcomes and respond to some of Cambodia's specific needs.

Summary information on UNESCO's proposed programme and projects are also reflected in Annexes 3 and 4.

### 3.1 Education

Given the context of Cambodia's educational development and the concomitant emerging challenges, UNESCO will assist the country to improve access, efficiency, and quality of education, and enhance institutional capacity at all levels. Focusing on achieving EFA by 2015, UNESCO will provide technical assistance, policy advice and create platforms for exchanges of information and experience. UNESCO will continue to work closely with MoEYS, Ministry of Environment, Ministry of Women's Affairs, Ministry of Labour and Vocational Training, the research and training institutes, the newly established National Supreme Council for Education, as well as international development partners and NGOs.

### 3.1.1 Advocacy to sustain momentum towards EFA and to promote aid effectiveness

UNESCO will continue to play an instrumental role in **advocating for EFA in Cambodia**, along with the country's donors and national partners, to ensure as much as possible the EFA goals by 2015, while some of which are not likely to be achieved in Cambodia. Aid effectiveness is to be enhanced through continued, effective collaboration with all willing partners for better aid alignment and harmonization, capacity development and mobilization of financial resources.

In this regard, some interventions will be provided through the **Education Sector Working Group (ESWG)**, for which UNICEF is the chair and UNESCO the deputy chair. UNESCO will also continue to serve as the ESWG Secretariat. The major interventions to be made through the ESWG will specifically address the following policy processes and issues:

- Aid effectiveness coordination, for which UNESCO will join with other partners to work with the CDC and the MoEYS to ensure better aid alignment and harmonization.
- Education Congress, ESP/ESSP formulation and annual review, and formulation of MoEYS Annual Operational Plan.
- Advocating for EFA on the occasions of UN Days, International Years and the UN Decades such as the Teacher's Day, Literacy Day, EFA Week, Disabled People's Day, Women's Day, the UN Decade for Literacy, the UN Decade for ESD).
- Fast-Track Initiative, which was approved for Cambodia with US\$57.4 million.

### 3.1.2 Education quality improvement at all levels for sustainable development

#### *Teacher education and training*

UNESCO's interventions in **teacher education and training aims to the quality improvement** through:

- Technical advice on comprehensive development of teacher training system, including: a) Teacher education and training policy reviews and analyses, e.g. Teacher Education and Training Master Plan; b) information-based advice to the government for policy making and reform on teacher-related issues, such as designing incentives to motivate teachers for better teaching and student learning, and deploying qualified teachers to rural and remote area, and c) designing linkage between pre-service and in-service teacher professional development;
- Technical assistance in training on curriculum development for staff from all PTTCs and RTTCs, focusing on the Master Plan of Curriculum Policy. Specifically, guidance and guidelines can be provided in designing, revising and piloting teacher guides in selected subject areas, in particular for lower secondary school level. Advisory services can also be provided to improve the draft textbooks and teacher's manuals, focusing on subjects other than the Khmer language and literature;

- In-service training on management, leadership and financial and personnel management using materials from both UNESCO and the CESSP projects; and
- Integrate cross-cutting issues into the teacher training curriculum, including ESD, human rights education, conflict resolution, peace and citizenship education, multi/bilingual education, gender in education, and HIV/AIDS prevention.

### *ICT in education*

ICT is a powerful to increase education access, quality and efficiency if appropriate policy and strategies are formulated. UNESCO will assist MoEYS in **reviewing the role of ICT in education policies and strategies, and will strengthen the capacity** of both teaching and non-teaching staff to plan, implement and monitor the use of ICT in education through a number of activities including the following:

- Work with the MoEYS, the Open Institute and other development partners to develop, implement and monitor the ICT in Education Master Plan;
- Assist the MoEYS in leadership and management training for teacher education institutions on ICT in education--development of contents and pedagogy of ICT-related curriculum for pre-service teachers, and capacity development of instructors in providing ICT-related courses and ICT-enhanced learning;
- Provide technical assistance in mobilizing and coordinating resources of development partners of all types in supporting the implementation of various areas of the Master Plan.

### *Gender equity and equality in education*

Gender equality is increasingly understood by more policy makers and the general population. **Gender mainstreaming policy** and various implementation tools are under development and various capacity building activities are organized for policy makers and education practitioners. But there is still a long way to go to realize gender equality in all aspects of education, from policy making to classroom teaching, from teachers to parents to students. UNESCO, along with its partners, will continue to play a very strong role in assisting the country to mainstream gender in education through:

- Implementation of the Gender Mainstreaming Strategic Plan in Education for 2006-2010;
- Developing gender assessment tools;
- Capacity building of the working group on gender mainstreaming issues;
- Assisting in resource mobilization by making gender-based budgeting;
- Networking with other countries for information and sharing of experience and best practices; and;
- Gender mainstreaming awareness-raising among policy makers and the general public.

## *Education for Sustainable Development (ESD)*

In line with the Rectangular Strategy, ESD aims to **build a peaceful society with sustained growth in Cambodia**. As the lead agency for the UN Decade of ESD, UNESCO will work closely with its partners and the government to ensure ESD is integrated and reflected in national policies and implementation. The major areas of UNESCO intervention include: providing advice on the establishment of the National ESD Steering Committee; advocating for political commitment and resource mobilization; facilitating partnerships across the sectors and between the national and international institutions; and training courses for policy makers (from education and other sectors – environment, water, agriculture), teachers, teacher educators, school principals, curriculum developers on knowledge and skills for integrating ESD concepts in teaching and learning process, values and principles into the whole education system.

### *Inclusive education*

EFA goals cannot be achieved unless education with good quality is provided to the “most-difficult-to-reach” people, who are identified as the children with disabilities, girls, children in rural, remote and border areas, or those in ethnic minority areas, street children, illiterate youth and adults. They are either not in school or most likely drop out of school and are least likely to have access to social programs, education and health care, and are also least likely to benefit from national economic development.

Through promoting inclusive education, UNESCO will **assist the county in reaching those “difficult-to-reach” people, enabling them to access quality education, through both formal and non-formal education settings**. In collaboration with other agencies, UNESCO can play an instrumental role in formulating, reviewing and implementing policies specifically targeting those people, e.g. policies on education for children with disabilities, CFS, gender mainstreaming, literacy and post-literacy programs, equivalency programs, mother-tongue based bilingual and multi-lingual education.

UNESCO will continue to work with all partners to advocate for resource mobilization and increased political will to create an enabling environment for these groups of people. Technical advice will be provided to develop teacher manuals on specific topics, e.g. human rights education and gender mainstreaming, and manuals will be provided for implementing the new policies. Training on inclusive education will be conducted for both teachers and teacher trainers. Best practices will be identified for replication across the country.

### *School health education*

**A school health policy has been developed** with joint technical and financial support from many relevant UN agencies including UNESCO. In line with the proposed policy, UNESCO will continue to support the school health department (SHD) and the interdepartmental committee for HIV/AIDS (ICHA) through:

- Technical assistance and strategic guidance in developing relevant policies, strategies, and guidelines for the implementation of the school health policy and HIV/AIDS activities within the existing policies in the MoEYS HIV/AIDS Strategic Plan 2008-2012;
- Capacity building of government staff in implementing and monitoring school health activities and the Strategic Plan for HIV/AIDS 2008-2012 through building capacity of government as well as school directors and teachers to implement school health and HIV/AIDS education through training workshops supported by UNESCO;
- Technical support to SHD/ICHA in the development of various educational tools, manuals and materials for training and teaching about school health, reproductive health, gender, HIV/AIDS and drugs;
- Strengthening FRESH initiatives through playing a prominent role in mobilizing funds to support the components of FRESH, e.g., promotion of health education, including HIV/AIDS and reproductive health education and other relevant topics for various educational institutions.

### 3.1.3 Promoting Lifelong Learning and Functional Literacy through Non-Formal Education

The goal of UNESCO interventions in this area is to **increase the literacy rate through expanding diverse channels of learning**. The main activities include advocacy for NFE with government and communities, supporting equivalency programs, expansion of CLCs, provision of learning materials and facilities for literacy programs, and capacity development for NFE teacher trainers with the emphasis on the training and improvement of functional literacy teachers and of teachers in primary and lower-secondary equivalency programs.

In addition to these activities, support will be provided to develop an evidence-based policy for literacy. To this end, national statistical capacity will be strengthened in the areas of literacy surveys and assessment which will inform policy and design, and add tools to monitor the programme. UNESCO will continue to work with other partners and stakeholders to renew the national dialogue on literacy policies and practices and to use available international literacy benchmarks to stimulate debate within the country for possible adoption and/or contextualization. Research will also be conducted at the national level on the multiple impacts of literacy and the findings will provide evidence for a coherent literacy policy. In this regard, best practices will also be identified for nation-wide dissemination.

### 3.1.4 Higher education and research development

Despite various policies and regulations regarding higher education, the issues of access, quality and relevance of higher education are still in question. A large number of private higher education institutions operate largely independently, lacking effective

quality control. There is a serious mismatch between higher education, the labour market and national socio-cultural needs. Institutional demarcation of responsibilities and functions between the Department of Higher Education and the Accreditation Committee of Cambodia is not yet clear.

UNESCO within the limits of its mandate will **promote policy dialogue, research and analysis** on issues brought about by new developments and reforms. More specifically, dialogue and support will focus on quality assurance and recognition of qualifications, university governance and management, effective use of ICT in widening access and improving the quality of higher education. The main emphasis will be placed on improving the relevance and quality of programs offered by universities. Briefs will be prepared for both policy makers and practitioners.

One of the services that higher education institutions should play is to conduct research and provide evidence-based information to policy makers and education practitioners. UNESCO has a unique role to play to assist the country in creating an enabling environment for research. Possible interventions of UNESCO include:

- Provide advisory services for the formulation of research policy;
- Provide technical assistance to conduct research and analysis of education issues of common concern to the country;
- Provide advisory services for the capacity development of researchers and use and disseminate research results;
- Link with higher education institutions to provide support for research and expose Cambodia to international and regional development in the field of educational research.

### 3.1.5 Capacity development of education strategic planners

While the EMIS system in Cambodia is well established, there are still some major challenges in this regard. The EMIS indicators need to be expanded to reflect emerging educational issues and a mechanism for better data analysis and dissemination is needed. The capacity of education planners, in particular at the sub-national levels, needs to be enhanced. UNESCO, with its long history of expertise and experience in educational planning, in collaboration with UNICEF, will continue to work with other partners on **training for education strategic planning and management and research capacity** for both the central and local education planners. Technical services can be provided through training on education research skills by supporting education planners to attend UNESCO seminars and programs, e.g. the IIEP advanced training course, a series of on-the-job training courses on education research, developing training modules and conducting training for planning staff at provincial level, and supporting internships and study tours in the region to learn and keep abreast best practices on education planning, management and research.





### 3.1.6 Reorienting technical vocational education and training (TVET) system to equip youth with skills

The current population of young people in Cambodia is 13.3 million (2008 census), and the majority of them are from 15 to 30 years. Cambodian youth can and should play an increasing role in socio-economic development by contributing their knowledge, skills and their enthusiasm. There is huge potential for youth participation in national development. But lack of appropriate skills and education limit their contribution. Against this background, UNESCO, together with other partners, can assist in empowering and strengthening young people in terms of education, skills training, employment opportunities, and health care in order to help them improve the quality of life of themselves and their families.

Specifically, UNESCO will continue to assist the country in **finalizing the National Youth Policy and Master Plan** by providing advisory services, guidelines and coordination. UNESCO will also assist the MoEYS to mobilize resources--political, technical, human and financial--for the implementation and monitoring of the Policy and Master Plan. UNESCO will also provide technical advice for capacity development of policy makers and practitioners for the implementation and monitoring of youth programs.

To contribute to the country's economic and social development, and equip youth with the necessary knowledge and skills for effective employment, UNESCO will support the country in revitalizing and restructuring the TVET system, by providing technical and advisory services. These will include: exposing the country to international trends and experience in TVET development; providing opportunities for policy dialogue among the major sectors of TVET; reviewing and identifying gaps in the TVET system and policies for possible adjustment and restructuring; developing and revising TVET qualifications framework; and networking Cambodia with other countries. Establishing TVET documentation centres through strengthening the functions of UNEVOC centres and providing capacity building for TVET policy makers at central levels will help to create cohesive strategic planning.

## 3.2 Natural Sciences

### *Preserving Cambodia's Natural Heritage*

Cambodia has some of the most pristine wilderness region in mainland Southeast Asia. One of these areas is The Cardamom Mountains which contain exceptionally high biodiversity of wildlife communities and an outstanding number of threatened species.

Over the years, its wildlife and habitats have remained mostly intact but an increasing number of problems as illegal hunting and logging, mass tourism and uncontrolled human settlements are threatening its future.

With the concern for the **preservation of this natural heritage**, UNESCO has been working very closely with the Royal Government of Cambodia, to nominate this region for the Natural World Heritage list. The upcoming years will require more effort and commitment from both sides to obtain a successful nomination.

In the meantime, UNESCO in close cooperation with the Government, will work towards the inclusion of the Cardamom Mountains, into the Biosphere Reserve list.

### *Water for Sustainable development*

As the ICC Angkor will keep on working to preserve and promote the sustainable development of the Angkor World Heritage site, special attention will be paid from now to the Siem Reap region as a whole in regards to its development in a sustainable manner. It is recognized that the human activities have become the major drivers of change in water quantity and quality. The resulting deterioration of water quality, overexploitation of freshwater resources, adverse effects of hydrological hazards and landscape degradation, as well as sectoral management solutions, pose a risk to human health and development in Cambodia. The same activities also affect the functioning of ecosystems and their ability to provide goods and services, on which human well-being depends. However, recent economic and urban development are changing the traditional land use and environmental picture. For example gradually but steadily the forests have been shrinking and a lot of species have become endemic, one of the most famous examples being the Irawaddi or Mekong (sweet water) dolphin. UNESCO will ensure the Secretariat for the Siem Reap Water Working group which will contribute to the protection of urban & rural areas from floods and/or droughts, the conservation of water resources and associated ecosystems in association with the Ecohydrology Program. Siem Reap Water Working group in association with the UNESCO International Hydrological Programm (IHP) will aim to bring together a group of experts to identify, quantify and improve the critical interrelationships between water, biota and social systems in the context of Cambodia's sustainable development. There are three key objectives of this effort:

- Synthesize knowledge gaps for addressing issues related to critical water systems.
- Demonstrate how better knowledge of the interrelationships between the hydrological cycle, livelihoods and ecosystems can contribute to more cost-effective and environmental-friendly sustainable development.
- Document system solutions and technology transfer opportunities through North-South and South-South linkages using Ecohydrology demonstration site and IHP education networks.

### *Sustainable development of Biosphere Reserves*

Cambodia has one Biosphere reserve, the Tonlé Sap, which was recognized by UNESCO as a part of the World Network of Biosphere Reserves (1997).

Despite the inherent richness of this region (representing about 50% of Cambodia's total freshwater capture fisheries production), most poverty indicators in the bordering provinces are worse than those of the national population. <sup>16</sup>

<sup>16</sup> ADB, *The Tonlé Sap Strategy, 2004*.

To tackle this problem, UNESCO is actively supporting the Ministry of Tourism and the Tonlé Sap Authority in various fields: organizing and attending national and international seminars on Sustainable Tourism and on developing biosphere reserves as learning laboratories for sustainable development.

Due to the overlapping areas of the Tonlé Sap Biosphere Reserve and the World Heritage site of Angkor, UNESCO's support to local authorities will be focused on the efficient management of natural resources and the environment in a pro-poor sustainable economic growth approach of the whole region.

### 3.3 Social and Human Sciences

The challenge in promoting the relevancy of social and human sciences, specifically philosophy, and teaching philosophy in Cambodia, is to raise the Government's awareness to **support and empower the Philosophy Association of Cambodia (PAC) and to provide the academic capability to shape future generations of influential leaders and citizens**. It is UNESCO's task to work towards these objectives for a better future **by integrating Cambodian philosophers into the regional philosophical circle**, and further promote Philosophy in Cambodia by producing relevant materials on the subjects discussed, debate and raise awareness on the important role that Philosophy could play in education for sustainable development (ESD), in building peace, justice, good governance and solidarity not only in Cambodia but also certainly between countries in the region and the world.

### 3.4 Culture

The Royal Cambodian Government is currently preparing its national strategy for culture, which did not exist before, and UNESCO is helping with the drafting of the document which is mainly centred on four themes that have been very important in the past as well as nowadays, as driving forces for the promotion and development of culture in the country, namely: conservation, capacity building, tourism and sustainable development.

While continuing most of the projects listed under part 2, especially the ones related to conservation, capacity building and tourism (as these are longterm projects), new initiatives have been taken in the field of sustainable development.

The Royal Government has acknowledged the important role played by culture as a means to shape national identity, strengthen social cohesion and contribute to the economic development of Cambodia.

Special attention is being focused on the involvement and improvement of the conditions of local communities living within monumental complexes around the country. As a direct result of this sustainable development approach the UNESCO Phnom Penh Office in close cooperation with the World Heritage Centre negotiated a "**Heritage Management Framework**" project with the Australian Government and the Cambodian

authorities. Starting before the end of 2009 this project will look at the management of the **Angkor site** with a close **focus on sustainable development for local communities and tourism management**.

Another main concern is **the looting of cultural artefacts in Cambodia** which has been endemic since 1972. The pillaging within the World Heritage Site of Angkor has virtually ceased, but other archaeological and monumental sites, particularly in isolated parts of the country continue to be victims of systematic plunder. UNESCO in close cooperation with the local authorities organises **regular conferences and events to raise awareness** among senior officials about the need to protect the cultural heritage and fight against the illicit traffic of cultural objects.

Technical advice and support to the RGC for the report and monitoring of World Heritage sites , specially Angkor and Preah Vihear, will also continue as well as support to the preparation of new World Heritage Nominations.

Within the field of intangible culture heritage, the Office will enhance coordination between the 1972 and 2003 conventions by **promoting the big shadow puppet theatre (Sbek Thom)** through intensive research and text book publication, as well as the elaboration of a project document for further revitalization and recognition of other expressions such as Chapei and Lakhaon Khaol. A publication of **the silversmith tradition** in Cambodia is also underway.

Also, the digitization and dissemination of ancient Cambodian manuscripts collected by the *Ecole Française d'Extrême Orient* will be implemented in collaboration with the National Library thanks to a Singapore Fund in Trust.

Performing arts is so far ensured by private troupes and happens in ad hoc circumstances. UNESCO will collaborate with the Ministry of Culture and Fine Arts to make the **Cambodian performing arts work in a regular basis**, which is one of the factors to ensure the sustainability of this form of cultural heritage in connection with the tourism attraction.

### 3.5 Communication and Information

Communication and information have potentially a very important role to play in the national country strategy in particular to the priorities on good governance and human rights; UNESCO's interventions in the area of communication and information in Cambodia aim at enhancing access to information and knowledge for dialogue, democracy and development within the framework of UNESCO's global approach to building inclusive knowledge societies.

Although advancements on the national freedom of expression and freedom of information situation have been done in the past years, still some political and social conditions limit the extent to which UNESCO can further those fundamental rights in order to promote the fundamental good governance in the country and provide the indispensable media development assistance.

Hence, UNESCO will continue assisting the country through the indicators of media development in line with the priority areas of the IPDC (International Programme for the Development of Communications) by taking action such as in **pushing forward the Right to Information Law** until its approval by the Council of Ministries. This will facilitate the essential advancement of the **freedom of press in the country**. In addition, the Agency, and in cooperation with other UN Agencies and communications programme officers working on these issues (specially OHCHR and UNRC), will support the **training of information officers/spokespersons from the Ministry of Information** on providing access to information on order to help enhancing the on-job journalists and media professionals' access to public information. UNESCO will support indispensable high quality trainings to on-job journalist and students where joint evaluations into ground will be taken, relevant related knowledge will be shared, and required skills will be developed in order to improve the country's media sector as a fundamental right, as well as the quality of its content. Agency will help raise the quality of journalism education in Cambodia by support to journalism training institutions in adapting **UNESCO Model Curricula for Journalism Education**.

Cambodia, with a contemporary developing economic, social and political situation, very much influenced by the country's history, has acknowledge the necessity to **preserve and safeguard all the essential sites and documents that transmitting information, facts, and details on the country's history and culture**, are relevant to understand it, and are to be uphold so that the future generations can have access to them and learn from them. In this regards, the country recognised the relevancy of the Tuol Sleng Genocide Museum Archives an essential part of Cambodia's recent history.

Within this recognition and under the UNESCO Memory of the World (MoW) Programme, UNESCO, in cooperating with the Government, National Museums and



Archives, and national and international experts, will further **support the Tuol Sleng Genocide Museum to preserve the documentary heritage contained in the Archives** and to train the Museum's staff in order to ensure the long-term preservation and proper archiving of the documents. Furthermore, when all the requirements are in place at the national level, the Agency will support the **creation of a National MoW Committee** and will help the country exploring other national documentary heritage that could be included on the UNESCO MoW list, for its long-term preservation and to make it accessible to all the interested national and international public.

Cambodia has also acknowledged having great needs and challenges for the country's ethnic minority populations. Concentrated in the remote Mondulkiri, Ratanakiri and Preah Vihear provinces, the ethnic minority populations make up a bit more than 1% of the total population in Cambodia. The access to print media and television in the ethnic minority villages of those provinces is minimum and sometime inexistent. Radio has been recognised to be the best and economical communication method to reach those communities and provide them with information. However, most of those populations speak their own languages and dialects and only few are able to speak and understand Khmer. Therefore, the Government has accepted the creation of their-own-language radio programmes and the previous training on radio production of some of the members of the communities to be a requisite.

In this regard, UNESCO, in cooperation with the government and provincial information departments, the ADB, and other UN Agencies and NGOs, will enhance the synergy among the projects being implemented in those areas and continue its assistance to operate **community radio production workshops** with a following-up on the ground. This will be done in order to ensure the empowerment of the ethnic minorities' through some of its members development of their communication and radio production and broadcast skills, to provide the communities with knowledge on different aspects through the information received through the radio, and to ensure the sustainability of the projects by the communities themselves.

In addition, **Information literacy (IL)** is now playing a vital role in the society where technological advancement makes information available and easy to access all around the world. Places where diverse sources of information and knowledge are available are the **Libraries and the Archives**. However, in Cambodian Libraries and Archives, librarians' and school administrators' skills on how to use the information sources, how to create information, and their knowledge on information literacy, is very limited and needs to be enhanced and improved. To be able to also effectively and efficiently train and share the Information Literacy skills and knowledge to students/learners, they need to require the broad knowledge of IL so that they could provide better library services.

Therefore, UNESCO Phnom Penh, with the support of the Regional Office in Bangkok, is willing to start mapping the IL road in Cambodia, by preparing a national awareness raising seminar on IL, to bring together Cambodian librarians, senior administrators, the offices in charge of the libraries, policy makers and international lecturers, to discuss the necessity of the promotion of IL skills in Cambodia with the hope to enhance awareness on IL and improve the service provided by the librarians in Cambodian Libraries and Archives.

## PART 4: PARTNERSHIPS

### 4.1 UNESCO Main Partners

The National Commission is the main counterpart of the UNESCO Office in Phnom Penh. Since its creation in 1997, it has been responsible for structuring within the country the multifaceted contacts that UNESCO keeps with the civil society and the national authorities. The National Commission is therefore the focal point for the implementation of activities in the country. In Cambodia, the National Commission includes representatives from the Ministries of Education, Youth and Sport, Culture and Fine Arts, and Information.

The Cambodian National Commission is chaired by H.E. Mr Sok An, Deputy Prime Minister, Minister in Charge of the Council of Ministers. Its Secretary- General is Ms. Tan Theany. The Cambodian National Commission initiates and participates in many projects.

#### Ministries:

- Ministry of Planning
- Ministry of Education, Youth and Sports
- Ministry of Culture and Fine Arts
- Ministry of Information (Moi)
- Ministry of Tourism

#### Other Governmental Partners:

- National Commission for UNESCO-NATCOM
- National Museum
- APSARA: Authority for Protection and Management of Angkor and the Region of Siem Reap
- ANPV: Autorité National for Preha Vihear
- TSA: Tonle Sap Authority

#### International Partners:

- UN Agencies,
- European Commission
- French Embassy
- French Cultural Center (FCC)-Attaché cultural

#### Academic Partners:

- Cambodia Communication Institute (CCI)
- Department of Philosophy from the Royal University of Phnom Penh (RUPP)
- University of Teknologi MARA (Malaysia)

#### Civil Society:

- Bophana Audiovisual Resource Center
- BHN Association (Japan)
- Open Institute (NGO)
- BBC World Service Trust

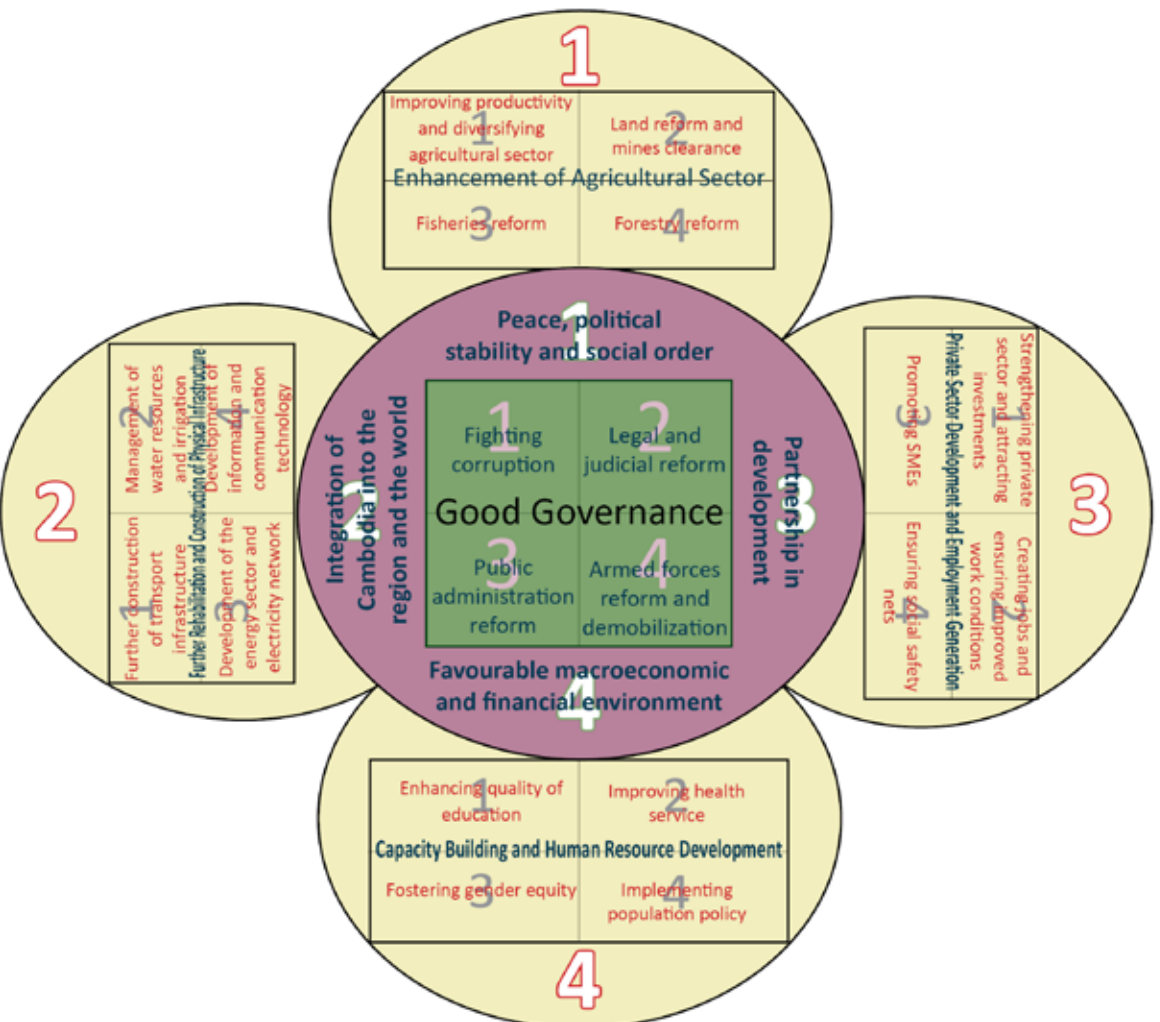
#### Private sector:

- Khmer Mekong Films

# ANNEXES

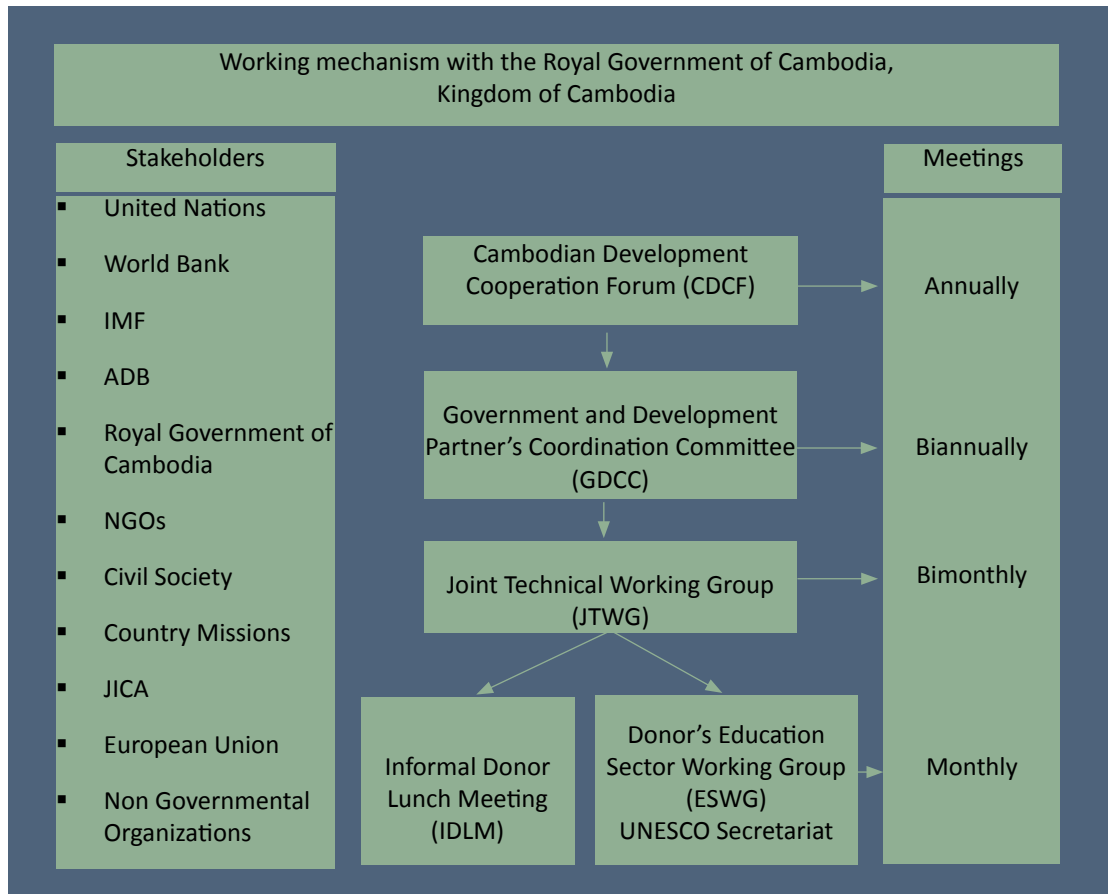
## ANNEX 1- Government of Cambodia Rectangular Strategy

### RECTANGULAR STRATEGY





## ANNEX 2 - WORKING MECHANISM WITH THE ROYAL GOVERNMENT OF CAMBODIA, KINGDOM OF CAMBODIA



## ANNEX 3- MAIN PROGRAMMES IMPLEMENTED OR ONGOING

<p><b>EDUCATION PROJECTS and MAIN ACHIEVEMENTS</b></p> <p><b>BUDGET/YEAR: RP+EXB 2008 - 2009</b>  <b>TOTAL: US\$565,421.00</b></p>	<p><b>BENEFICIARIES</b></p>
<p><b>1. <u>ADVOCACY TOWARDS EFA AND AID EFFECTIVENESS PROMOTION</u></b></p> <p>Provide technical assistance to the Ministry of Education, Youth and Sport (MoEYS) in identifying strategies and resources to achieve the Education For All (EFA) and Millennium Development Goals (MDGs), through Education Sub-Working Group (ESWG) and Joint Technical Working Group (JTWG), with joint support to ESP/ESSP annual review, formulation of Annual Operational Plan, FTI. GMR is translated and widely distributed to abreast the country to the global EFA trends.</p>	<p>Relevant Ministries' Departments and Officials NGOs and Institutes</p>
<p><b>2. <u>EDUCATION QUALITY IMPROVEMENT FOR SUSTAINABLE DEVELOPMENT</u></b></p> <p><u>Teacher Education and Training</u> Provide technical advice on restructuring the comprehensive teacher training through regular meetings with the MoEYS under Small Technical Working Group - JTWG.</p> <p>Assist the MoEYS in formulating the Teacher Education and Training Master Plan and advocating the rights of teachers under the ILO/UNESCO recommendations by disseminating this document to teachers, teacher associations and teacher training institutions.</p> <p>Study on Pre-Service Teacher Training from perspective of inclusive education, gender, human rights education and bilingual education to provide research-based information to the government, development partners and NGOs.</p>	<p>Teacher Trainers and Teacher Trainees from all Provincial Teacher Training Colleges (PTTCs) and Regional Teacher Training Colleges (RTTCs).</p> <p>Education policy makers and curriculums developers Schools' teachers and students</p>

<p><u>ICT Education</u> Provide technical assistance to Cambodian Government to help it with the development of a national policy and strategy on ICT in education and ICT in Education Master Plan.</p> <p>A network for ICT in education established among all teachers colleges in the country. Capacities in ICT education strengthened for 676 teacher trainers, 28 curriculum specialists and book editors, 4,815 primary and secondary school teachers.</p> <p>Support the mobile ICT activities conducted in 20 provinces, given in an educational context to thousands of deprived children and youth.</p> <p><u>Gender equality</u> The budget for gender mainstreaming activities will be increased through awareness raising and capacity enhancement of government (MoEYS and MoEF) officials. Workshop on Gender-Responsive Budgeting in Education Sector was co-organized by MoEYS Gender Team and UNESCO with participation of 45 key policy-makers from central technical departments of MoEYS, MoLVT and some NGOs. The participants were oriented on the new trends and issues in gender equality in education in Asia and the Pacific and also trained on how to do gender-responsive budgeting. A “Toolkit for Promoting Gender Equality in Education” developed in Khmer language and widely disseminated to Cambodia government partners and NGOs.</p> <p><u>PROMOTING ESD</u> Provide support to the Royal Academy of Cambodia (RAC) to organize the National Conference on the Decade of Education for Sustainable Development 2005-2014. Support is also provided to a study on Lifelong Learning for Sustainable Community Development in the West of Cambodia with the expected result of increased awareness toward community sustainable development through lifelong learning perspective.</p> <p>Provide support to the National Institute of Education (NIE) to organize the ESD workshops to train the teacher educators on ESD concept and the knowledge and skills of integrating ESD in teaching and learning process.</p>	<p>Teacher training institutions Pilot secondary schools teachers and students Deprived children, youth and adults Curriculum specialists and book editors Primary school teachers and students</p> <p>Women and girls Teachers and Students NGOs Key Government Officials/Ministries</p> <p>Professors and Students of the Royal Academy of Cambodia (RAC) Teachers Trainers and Teachers Trainees of the National Institute of Education (NIE)</p> <p>Relevant Government Officials/Ministries</p>
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<p><u>Inclusive education</u> Provide technical advices to MoEYS to have developed the policy on education for children with disabilities. The Master Plan 2009-2011 is under development. It is expected that more children with disabilities will be identified based on their natures of disabilities, education providers will be trained, and school environment will be more welcome to people with disabilities for the coming three years as stated in the Plan.</p> <p>The MLE Kit and the IFLE Kit were translated and adapted into Khmer and widely distributed to the government institutions, NGOs and international agencies, for hands-on knowledge and skills for teachers and managers on how to integrate IE in both formal and non-formal education settings.</p> <p>The Regional EFA Flagship Workshop on Inclusive Education was organized together with the EFA Flagship Secretariat. National and International policy makers, educators, experts and practitioners from 15 countries across the region came together to discuss different aspects -ranging from policy issues to the ground practices- on Inclusive Education from a national and regional perspective. A holistic approach in ensuring education for those who are currently excluded from the system towards achieving the Education for All (EFA) goals by 2015 was commonly understood by the participants.</p> <p><u>School Health Education</u> Provide technical assistance and strategic guidance in developing relevant standard policies, strategies, guidelines or papers for the implementation of the school health policy and HIV/AIDS activities.</p> <p>Enhance capacity of government staff in the implementing and monitoring of the School health activities and Strategic Plan for HIV and AIDS 2008-2012.</p> <p>Coordinate with the development partners and UN agencies to support the implementation of the HIV/AIDS annual work plan and school health activities, guidelines, policy and other school health assessments.</p> <p>Support to male-to-male sexual behaviours, and support to the functioning of a National MSM Working Group and some local MSM-NGOs to increase the awareness toward this particular group of people who face the specific health risks (transmission of STIs, HIV) as well as reducing stigma and discrimination towards MSM.</p>	<p>Street and deprived children</p> <p>Children with disabilities</p> <p>Government ministries, NGOs and development</p>
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<p><b>3. <u>LITERACY AND NON-FORMAL EDUCATION</u></b></p> <p>Advisory support to the MoEYS to raise awareness towards literacy and non-formal education as complementary channel to achieve EFA goals. The International Literacy Day is celebrated each year with the message of the Prime Minister to advocate importance and roles of literacy and non-formal education among the policy makers, the general public and the donors toward building a literate and learning society. The major activities include: Round Table Debate, Recording UNESCO message on Literacy, Literacy Day Ceremony in provinces. Approximately 900 people, mainly community members, provincial education officers, institutions, NGOs and students directly participate in these activities. NFE Congress is organized to share the best practices among various stakeholder, including the Ministry of Interior and the Ministry of Women's Affairs and the Ministry of Labor and Vocational Training to ensure concerted and harmonized efforts toward a more literate society.</p> <p>Technical support to NFE policies and strategies to further institutionalize NFE programmes. NFE policy was approved by the Prime Minister. NFE Action Plan was reviewed. Equivalency Programme Policy was approved.</p> <p>Support to capacity building of NFE staff, both central and provincial, on NFE policy and methodology, CLC management, NFE MIS, which is now linked to all the provincial education offices, and on equivalency programmes.</p> <p>Technical support to the MoEYS and the NGOs to organize various on-the-ground activities to improve literacy level, in particular among the out-of-school children, youth and adults. These include CLC programmes, equivalency programmes, life-skill programmes, literacy and functional literacy programmes.</p> <p>Support to a Pilot Bilingual Non-formal Education Program in Taveng District, Ratanakiri aims to build the capacity of a core group of Provincial Department of Education, Youth and Sport (DOEYS) staff, and key individuals at POEYS and MOEYS, to implement and oversee both the technical and administrative aspects of a bilingual project; to pilot bilingual NFE through the government education services in 3 villages, and to demonstrate the effectiveness of bilingual NFE as an effective strategy to meet the EFA goals for remote districts in Ratanakiri.</p>	<p>Government officials (MoEYS, PoEYS, DoEYS) NGOs Rural population</p>
<p>Support to the Anglong Veng District of Otdormeanchey Province, where hundreds of former Khmer Rouge soldiers and their families, after their integration into the "normal" Cambodian society in late 1998, have faced tremendous difficulty in catching up with the majority of Cambodians in this rapid economic development period. The overall goal of the project is to improve the quality of life of the deprived and disadvantaged families in post conflict areas of Anlong Veng. The specific objective is to provide the disadvantaged families with the necessary skills to enable their socioeconomic and cultural development and enhance community capacity for the implementation of community educational program. The provincial education, labor and agriculture sectors have shown their willingness and commitment to contribute to the project, in different ways and NGOs are also involved.</p>	

<p><b>4. HIGHER EDUCATION AND RESEARCH DEVELOPMENT</b></p> <p>Support to definition of HE missions and to HE institutional and management capacity development through policy dialogue between HE Department, Accreditation Committee of Cambodia (ACC) and the universities and institutes. Support is also provided to expose the country to the global trends through participation to various UNESCO conference and translation of policy papers.</p> <p>Support to education research aims to create an enabling environment of research in Cambodia. Major interventions include support to developing Education Research Policy and establishment of an education resource center at Royal University of Phnom Penh.</p>	<p>MoEYS Institutes and universities</p>
<p><b>5. CAPACITY DEVELOPMENT FOR STRATEGIC PLANNERS</b></p> <p>Capacities of key technical government officials strengthened to plan and conduct analytical review ESP/ESSP, Annual Operational Plan, NSDP, BSP and MTEF, through various training courses organized by UNESCO, and other partners, as well as through the consultations with the ESWG members.</p>	<p>Education planners at central and local levels</p>
<p><b>6. REORIENTING TVET</b></p> <p>Provide support to the MoEYS to conduct a study on “Secondary Technical and Vocational Education in Cambodia” as part of the regional study. The findings of this study are expected to serve the policy makers in decision-making and policy adjustment for the TVET system.</p> <p>Policy dialogue and capacity development opportunities expanded for policymakers of the MoEYS and MoLVT in TVET. Seminar on Sharing Good Practices in the Implementation of TVET in Cambodia was organized with the participation of the Ministers of MoEYS and the MoLTV.</p>	<p>Government officials (MoEYS, MoLVT) NGOs Institutes and universities</p>

<b>CULTURE PROJECTS and MAIN ACHIEVEMENTS</b>  <b>BUDGET/YEAR: RP+EXB 2008 - 2009</b> <b>TOTAL: US\$2,437,581</b>	<b>BENEFICIARIES</b>
<p><b>A. Normative Action:</b> Ratification of the following conventions:</p> <ol style="list-style-type: none"> <li>1. Under the Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention. The Hague, 14 May 1954. <b>Date of ratification: 04/04/1962.</b> A theoretical and practical training course for the implementation of the convention was organized for government officials in March 2009.</li> <li>2. Under the Convention on the Means of Prohibiting and preventing the Illicit Import, Export and Transfer of ownership of Cultural Property. Paris, 14 November 1970. <b>Date of ratification: 26/09/1972.</b> Training events for the Ministry of Culture and Fine Arts, APSARA and ANPV are further planned for August 2009.</li> <li>3. Under the Convention concerning the protection of the World Cultural and Natural Heritage, Paris, 16 November 1972. <b>Date of ratification: 28/11/1991.</b> Preah Vihear inscribed on the World Heritage list, (2008).</li> <li>4. Convention on the Protection of the Underwater Cultural Heritage. Paris, 2 November 2001. <b>Date of ratification: 24/11/2007.</b></li> </ol> <p>UNESCO is now in the process of the selecting Cambodian professionals for training and capacity building so that a team of experts will be in place by 2011.</p>	<p>APSARA</p> <p>Government of Cambodia</p> <p>International teams/countries</p> <p>Researchers</p>

**B. Tangible Heritage:**

**1. International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC-Angkor)**

Management of the site through the ICC  
Three restoration projects namely at the Bayon Temple in Angkor Tom, former capital of the Khmer empire, the temple of Angkor Wat and the Royal basin of Sras Srang, respectively supported by the Japan and Italian Governments and a private Japanese company.

**2. Preah Vihear**

The site of Preah Vihear was inscribed in the World Heritage List, at the World Heritage Committee Meeting in Quebec Canada July 8th 2008.

The UNESCO Phnom Penh Office is now further collaborating with the Royal Government to implement the recommendations made during the meeting in Quebec requesting the establishment of an ICC for future coordination, and the finalizing of the management plan.

**C. Intangible Heritage:**

**RUFA (Royal University of Fine Arts):**

The capacity building and training programme for the faculties of Architecture and Archaeology at the Royal University of Fine Arts in Phnom Penh. was finalized end 2008 after 15 years of relentless contribution from the Japan FIT the programme.

The programme resulted in the training of a countless number of students of whom most have now representative functions with the Ministry of Culture and APSARA. Although the project was deemed successful further support for both faculties is needed.

**Revitalization of Khmer folktales through movies and performing art**

The movie has been finished at the end of December 2008. Twenty copies of the film adaptation on one of the most famous Khmer folktale entitled "The Hare and the trappers" are available. Children in some provinces were selected and trained to play roles in this movie.

Faculty of Royal University of Fine Arts

Cambodian Childrem



<p><b>Research and publication on silverware</b> The research has come to the last phase, covering the art of silver made; tradition of the use of materials made from silver by royal palace; market and transmission of skill. Publications, dissemination and lectures are foreseen</p> <p><b>Establishment of a Living Human Treasures system in the Kingdom of Cambodia</b> A living Human Treasure System has been established, endorsed by a sub-decree. Several living human treasures have been identified.</p> <p><b>Action Plan for the safeguarding of the Royal Ballet of Cambodia</b> The project resulted in the training of several dancers, the revitalizations of two lost choreographies, the production of musical instruments and public performances.</p>	<p>Silverware artisans Researchers</p> <p>MoCFA</p> <p>Artist</p>
<p><b><u>D. Creative industries</u></b></p> <p><b>Creative Industries Support Programme</b> Improved capacity of national institutions to preserve and develop Cambodia's tangible and intangible cultural and living art ant promote its social and economic potential.</p> <p>Improved employment opportunities and income generation through commercialization of local cultural products and services in domestic and international markets.</p>	<p>Indigenous people</p> <p>Tourism growth</p>
<p><b><u>E. Movable heritage and Museums</u></b></p> <p><b>An international museum seminar held at the occasion of the plenary session of the International coordinating Committee for the site of Angkor in 2008</b> Gathering of all major Cambodian museums in Siem Reap for three days discussions that issued a set of recommendations and an action plan for the development of the museum sector in Cambodia. Several activities will be implemented as a follow-up of this international seminar.</p> <p><b>Capacity building and training of staff at the National Museum and Ministry of Culture and Fine Arts</b> A theoretical and practical training course for the implementation of the Convention was organized for government officials from 02 to 06 March 2009.</p> <p>Exhibitions on inscriptions and prehistory are being organized permanently at the National Museum in collaboration with EFEO. A cultural strategic plan has been developed.</p>	<p>MoCFA Staff of Museums APSARA National Authority</p> <p>MoCFA Staff of Museums RGC</p>

**Assistance to the Tuol Sleng site museum, Khmer Rouge memorial**

UNESCO assists the MoCF in conservation and development of the Tuol Sleng site museum, which is an important testimony to the Cambodian contemporary history.

MoCFA, Tuol Sleng Museum

**National Seminar on the prevention against cultural movable properties illicit trafficking in Cambodia**

A National seminar has been organized in the province of Banteay Meanchey with the participation from the Ministry of Culture, provincial departments of culture, chiefs of villages in Banteay Meanchey province, civil police, heritage police and customs officers. Two movies on the cultural artifact illicit trafficking have been screening for the public during the seminar.

MoCFA  
Museums



<b>COMMUNICATION AND INFORMATION PROJECTS and MAIN ACHIEVEMENTS</b>  <b>BUDGET/YEAR: RP+EXB 2008 - 2009</b> <b>TOTAL: 72.000 USD</b>	<b>BENEFICIARIES</b>
<p><b>Promoting an enabling environment for freedom of expression and freedom of information</b></p> <ul style="list-style-type: none"> <li>• <u>3 Workshops to CCI on Peace and Conflict Prevention for Working Journalists, Public Relations for Communication specialists, and ICT:</u>            The three training projects have targeted mainly on-job media and press practitioners along with a small proportion of media related NGO staff and volunteers. The three trainings have eventually achieved its results and outcome by improving the working capability of 83 trainees by particularly expanding their understanding, knowledge and skills on peace and conflict prevention, public relation management as well as computer/English application. The trainings also set up a platform for the trainees to share their learning experience and exchanging ideas on the media's role in democratization. The training's immediate impact is hard to be assessed but in a long term it is believed it will increase the quality and flow of media information in society. The mutual collaboration between UNESCO office and partner CCI was further aligned and tightened.</li> </ul>	<p>Journalists from Media Training Center (MTC)</p>
<ul style="list-style-type: none"> <li>• <u>1 Workshop to MTC (Mol) journalists on Investigative Report:</u>            In 2008, UNESCO has supported a four-day workshop targeting 20 media practitioners, editors and reporters, and print media from commercial and state-owned. The workshop provided participants the research techniques to do investigative reports. The session focused on some controversial reports form the past in order to understand the way to choose a subject to study, recognize the legal procedures, the principles to protect journalists, the wrongdoings in public sectors and other abuses, the professional ethics, and the legality and security of the protection of investigative journalists.</li> <li>• <u>World Press Freedom Day (WPF) celebrations:</u>            In 2008, UNESCO together with the Cambodian Communication Institute (CCI) celebrated a half-day conference on the theme "Freedom of Press, Access to Information and the Empowerment of People". The participants explored and understood how media freedom and access to information feed into the wider development objective of empowering people. It was the second time that opposite sidewalk journalists associations, the ruling party and the opposition came together to commemorate the WPF. In 2009 the Celebration of the WPF will be organise in collaboration with the recently launched Press Council of Cambodia (PCC) on Monday, 4 May 2009 in an open public field in front of Watbotom Wattey Pagoda in Phnom Penh. The Celebration <u>aims</u> at bringing together the local media sector and related institutions/ organizations/persons to discuss about "The potential of the media in Cambodia regarding dialogue, mutual understanding and reconciliation".</li> <li>• <u>2 Workshops on KhmerOs computer software in Khmer:</u>            In 2008, UNESCO helped the Open Institute organizing two two-week workshops on KhmerOs. One training for twenty staff members from the Mol and a second training for fifteen journalists and students from the CCI. The 35 participants were trained of how to type Khmer words very fast in Unicode and the use of OpenOffice in Khmer language for the duration of two weeks. Most of the students had basic understanding of computer and focused much attention on their study of Khmer language software application (Open Office) This workshops are expected to be expanded among the media and communications sector in 2009 and 2010.</li> </ul>	<p>Ministry of Information (Mol)</p> <p>Journalists Media and communication professionals</p> <p>Media students Staff and jouranlists from Cambodia Communication Institute(CCI)</p> <p>The Press Council of Cambodia (PCC)</p>

**Promoting the development of free, independent and pluralistic media and community participation in sustainable development through community media**

- Coordination and support of the Ratanakiri Community Radio Project:

A key dimension of capacity building for communities is therefore the “needs assessment”, to understand what interventions will generate and to assure the most positive impact. Therefore, during 2008, UNESCO and Basic Human Needs (BHN) NGO for Japan traveled to the “Community Radio Project” selected remote area of the country to execute the 2<sup>nd</sup> Needs Assessment of the Project. The outcome of the 2<sup>nd</sup> Needs Assessment of the Project showed the way to follow up. A decision was taken to improve the existing Radio Station that was set up by the National Commission from UNESCO (NATCOM) in the country’s remote Northeast province, to supply radio transmitters to the previously identified most needed indigenous groups, and to provide educational programmes in ethnic language to be broadcasted in the radio by the same selected indigenous people. This is to be done in 2009 and the project will be in linked to the UNESCO/ADB community radio project in the same area and expanded to 2010.

Ratanakiri Radio Station  
 Ministry of Information (MoI)  
 Ethnic Minorities from Ratanakiri Province

**Fostering universal access to information and the development of infostructures**

- Drafting of the nomination form of the Tuol Sleng Museum Archives under the UNESCO MOW Programme:

The Tuol Sleng Museums Archives already registered on the Asia-Pacific MOW List and the nomination form for the international MOW registration was done by a joined UNESCO and Cambodian government effort and was sent by the Cambodian government to UNESCO headquarters in August 2008. The nomination of the Archives is expected to be done in July 2009. Capacitating on MoW to NATCOM, MoCFA, MoI, EFEO will be organized and the Tuol Sleng Museum Digitalization Plan will be supported with equipments and training during 2009 and 2010

Royal Government of Cambodia  
 Ministry of Culture and Fine Arts (MoCFA)  
 Minsity of Information (MoI)  
 NATCOM  
 Tuol Sleng Genocide Museum  
 National Archives

<ul style="list-style-type: none"> <li>• <u>Celebration of UNESCO World Day for Audiovisual Heritage:</u></li> </ul> <p>In 2008, UNESCO has joined the National Audiovisual Resource Center on the Celebration of UNESCO World Day for Audiovisual Heritage, on 27 October. The celebration, putting together 20 Cambodian filmmakers from the old and young generational and reaching around 10,000 people, has increased awareness among the Cambodian filmmakers and the Cambodian public about the challenges to be met in preserving Cambodian movie heritage, about to the importance of safeguarding their movies, and about the role that the Audiovisual Archives and the Audiovisual Resource Centers Center can play in this process. The support for this Celebration will continue during the coming years.</p> <ul style="list-style-type: none"> <li>• <u>Awareness Raising Workshop on Information Literacy (IL):</u></li> </ul> <p>In collaboration with UNESCO PNP, UNESCO BGK and the Universiti Teknologi MARA (Malaysia), the CCI will hold a two-day Awareness Raising Seminar on Information Literacy 2009 at the Cambodian-Japanese Cooperation Centre (CJCC) in Phnom Penh. The project aims at increasing awareness of local librarians, school administrators from public and private universities libraries, and police makers of the importance of information literacy and create their understanding on information literacy concepts and standards in order to map the road of IL for Cambodia.</p>	<p>Bophana Audiovisual Resources Center</p> <p>Cambodian Film- makers</p> <p>École française d' Extrême-Orient (EFEO)</p> <p>Cambodian Communication Institute (CCI)</p> <p>Private and Public local Libraries, libararian and administrators</p>
<p><b>“Love and Relationships” Film Festival Project (EXB)</b></p> <p>In relation with the National Strategy Plan (NSP) II Strategy five, and in line with UNESCO’s commitment to supporting a comprehensive HIV response through facilitating Culture Sector response to HIV and AIDS, UNESCO in collaboration with the French Cultural Center’s (CCF) ‘Route du cinema’ Film Festivals is screening nine movies in Khmer language in 15 provinces in Cambodia. The Festival has already targeted 20,000 spectators, with a focus on young people who have learned on issues such as human trafficking, intimate relationships, sexuality and so on, related to HIV and gender. This project started in 2008, will continue until the end of 2009 and will be probably be expanded with the collaboration of other UN agencies working in Cambodia in 2010.</p>	<p>15 Provinces in Cambodia:</p> <p>Kandal, Takeo, Kampot, Sihanoukville, Kompong Chnang, Pursat, Battambang, Siem Reap, Svey Reng, Prey Veng, Poipet, Stun Treng, Kratie, Kampong Cham, Kamponh Thom</p>

**SCIENCES PROJECTS and MAIN ACHIEVEMENTS**

**BUDGET/YEAR: RB+EXB**  
**TOTAL: US\$20,000**

1. Establishment of the Siem Reap Water Working Group

A regional Water Working Group has been established under the auspices of the Royal Government. The social and cultural dimensions of water management and management of water resources has been addressed through the organization of 2 Water colloquiums. The sustainable water governance has been improved, by means of policy-relevant cultural, social and scientific responses, with a special focus on urban water management

2. Cambodiana Film: Research and learning for reducing biodiversity loss, for mitigating and adapting to global change

One film produced and disseminated to raise awareness over the importance of the preservation of the Cardamom Mountain region highlighting the exceptionally high biodiversity of wildlife communities and an outstanding number of threatened species in the region which will be used to support the nomination of this region to the Natural World Heritage List

3. Tonlé Sap Biosphere Reserve: Strengthening capacities for a better management

Policy makers and key officials from local authorities working in environment programs have enhanced their capacity to manage natural resources in a sustainable manner through the attendance and organization of various seminars and workshops.

**BENEFICIARIES**

Siem Reap province Population  
 Government officials and policy makers  
 Environmental local NGO's

Cambodian nationals

Siem Reap province Population  
 Government officials and policy makers  
 Environmental local NGO's

<b>SOCIAL AHEN HUMAN SCIENCES PROJECTS and MAIN ACHIEVEMENTS</b>  <b>BUDGET/YEAR: 2008-2009 (UNESCO Phnom Penh EDU RP +Bangkok RP)</b> <b>TOTAL: 5, 000 USD</b>	<b>BENEFICIARIES</b>
<p><b><u>Promotion of Khmer Philosophy:</u></b></p> <p>The UNESCO World Philosophy Day was organised in November 2008 by the Philosophy Association of Cambodia (PAC) for the first time in Cambodia. It involved nearly 100 students of philosophy from RUPP. It was a great starting point for the support and promotion of Philosophy in Cambodia and as an opportunity to discuss debate and raise awareness regarding the important role that Philosophy could play in building peace, justice, good governance and solidarity in Cambodia. This will be an on-going activity in Cambodia for 2009 and after.</p> <p><b>The International Conference on “The Role of Philosophy in Human Development in South-east Asia”</b> was organised in June 2009 by the Philosophy Association of Cambodia (PAC) with the support of UNESCO PNP, UNESCP BGK and The Council for Research in Values and Philosophy, Washington (RVP), the conference helped promoting Philosophy in Cambodia and integrating Cambodian Philosophers in to the regional philosophical circle. It was also an opportunity to create materials on the relevant subjects to be discussed, converse, debate and raised awareness on the important role that Philosophy could play in education for sustainable development (ESD) building peace, justice, good governance and solidarity not only in Cambodia but certainly between countries in the region and the world. There was a commitment of cooperation to help advancing the teaching of Philosophy in Cambodia among all the participants in the Conference -including members form the Royal Academy of Cambodia and the Royal University of Phnom Penh- and this is what UNESCO must gradually follow up with the Government. Since the conference was held, many of the international speakers who attended are being active of the on-line UNESCO Asia-Arab Interregional Philosophical Dialogues, which reinforces and builds up international intellectual cooperation and production of knowledge to foster among other things, as we all believe, a better future for everyone. Also, PAC requested some volunteer students to help creating a blog for PAC, so all the reports and all activities they have done and will do, will be posted, to make them accessible to all interested people.</p>	<p>The Philosophy Association of Cambodia (PAC)</p> <p>The Royal University of Phnom Penh (RUPP)- Department of Philosophy</p> <p>The Royal Academy of Cambodia ( RAC)</p> <p>The MoEYS</p>

# ANNEX 4- UNESCO'S PROPOSED COOPERATION FRAMEWORK FOR CAMBODIA 2009-2010

## Cambodia UCPD Results Matrix 1 (results included in the UNDAF)

### National Strategy/MDG: Good Governance and promotion/protection of Human Rights

UNDAF OUTCOME: By 2010, achieve significant progress towards effective participation of citizens, accountability and integrity of government in public decision making and policy implementation for the full realization of human rights and meeting the CMDGs.				
UNDAF Country Programme Output	Expected result of UNESCO activity	Performance indicators and benchmarks	RESOURCES (USD) 2008 - 2009	
			available	target
<b>Strengthened community participation in the planning, management and implementation of local development activities, especially in the management of natural resources (UNDP, FAO, ILO, UNFPA, UNESCO, UNICEF, WB)</b>	Awareness of freedom of expression as a basic human right increased and related internationally recognized legal, ethical and professional standards applied.	<ul style="list-style-type: none"> <li>Ministry of Information (MoI) Supported</li> <li>Media Training center (MTC) Supported</li> <li>Cambodia Communication Institute (CCI) Supported</li> <li>2 World Press Freedom Day (WPF) celebrated</li> <li>Press Council of Cambodia Supported</li> </ul>	<b>16,000</b>	<b>30,000</b>
<b>Strengthened capacity of civil society through civic education and engagement with Parliament, local representative bodies and state actors (UNDP, UNESCO, WB)</b>	Law makers and assembly members understand and apply the concept of Education for Sustainable Development and good governance in education sector	<ul style="list-style-type: none"> <li>Three seminars and workshops will be conducted with the two legislative bodies in Cambodia with participation from the members of the national and local assembly – 100-200 representatives will benefit from the workshops</li> </ul>		<b>15,000</b>



<b>Capacities of workers' and employer associations are strengthened (ILO, UNIDO, UNESCO)</b>	Awareness of freedom of expression as a basic human right increased and related internationally recognized legal, ethical and professional standards applied	<ul style="list-style-type: none"> <li>• Strategy and action plans established for libraries and archives to become key actors for building knowledge societies</li> <li>• Training institutions accepting agreed standards for journalism training curricula</li> <li>• Women's active involvement in operations, content development and decision-making</li> <li>• The Press Council of Cambodia supported</li> </ul>		<b>15,000</b>
<b>Promotion and advocacy for a law on freedom of information (OCHR, ILO, UNESCO)</b>	Cambodia assisted in the development and adoption of policy frameworks for universal access to, and dissemination of, information 2. Preservation of documentary heritage reinforced Cambodia	<ul style="list-style-type: none"> <li>• International and national outreach of the Information for All Programme</li> <li>• Understanding of role of information in development</li> <li>• Information accessibility for disadvantaged and minority groups</li> <li>• Online access to public and government-held records</li> <li>• Awareness of the importance of the preservation of documentary heritage</li> </ul>	<b>13,000</b>	<b>20,000</b>
<b>Support to independent quality news coverage and public news services provided (UNESCO, UNDP, UNFPA, OHCHR)</b>	Community radio and community multimedia centers fostered as catalyzing tools for community "voice" and people-centered development	<ul style="list-style-type: none"> <li>• On-going community radio through UNESCO supports encouraging the involvement of women.</li> </ul>		
<b>Government assisted in meeting its obligation under the International Covenant on Economic, Social and Cultural Rights (OHCHR, UNESCO)</b>	Human rights education and mainstreaming human rights into education program expanded and shared among HR duty-bearers in education sector	<ul style="list-style-type: none"> <li>• Continued support to the Pedagogical Research Department of the MoEYS to review and improved the national curriculum and text books</li> </ul>		<b>10,000</b>
<b>Phased civil service remuneration plan developed, including a strategy to phase out donor-funded salary supplements and redirect them in support of pay reforms and redeployment of staff in support of a more effective delivery of public services (ILO, INDP, WHO, UNAIDS, UNIDO, UNFPA, UNESCO, UNICEF, WB)</b>	Actively participated in providing technical support to the development of the MBPI (Merit-based Pay Initiative) manual for the MoEYS	<ul style="list-style-type: none"> <li>• MBPI manual for the MoEYS developed and widely used for the improvement of policy implementation and governance.</li> <li>• Capacity to use the MBPI guidelines will be enhanced for key administrators and management staff of the MoEYS</li> </ul>		<b>3,000</b>

## National Strategy/MDG: Enhancement of Agriculture and Rural Development for Eradicating Extreme Poverty and Hunger by 2015

UNDAF OUTCOME: By 2010, agriculture and rural development activities have improved livelihoods and food security, as well as reinforcing the economic and social rights of the most vulnerable in targeted rural areas				
UNDAF Country Programme Output	Expected result of UNESCO activity	Performance indicators and benchmarks	RESOURCES (USD) 2008 - 2009	
			available	target
<b>Strengthened capacity to enforce international conventions (environment, human rights, labour, indigenous peoples) and national legislation and regulation (UNDP, ILO, OHCHR, UNICEF, UNIDO, UNESCO)</b>	Widely understood on Multi-lingual education and languages of the indigenous people in Cambodia promoted	<ul style="list-style-type: none"> <li>Annually organized and shared information on mother-language issues to government and stakeholders in Cambodia with over one hundred participants and spread to wider audience thru media.</li> <li>Bilingual literacy projects were implemented and over 300 participants benefited from the project in Taveng District, Ratanakiri Province</li> </ul>		<b>10,000</b>
<b>Enhanced management capacity of government and empowerment of local communities in sustainable land and water management, use of natural resources, and environmental protection (OHCHR, UNDP, IFAD, ILO, UNIDO, UNESCO, FAO, WB)</b>	<p><u>SC:</u> Phnom Samkos and Phnom Aural Wildlife Sanctuaries; Core area of the Tonle Sap Biosphere Reserve and Kulen Promtep Wildlife Sancturay listed. Projects developed to enhance the preservation and sustainable of the sites.</p> <p><u>CLT:</u> Continued Walter Colloquiums in the framework of the International Coordination Committee for Angkor in Siem Reap. Enhanced water and environmental management both underground water in Siem Reap region and Tonle Sap in close collaboration with UNESCO IHP Ecohydrology Program, APSARA National Authority and the National Authority for Tonle Sap.</p>	<ul style="list-style-type: none"> <li>Number of sites listed;</li> <li>Number of projects developed and implemented;</li> <li>Number of colloquium organized;</li> <li>Input into national sustainable development policies to protect water quality and quantity and associated ecosystems ;</li> <li>Enhanced water productivity and more water for socio-environmental sustainability</li> </ul>	<b>20,000</b>	<b>200,000</b>              <b>1,500,000</b>

<p><b>Enhanced capacity and skills of local communities to increase productivity through sustainable use of natural resources (ILO, WFP, UNDP, UNIDO, UNESCO, WB)</b></p>	<p><u>ED</u>: Local life-skills of about 500 people in Anglong Veng, Otdar Meanchey Province and the management capacity of the key officials improved and strengthened</p> <p><u>CLT</u>: Identified handicraft and art products in different provinces; trained artisans and improved product quality</p>	<ul style="list-style-type: none"> <li>• Functional literacy classes and vocational training programs conducted to over 200 families of the former Khmer Rouge soldiers. Capacity of the education and TVET officials involved in the project developed through our capacity building workshops</li> <li>• Number of products indentified;</li> <li>• Number of artisans trained;</li> <li>• Number of products produced and sale;</li> <li>• Income of the concerned communities increased.</li> </ul>	<p><b>47,000</b></p> <p><b>59,833</b></p>	<p><b>400,000</b></p> <p><b>750,000</b></p>
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## National Strategy/MDG: Capacity Building and Human Resource Development for Social Sectors

UNDAF OUTCOME: By 2010 improved health, nutritional and education status and gender equity of rural poor and vulnerable groups				
UNDAF Country Programme Output	Expected result of UNESCO activity	Performance indicators and benchmarks	RESOURCES (USD) 2008 - 2009	
			available	target
<b>Increased access to and quality of basic nine year education ((UNICEF, UNESCO, WFP, UNDP, WB)</b>	Enhanced policy review and dialogues on EFA and quality of basic education with MoEYS and other development partners as well as related academic institutions	<ul style="list-style-type: none"> <li>EFA GMR translated and shared with relevant stakeholders;</li> <li>Cambodia policymakers participated in Regional Conference supported and facilitated;</li> <li>Contents for teacher education and training improved with inputs on gender equality, ICT, ESD, HR and IE approaches</li> </ul>	<b>30,000</b>	<b>50,000</b>
<b>Strengthened multisectoral response to HIV/AIDS (UNICEF, WHO, UNFPA, UNESCO, UNAIDS, WFP, UNV, UNDP, ILO, UNODOC, WB)</b>	ICHA implementation capacity improved through the dissemination and implementation of the ICHA annual workplan within the MoEYS/ICHA and its key departments.	<ul style="list-style-type: none"> <li>Annual report is made annually and costed workplan disseminated and implemented within the MoEYS and to line ministries and partners with the technical and financial support from relevant UN agencies and NGOs.</li> </ul>		
<b>Increased awareness of education, health and reproductive rights and of available services (INICEF, UNFPA, WHO, UNESCO, WFP, ILO, OHCHR, UNDP)</b>	Awareness of education, HIV/AIDS, reproductive health rights as well as informing of available services reached young people and out of school youth through in school and out of school services.	<ul style="list-style-type: none"> <li>HIV/AIDS and other health related issue of Life skill program is implemented at school level and at the community targeting young people and out of school youth through in school and out of school services</li> </ul>		
<b>Increased awareness of government, community leaders and social service providers of their role in the realization of the community's rights (INICEF, UNFPA, WHO, UNESCO, UNAIDS, ILO, UNDP, OHCHR)</b>	Lifelong learning and functional literacy opportunity for children, youth and adults promoted through the expansion of Community Learning Centers	<ul style="list-style-type: none"> <li>Widened understanding on the usefulness of CLCs and community participation in educational and vocational training program activities in some selected deprived provinces and marginalized communities</li> </ul>	<b>30,000</b>	<b>800,000</b>
<b>Increased capacity for prevention of violence, including human trafficking, and improved legal framework and law enforcement (UNDP, UNFPA, UNESCO, UNIFEM, ILO, WB)</b>	Increased participation and recommendation for the improvement of the draft laws and law enforcement	<ul style="list-style-type: none"> <li>Actively participated and shared UNESCO concepts and global issues or publications with the lawmakers and policymakers in Cambodia</li> </ul>		

**National Strategy/MDG: The Rectangular Strategy of the RGC is translated into a single National Strategic Development Plan (2006-2010) that is implemented in a coordinated and timely manner.**

UNDAF OUTCOME: The national development plan and its implementation serve as an effective guide for sector plans and related budgets , as well as reflecting Cambodia’s obligations in relation to human rights and the CMDGs				
UNDAF Country Programme Output	Expected result of UNESCO activity	Performance indicators and benchmarks	RESOURCES (USD) 2008 - 2009	
			available	target
<b>Multi-stakeholders consultations at national and regional levels (UNCT)</b>	<u>ED:</u> Higher education and research policy and action plan formulated.	<ul style="list-style-type: none"> <li>Workshops/seminars conducted in collaboration with MoEYS and HEIs</li> </ul>	<b>30,000</b>	<b>50,000</b>
	<u>CLT:</u> Continued ICC-Angkor Conference	<ul style="list-style-type: none"> <li>The Angkor World Heritage Site better preserved and developed;</li> </ul>	<b>200,000</b>	<b>400,000</b>
	Establishment of ICC-Preah Vihear	<ul style="list-style-type: none"> <li>The Preah Vihear World Heritage Site restored, preserved and developed.</li> </ul>	<b>20,000</b>	<b>100,000</b>
<b>Good practices from other countries shared (UNCT)</b>	Current issues and trends in ECCE understood by MoEYS policymakers and researchers	<ul style="list-style-type: none"> <li>Policy Briefs on ECCE translated, printed, disseminated in policy seminars for educators, education policymakers and NGO workers on ECCD in Cambodia</li> </ul>	<b>5,000</b>	<b>10,000</b>
<b>Communications strategy implemented(UNCT)</b>	Communication and cooperation with the MoEYS Youth Department strengthened for the joint UN intervention for the formulation of the National Youth Policy for Cambodia	<ul style="list-style-type: none"> <li>Involve other UN partners in the meetings and consultation with the MoEYS Youth Department, UNESCO has a comparative advantage close relations in the development of youth in Cambodia</li> </ul>	<b>4,000</b>	<b>10,000</b>

<p><b>Gender is mainstreamed in the plan (UNCT)</b></p>	<p>Actively participated and promoted gender equality in education to enhance girls participation in secondary and higher education</p>	<ul style="list-style-type: none"> <li>Working closely with the MoEYS gender team to conduct research studies, revise policy and strategies for gender mainstreaming in education sector through gender workshop and conferences</li> </ul>	<p><b>8,000</b></p>	<p><b>15,000</b></p>
<p><b>Consultation mechanisms established (UNCT)</b></p>	<p><u>ED:</u> Smooth cooperation within the members of ESWG for the better assistance and support to MoEYS</p> <p><u>CLT:</u> Establishment of Water Working Group</p>	<ul style="list-style-type: none"> <li>Monthly meeting among ESWG members and bi-monthly joint meeting with the leadership of MoEYS</li> <li>Water management improved</li> <li>Risk related to lack of water reduced</li> </ul>		<p><b>500,000</b></p>
<p><b>Strengthened national capacity for quality data collection, management and monitoring of progress (UNCT)</b></p>	<p>Capacity of the MoEYS strengthened in data collection and analysis through improved EMIS and ESP/ESSP review and MoEYS Annual Operational Plan formulation</p>	<ul style="list-style-type: none"> <li>MoEYS Congress and annual ESP/ESSP review report, AOP</li> </ul>		

## Cambodia UCPD Results Matrix 2 (results not included in the UNDAF)

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in USD	Mobilization target in USD
ICT in education sector promoted and expanded	<u>ED:</u> Review the policy and develop master and action plan for ICT in education	8,000	
ESD promoted and understood by various policymakers and shareholders	<u>ED:</u> ESD seminar		
Science and technology education mechanism developed and strengthened	<u>ED:</u> Organize workshop and seminars to promote STE in Cambodia		10,000
Policy for equivalency program in education developed implemented	<u>ED:</u> Training program for secondary and tertiary education levels of education developed and implemented nationwide		20,000
Living heritage safeguarded, particularly through the promotion and implementation of the 2003 Convention for the safeguarding of the intangible cultural heritage: Sbek Thom	<u>CLT:</u> Performance took place more regularly. More materials produced.	20,000	100,000
The protection of cultural objects enhanced	<u>CLT:</u> Management of museums improved; Underwater artifacts better preserved.	20,000	200,000
Natural and cultural heritage preserved	<u>CLT:</u> The income of the communities increased, Eco-tourism projects developed.	20,000	20,000
International cooperation to safeguard in conflict and post-conflict countries consolidated	<u>CLT:</u> Number of monuments restored. Number of international participation increased.	130,000	200,000
Review of the National Youth Policy with focus on the promotion of youth participation, civic engagement and social inclusion	<u>SHS:</u> Cambodia supported in the development and implementation of a cross-sectoral National Youth Policy which foresees sustainable mechanisms of effective participation of youth in decision-making processes and ensures the promotion of youth civic engagement and social inclusion	<ul style="list-style-type: none"> <li>- By May 2010 desk review, mapping of partners and assessment of current national youth policy completed</li> <li>- By August 2010, national multistakeholders consultations for the review of the policy organized</li> </ul> By December 2010, revised policy document finalized	100,000

Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in USD	Mobilization target in USD
<b>Awareness of freedom of expression as a basic human right increased and related internationally recognized legal, ethical and professional standards applied.</b>	<u>CI:</u> World Press Freedom days organized; The Press Council of Cambodia monitoring press freedom and freedom of expression supported Journalism curricula on freedom of expression developed and distributed in universities in Cambodia, training on investigative journalism for media professionals supported media law and access to information law supported; self-regulatory media accountability mechanisms supported; ethical and professional standards reinforced; journalism codes of ethics adopted	TOTAL BUDGET (2009):  45,000,00	Projected Budget (2010):  15,000
<b>UNESCO policy frameworks for universal access to and preservation of information established.</b>	<u>CI:</u> Tuol Sleng Museums Archives inscribed on Memory of the World Register (MoW) debates addressing the importance of the universal access to information and documentary heritage preservation issues		
<b>Information management structures to support sustainable development strengthened</b>	awareness raising activities on Information Literacy to strengthen the role of libraries and archives		
<b>Development of free, independent and pluralistic media fostered, particularly by increasing capacities of media training institutions to offer high-quality training.</b>	<u>CI:</u> at least 2 project funded through IPDC journalism training enhanced, adapting curricula standards developed with support of UNESCO; quality and gender responsiveness of training programmes increased		
<b>Community radio and community multimedia centres fostered as catalysing tools for community “voice” and people-centred development</b>	<u>CI:</u> 1community radio in Cambodia’s media landscape women trained as facilitators in Community radio		
<b>United Nations inter-agency collaboration in communication for sustainable development strengthened.</b>	<u>CI:</u> CCA/UNDAF papers communication for sustainable development issues and relevant strategies networks facilitated through UNESCO Bangkok and other partnerships		
<b>Increased equitable access to and utilization of quality social services</b>	<u>CI:</u> HIV/AIDS & Human Rights materials produced. Film Festival around 15 Cambodian Provinces raising awaness on HIV/AIDS, gender and love and relationships related		



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