

**GLOBAL SEMINAR ON
“LEARNING KNOWLEDGE AND SKILLS TO
IMPROVE AGRICULTURE RURAL LIVELIHOODS”
THE CASE OF CAMBODIA**

UNESCO HEADQUARTERS, PARIS, FRANCE
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INTRODUCTION

Background of the Study

- Cambodia (2008):
 - Population: 14.5 millions, growth rate: 1.54%
 - Adult unemployment: 3.4% in 2009 (UN Data, 2013; NIS, 2013a)
- In the late 1960s to late 1990s: political upheavals, genocide, and civil war
- Decline of the number employed in the agricultural sector from 60% in 2004 to 55% in 2007
- According to the Cambodia Population Census 2008, Cambodia's youth comprised of **33 per cent** of the total population
- The RGC has an ambition to turn Cambodia into a major “**rice - white gold**” exporting country in the international market through three-pronged strategy: (***productivity enhancement, diversification and agricultural commercialization***) by moving from subsistence to commercial agriculture

- Cambodia's **youth unemployment** is however concentrated at the minority better educated. Youth who have only primary education or less register very low unemployment (only 1%) compared to youth who completed secondary education (6%) and tertiary education (11%) (World Bank, 2010).
- It is argued that unemployment is more challenging for better-off urban youth who can afford to be unemployed in seeking for better employment in formal sector, **BUT NOT** for the majority of uneducated rural youth. (World Bank, 2010).

INTRODUCTION (CONT'D)

Objectives of the Study

- To help improve employment prospects for rural youth (15-24), especially young women, by analysing how learning outside school may contribute to the development of agricultural knowledge and skills among young farmers, and as a consequence to agricultural development and sustainable rural poverty reduction.



RESEARCH METHOD

Research design:

Research Sites

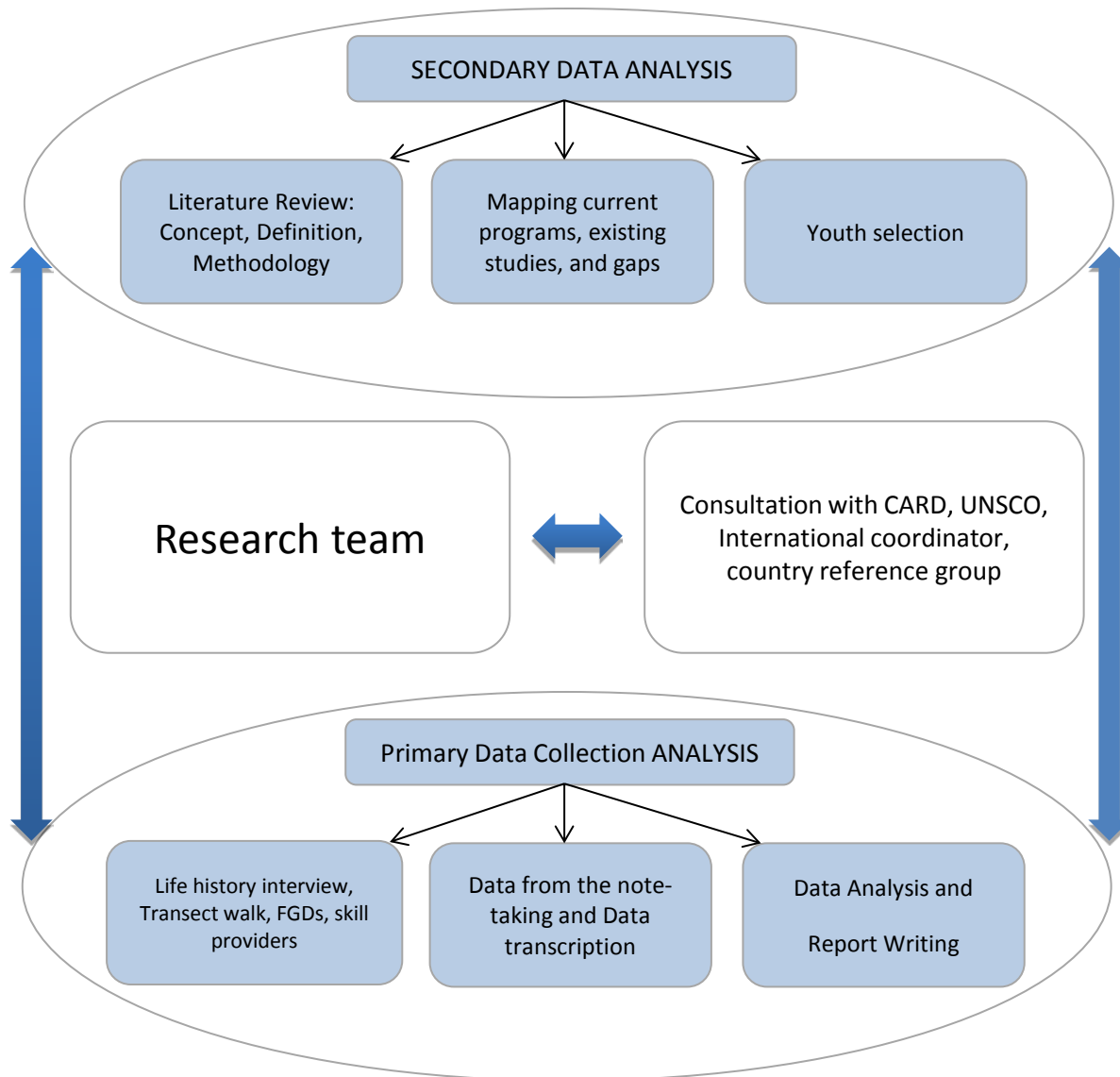
Selection of Respondents

Data Collection and Analysis

Research Tools and Activities

RESEARCH METHOD (CONT'D)

DATA COLLECTION AND ANALYSIS



RESEARCH METHOD (CONT'D)

Phase One: Literature review, selection of two sites and kick-off workshop

Phase Two: Ethnographic data collection and analysis in the two sites

Phase Three: Data analysis and second workshop to share initial findings

Phase Four: Country report writing and comparative analysis for synthesis report and final workshop

RESEARCH METHOD (CONT'D)

VILLAGE CHARACTERISTICS

O TOUCH VILLAGE:

- In Sangkat Andoung Khmer, Kampot town, Kampot province
- In Western part about 2.5 km from Kampot town next to the mountain
- 442 households with 3,095 persons
- Many mango and durian orchards and less paddy fields
- Bamboo container weaving
- Mountain by-products like bamboo, rattan, herb medicine
- Most houses are small, dispersed, but have large land space
- NGOs present but not active
- No irrigation system

RESEARCH METHOD (CONT'D)

POPIS VILLAGE:

- In Southern part of the Siem Reap town,
- About 3 km from Siem Reap town, near the tourist sites and not far from Great Lake
- 78 households with 280 persons
- A lot of paddy fields, home gardens, and vegetable production
- Rattan basket weaving
- Most houses are big, clustered together and have a small space of land
- Good irrigation system
- Many NGOs active in this area
- Community saving association and Self Help Community Center

RESEARCH METHOD (CONT'D)

Differences between the two villages:

- More NGOs training programmes in PoPis village
- Youth in PoPis village are more likely to engage in agriculture (vegetable growing). Youth in O Touch village engage in seasonal plantation.
- Youth in O Touch village were available for research activities
- Livelihood activities in PoPis village were more diverse and more related to tourism sector

RESEARCH METHOD (CONT'D)

Life History interview



Focus Group Discussion



RESEARCH METHOD (CONT'D)

Ethnographic Observation and Interview with Skill Providers



PARTICIPANT OBSERVATION

- Learning about how people in the specific community live and think about their lives - by joining in, observing and discussing everyday activities: focusing on agricultural work and informal learning (including what/when people read and write in everyday life)
- ‘Thick description’ (detailed notes)
- Ongoing analysis of the data, e.g. meanings of ‘skills’ from the young people’s perspectives



LIFE HISTORY INTERVIEWS

- Individual life history interviews were conducted with 15 young people (15 – 24 years old) in each field site
- Focusing on how, when and from whom they learned different skills and practices
- Asking them to identify ‘lost’ moments when they would have liked more training/education.





FOCUS GROUP DISCUSSIONS

- Informal discussions with groups of young people using visual methods to analyse issues that they face in their lives, in relation to learning and employment (through PRA timelines, institutional diagrams, transect walks and mobility mapping)
- Discussion with a group of older people to document changes in rural livelihood practices and opportunities in the area
- 10 semi-structured interviews were conducted in each fieldsite with local government officers, employers and providers of agricultural training



KEY FINDINGS

1- Perceptions of youth toward learning agricultural skills and knowledge varied greatly according to age and marital status:

- Married youth were more interested in agriculture skills: they own land after marriage, had more responsibilities and commitment
- Younger age group were more interested in entertainment such as Korea and Thai drama, drinking, and wanted to work in a place where they could socialise with other youth.
- Youngest group saw farming as too hard and exhausting and had no perception of other professions in agriculture beyond working in the farm.



KEY FINDINGS (CONT'D)

2- Learning by observation through everyday activities was a major part of skills learning and transfer, even in relation to formal training programmes:

- From parents and family: watching, observing and doing (not going and asking), being corrected when made mistakes
- People copied new techniques from neighbours who had been on training programmes but did not acknowledge this or ask them questions

KEY FINDINGS (CONT'D)

3- The role of formal education in taking young people out of agriculture, rather than encouraging their interest:

- People saw success in school as leading away from agriculture, for instance, as a possible career in accountancy
- This was influenced by young people only having one idea about agriculture as a career (as working directly on the land)

KEY FINDINGS (CONT'D)

4- Different kinds of learning associated with different kinds of providers: private, NGOs, and government:

- Private sector – people were more motivated as there is profit and risk born by both parties, but does not include the poorest, more on-the-job training, one-to-one intensive training, larger scale
- NGOs targeted poorer group, provided more subsidy/incentive and soft skill training (marketing)
- Government: no respondents commented on government programmes in agriculture sector

POLICY IMPLICATION AND DISCUSSION

- Key finding 1: How can policy and programmes respond to the differing perceptions of agriculture and aspirations of young people, according to their age, economic condition and marriage status?
- Key finding 2: How can adult learning programmes and training programmes take into account the way young people are learning new skills in everyday life? What role can the media play in this process?
- Key finding 3: How can we challenge and change the stereotype or perception of people that agriculture is a low status area of work? What kind of soft skills development might be integrated into learning programmes in order to support people's need to make a more successful career in farming?
- Key finding 4: How can we bring together the strengths of the private sector in skills development (e.g. contract farming) with NGO/Government commitment to enhancing the livelihood of the poorest in the community?

THANK YOU VERY MUCH FOR YOUR KIND ATTENTION!

