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# Report on the Activities of the UNESCO Office in Phnom Penh in 2001 and 2002

March 2003



*united nations educational,  
scientific and cultural organization*

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# FOREWORD

*For the third time in recent times, the UNESCO Office in Phnom Penh is publishing a report on the main activities carried out by the Organisation in Cambodia. This report covers the programmes of UNESCO in its fields of competence, in particular education, sciences, culture and communication, for the year 2001 and 2002.*

*The last two years have seen significant progress in the different areas of intervention of UNESCO. In the field of education, the Ministry of Education, Youth and Sports (MoEYS) is undertaking an important reform process of the education services in the country. As the cornerstone of this reform process, the MoEYS adopted its Education Strategic Plan (ESP) and the Education Sector Support Programme (ESSP). The ESSP is subject to an annual review process, and the first ESSP Review took place from 2 to 13 September 2002. UNESCO has contributed, through a strong partnership with other donors, to this process led by H.E. Mr. Tol Lah, Minister of Education, Youth and Sports. Another important achievement of the Royal Government is the formulation of the National Education For All (EFA) Plan 2003-2015, which provides a long-term vision for the reform of the education sector. With funding from a number of donors, UNESCO is also developing a wide number of operational projects with special focus on the most vulnerable groups of the Cambodian society and for HIV/AIDS prevention.*

*In the field of culture, the last years were characterised by the increasing efforts of the Royal Government to curb pillage and illicit trafficking in cultural property. The national authorities have taken steps to reinforce the existing legislative framework for the protection of the national monumental heritage. Moreover, a number of high-profile events have contributed to provoke an intense public debate in the country, and to raise awareness among decision-makers on the need to protect the cultural heritage, especially the World Heritage Site of Angkor and other significant sites such as Banteay Chmar or Preah Vihear. The past years also showed the strong commitment of the authorities to promote the revival of the intangible cultural heritage, which was seriously damaged following decades of war. With financial support from the Japanese Government, UNESCO supported the artists belonging of the Royal University of Fine Arts and of the National Theatre through a project for the rehabilitation of performing arts.*

*In addition to continued programmes in the fields of sciences and press freedom, the UNESCO Office in Phnom Penh has launched new initiatives in 2001 and 2002. The Organisation is committed to assist the Royal Government in responding to the world wide challenge raised by the information technology revolution of our age. UNESCO provided support for the holding of an Information and Technology Awareness Seminar in 2001 and as a follow-up UNESCO is implementing from 2002 to 2005 a project to promote the effective use of Information and Communication Technologies for Education in partnership with the MoEYS.*

*The present report is structured in accordance with the 4 main fields of activity of UNESCO. Information is also provided about the mandate, the budget and the staffing of the UNESCO Office in Phnom Penh. I hope that this publication will provide further understanding about the objectives, programmes and activities of UNESCO in Cambodia.*



*Etienne Clément,  
UNESCO Representative in Cambodia*

# UNESCO IN THE WORLD

The main predecessors of UNESCO were the International Committee of Intellectual Co-operation (Geneva 1922-1946), its executing agency, the International Institute of Intellectual Co-operation (IICI) (Paris, 1925-1946) and the International Bureau for Education (Geneva, 1925 onwards). A Conference of Allied Ministers of Education (CAME) started its meetings in London on 16 November 1942 and continued until 5 December 1945. Eighteen governments were represented. Upon the proposal of CAME, a United Nations Conference for the establishment of an educational and cultural organisation was convened in London from 1 to 16 November 1945. Forty-four governments were represented at this Conference, which led to the establishment of UNESCO.

The Constitution of UNESCO was signed in London on 16 November 1945 by 37 countries and came into force on 4 November 1946 following ratification by 20 of its signatories. The first session of the General Conference took place in Paris from 19 November to 10 December 1946 with the participation of representatives from 30 governments entitled to vote. According to its Constitution, the main purpose of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication. To fulfil its mandate, UNESCO performs five principal functions:

- UNESCO conducts prospective studies in the fields of education, science, culture and communication.

- Through research, training and teaching activities, UNESCO promotes the advancement, transfer and sharing of knowledge in its field of competence, namely education, science, culture and communication.

- UNESCO carries out a standard-setting action by preparing international instruments to be adopted by Member States, as well as statutory recommendations.

- UNESCO provides expertise and technical assistance to Member States for the development of policies and the implementation of specific projects in its various fields of competence.

- UNESCO promotes exchange of specialised information among Member States in its various fields of competence.

The Organisation is composed of three main bodies. The General Conference is the main decision-making body of UNESCO. Following the principle of one vote per country, the General Conference determines the policies, the main lines of work and the budget of the Organisation. The Executive Board is composed of 58 Members and meets twice a year. It prepares the work of the General Conference and is responsible for the implementation of resolutions adopted by the Conference. The Secretariat under the authority of the Director-General, is in charge of the implementation of the programmes. The Director-General is nominated by the Executive Board and appointed by the General Conference for a period of six years. Mr. Koichiro Matsuura, from Japan, is the current Director-General. He was elected on 12 November

1999. Five sectors work in collaboration with the administrative and support services to carry out the programmes.

Currently, 188 States have joined the Organisation and 5 additional States have the status of Associated Members. 187 of these countries have established a National Commission for UNESCO as a governmental advisory body. By virtue of its Constitution, UNESCO is the only Specialised Agency of the United Nations to provide for the establishment of a National Commission by each of its Member States. In addition, governments maintain Permanent Delegates in Paris to keep close contacts with the Organisation.

UNESCO has its Headquarters in Paris (France) and there are also at present 73 UNESCO Field Offices, Bureaux and Institutes around the world. The number of staff members working in the field offices and in field projects is 614 and 51 respectively, as compared with 1,717 staff members at Headquarters. The Secretariat is composed of staff from 152 different countries. In 1999, 41% of the professional staff members were female and 59 % male. In addition, since 1946 about 100 advisory or consultative committees, international commissions, and intergovernmental councils for the management of major programmes have been set up.

UNESCO has a total regular budget of over USD 544 million for the biennium 2002-2003. This budget is composed of mandatory contributions from the Member States. In addition, it is estimated that the Organisation will have mobilised for the biennium around USD 250 million of extra-budgetary funds. Of these funds, USD 62 million come from UNDP and other UN agencies, and USD 113 million from Funds-in-Trust (FIT). Of the total programme budget, 30.8% is devoted to Education, 17% to Natural Sciences, 9.3% to Social Sciences, 14.3% to Culture and 10.8% to Communication and Information. The remaining funds are divided into the Participation Programme (7.2%), the UNESCO Institute for Statistics (2.4%) and programme related services.



Visit of M. Kōichirō Matsuura, Director-General of UNESCO at the UNESCO Office in Phnom Penh, Cambodia (December 2000)

Photo: Nang Ravuth



# UNESCO AND CAMBODIA



Photo: Nang Ravuth

Front view of the UNESCO Office in Phnom Penh

*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 Organisation. Cambodia soon adhered to the different standard-setting instruments of UNESCO and requested assistance for implementing a number of projects in the UNESCO fields of competence. Since the early 1960s, UNESCO has provided direct technical assistance to Cambodia for the revision and dissemination of school textbooks, the preparation of scientific publications, the preservation of Angkor and the development of media and radio.*

Due to the internal political situation, the Cambodian National Commission had to close down in 1975 and all UNESCO operations inside Cambodia were stopped. However, the Organisation continued to advocate at international level for the demilitarisation and preservation of the Angkor site and the other significant national historical monuments.

During the 1980s, UNESCO tried to maintain its links with the Cambodian people. In particular, UNESCO provided assistance for a series of educational projects for refugees along the Thai-Cambodian border. Between 1980 and 1989, UNESCO provided assistance for small-scale education projects, such as early childhood education for refugee children and the devel-

opment and printing of in-camp teaching materials. These projects were executed by international NGOs. From 1981 to 1989, UNESCO staff carried out a number of technical missions to Cambodia in the framework of the UNESCO-UNICEF Co-operative Programme. 1989 was an important year for UNESCO in Cambodia. His Majesty Preah Bat Samdech Preah Norodom Sihanouk Varman, King of Cambodia (then His Royal Highness Prince Norodom Sihanouk) requested the Organisation to co-ordinate all international assistance for Angkor. In May 1989, UNESCO was able to complete an initial assessment of the safeguarding needs of Angkor.

As the political conditions improved, in 1991 UNESCO resumed its full assis-

tance to Cambodia. In January-February 1991, an Intersectoral Basic Needs - Assessment Mission composed of experts in the areas of basic education, educational planning, educational statistics, cultural heritage and communications was conducted in the country. On 15 January 1991, the UNESCO Liaison Office in Cambodia was officially reopened. The official visit of the UNESCO Director-General in November 1991, Mr. Federico Mayor Zaragoza, led to the reinforcement of co-operation between Cambodia and UNESCO. During the visit of the Director-General, the UNESCO Office was established in Phnom Penh. On 29 November 1991, an Aide-Mémoire of Co-operation was signed between UNESCO and the Supreme National Council of Cambodia (SNC) under which UNESCO

was requested, among other things, "to co-ordinate all activities (bilateral and multilateral) related to the safeguarding and development of the site of Angkor".

Since its opening in 1991, the Office has steadily grown in size and in number of activities. Presently, the UNESCO Office in Phnom Penh develops activities in all fields of competence of the Organisation – education, science, culture and communication. It has relations with all national authorities of the country and works in strong partnership with the Royal Government of Cambodia, other UN agencies, development banks and local and international Non-Governmental Organisations. During his official visit to Cambodia on 6-8 December 2000, Mr. Koïchiro Matsuura, Director-General of UNESCO reaffirmed the disposition of the Organisation to continue to assist the Cambodian people in its development efforts during the years to come.

Following the establishment of a new field structure, the Phnom Penh Office is working closely with relevant counterparts at Headquarters and in the field, including Cluster Office in Bangkok and Regional Bureaux in Jakarta (Science), New Delhi (Communication and Information) and Bangkok (Education), for the design and implementation of different projects and activities. Regular communication is also maintained with the Bureau of Field Co-ordination (BFC), at Headquarters, concerning all management and administrative matters.



UNESCO staffs in Phnom Penh Office

Photo: Nang Ravuth



# UNESCO IN CAMBODIA: 2001 BUDGET BY PROGRAMME AND SECTOR

Sector	Regular Budget (in USD)	Extrabudgetary (in USD)
Education	168,267	86,141
Sciences	18,700	10,950
Social Sciences	52,000	-
Culture	117,630	2,502,684
Communication	-	25,644
Running Costs	255,560	-
Staff Costs	539,500	-
<b>Total</b>	<b>1,151,657</b>	<b>2,625,419</b>

Figure 1: 2001 Total Budget (in USD): Regular budget and Extrabudgetary:

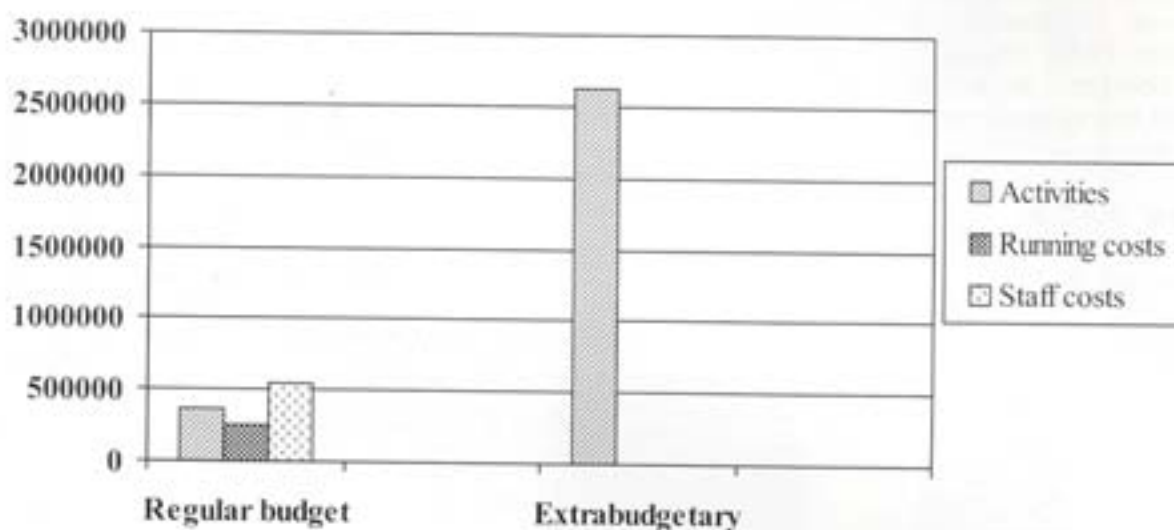
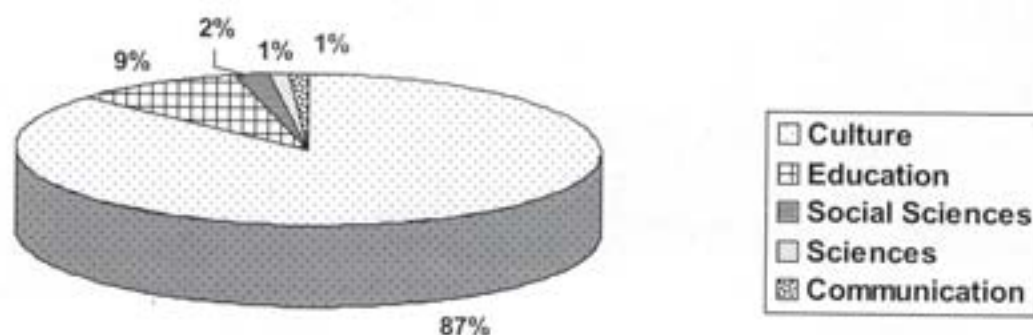


Figure 2: UNESCO in Cambodia: 2001 Total Budget (2,982,016) by Programme Sector



## 2002 BUDGET BY PROGRAMME AND SECTOR

Sector	Regular Budget (in USD)	Extrabudgetary (in USD)
Education	140,267	188,663
Sciences	13,070	25,352
Social Sciences	1,251	-
Culture	64,391	1,948,090
Communication	-	29,496
Running Costs	209,533	-
Staff Costs	596,950	-
<b>Total</b>	<b>1,025,462</b>	<b>2,227,601</b>

Figure 3: 2002 Total Budget (in USD): Regular budget and Extrabudgetary:

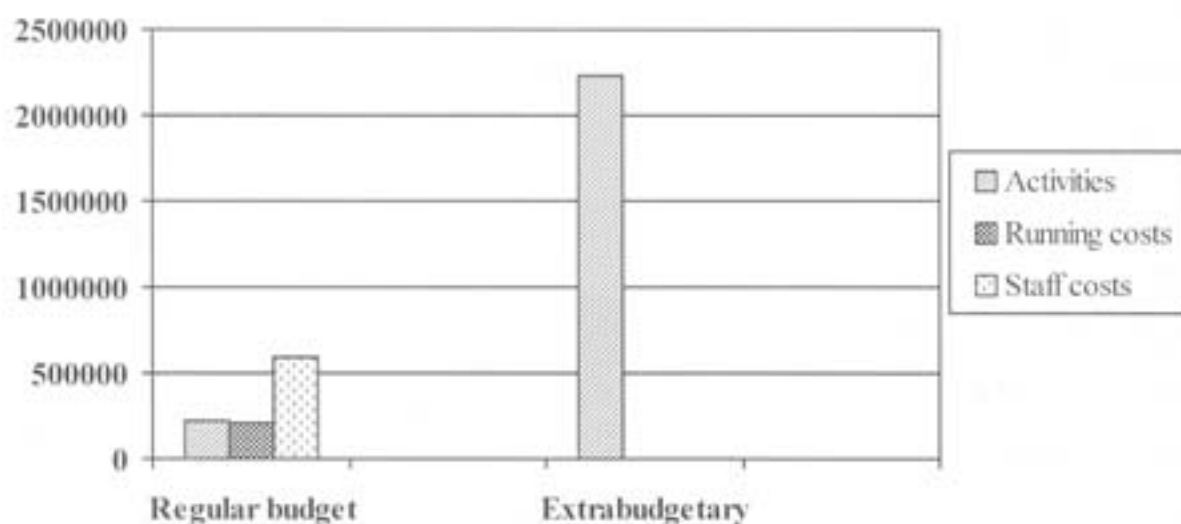
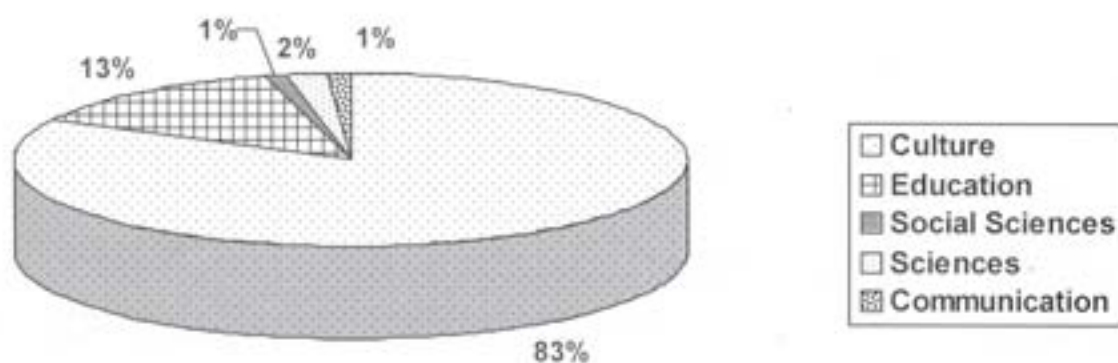


Figure 4: UNESCO in Cambodia: 2002 Total Budget (2,982,016) by Programme Sector





# EDUCATION FOR ALL THROUGHOUT LIFE

Important developments have taken place recently in the education sector in Cambodia. The Ministry of Education, Youth and Sports (MoEYS) is undertaking an important reform process of the education services in the country. There has also been a growing sense of partnership among key stakeholders and donors have indicated their intention to channel additional support to the MoEYS. The education sector, however, remains highly vulnerable due to the slow progress of other key reforms.

In 2001, there was a strong growth in school enrolments, with an increase of 14% in primary and 19% in secondary enrolments, and a 23% increase in Grade 6 girls between 2000/2001 and 2001/2002. However, there are still approximately 350,000 primary school aged children out of school. Great commitment will also be urgently needed if

the Education For All (EFA) goals for literacy for 15-24 year olds are to be met.

Improving access and quality continues to be a major priority of the MoEYS and the donor community. In particular, stronger efforts are needed for the development of primary and lower secondary schools in rural and remote regions. As a

means to improve quality, the MoEYS has developed priority plans to address issues of quality especially through increasing teacher efficiency and remuneration so that it can reasonably expect higher performance from staff in classrooms. In the financial area, the Government is committed to raise the education sector share of the national budget from

**Table 1: Some key Indicators of the Education Sector in Cambodia:**

1	Number of 6-15 year olds out of school (2000-2001): No. of 6-11 years out of school (primary) No. of 12-14 years out of school (lower sec.) –total	355,181 875,755
2	Pre school net enrolment rate (2001-2002)	6.3 %
3	Net Admission rate of 6 year old children (2000-2001)	76.4 %
4	Grade 6-7 transition rate (2000-2001) –total	77.3 %
5	Survival rate from grade 1 to 5 (2000-2001) -total	55.7 %
6	Literacy rate for 15-24 years old -female (1998) Literacy rate for 15-24 years old -male (1998)	71 % 82 %
7	Proportion of primary school teachers who completed grade 12 or higher (2000-2001)	16.3 %
8	Pupil Teacher Ratio at primary	56.8 (2001-2002)
9	Pupil Teacher Ratio at secondary	22.4 (2001-2002)

(Source: Document on the Benchmarks for the Consultative Group Meeting in Cambodia produced by the Education Sub-Working Group of Donors, June 2002)

1999 level of 13.7% to 21.5% by 2005, and from 1.3% to 2.4% of GDP. There is also a major interest from the MoEYS in budget management reform, as donors are especially focused on outcomes in disbursement, reporting and auditing.

#### *A. Support to the education reform process and enhanced donors partnership:*

##### 1. Education For All (EFA): Implementation of the Dakar Framework for Action:

In April 2000, over 1,100 participants from 164 countries met in Dakar, Senegal, for the World Education Forum. This gathering was convened to assess progress toward EFA since the World Conference on Education for All held in Jomtien in March 1990. The meeting also aimed to analyse the causes why the goal has remained elusive and to renew commitments to turn this vision into reality. As a result, the World Education Forum adopted a Framework for Action engaging governments to the attainment of six specific goals related to EFA. The Dakar Framework for Action also calls upon each country to prepare a comprehensive National EFA Plan. These national plans, to be integrated into a wider poverty reduction and development frameworks, should establish budget priorities reflecting a commitment to achieving EFA goals and targets as soon as possible and no later than 2015. The plans themselves should be time-bound and

action-oriented and provide for mid-term assessment of progress.

Under the Dakar Framework for Action the Royal Government of Cambodia has formulated a National EFA Plan for Cambodia for the period 2003-2015. The Plan is expected to be officially launched on the occasion of a National EFA Forum that will be held in April 2003. The formulation of this EFA Plan consolidates and extends a number of the

Government's social and economic planning initiatives. In particular, the EFA policy and planning process and objectives have been guided by the Cambodia Socio Economic Development Plan (SEDP-II), which sets out pro-poor development policies and strategies. The EFA Plan also derives strategic guidance from the National Poverty Reduction Strategy, which identifies targeted interventions for poverty reduction in the country. In addition, the design and

#### *Beyond Dakar: The EFA goals:*

- *Expanding and improving comprehensive early childhood education, especially for the most vulnerable and disadvantaged children.*
- *Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.*
- *Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.*
- *Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.*
- *Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.*
- *Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*



planning process for the EFA Action Plan is based on the principle of effective integration between medium-term education policy, strategy and programme priorities set out in the Education Strategic Plan (ESP), the Education Sector Support Programme (ESSP) and the longer-term EFA interventions.

In order to complete the Plan, the Government established a National EFA Committee, composed of members from the Ministry of Education, Youth and Sport (MoEYS), and other line ministries. It received technical and financial support from international organisations, like UNESCO and UNICEF, and NGOs. The preparatory process was based on six discrete working groups, one for each of the goals of the Dakar Framework for Action. The process has been characterised by a wide inter-ministerial and cross-sectoral participation. In addition, civil society organisations were involved through a number of periodic workshops and consultations.

2. Assistance to the MoEYS for the design and implementation of priority policies and strategies:

In strong partnership with other donors, UNESCO assists the MoEYS to effectively reform the education services in Cambodia. In this regard, UNESCO participated in the process leading to the adoption in May 2001 of the Education Strategic Plan 2001-2005 (ESP), which summarises the phasing of the priority education policy and strategy reforms for 5 years. This ESP is the basis for planning the education sector's contribution to achieving Government's broader

poverty reduction objectives and targets over the next 10-15 years.

UNESCO also assisted in the elaboration of the Education Sector Support Programme 2001-2005, whose purpose is to phase and sequence key strategies and activities required for effective implementation of policy and strategic targets articulated in the ESP. The ESSP document was the product of an extensive programme planning exercise in mid-2001 to set out the Ministry's programme priorities. This was followed by a big scale appraisal exercise conducted jointly by donors, NGOs and the Ministry in late June 2001. Taken together, the ESP and ESSP documents provide the critical directions and details for education reform in Cambodia over the next 5 years.

The strategic planning processes for ESP and ESSP are based on a rolling five-year process, with programme priorities and activities being subject to an annual review process. The first ESSP Review took place from 2 to 13 September 2002. The MoEYS and its partners came together to conduct a comprehensive assessment of the progress made in implementing the reform programmes set out in the ESP and the ESSP. The purpose of the Review was to:

- Review the strengths and weaknesses of proposed ESSP programmes.
- Assess the opportunities and risks for the various ESSP programmes.
- Assess the technical and financial feasibility of the ESSP programmes.
- Review the proposed capac-

ity building needs for the ESSP. Make proposals for any adjustment to the various programmes.

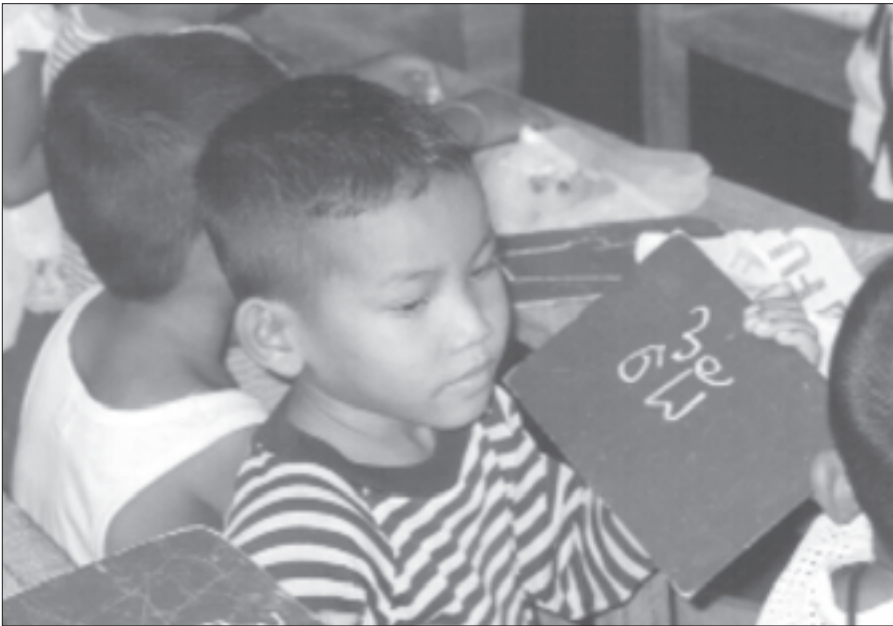
The Review consisted of a technical appraisal by various ESSP Review teams, field visits by the teams to provinces, districts, communities and schools/institutions, co-ordination of reports by ESSP co-ordination and team leaders, and review and negotiation by the Appraisal and Review Coordination Team. The Review was concluded with the holding on 12 and 13 September 2002 of a high-profile Education Forum which was assisted by Prime Minister Hun Sen, senior Government Ministers, provincial governors, donors and NGO.

The response of the donor community to the Review process was very substantial, both in terms of financial support and technical expertise. UNESCO, as Chair of the Education Sector Working Group, played an important role in facilitating a well co-ordinated, timely and professional response from the donor community together with the members of the Appraisal and Review Coordination Team (UNICEF, EC Delegation and NGO Education Partnership). Staff members of the UNESCO Offices in Phnom Penh, Bangkok and Jakarta, and the IIEP fully participated in the process and joined the various technical Review Teams.

3. Donors' Education Sector Working Group (ESWG):

All major multilateral, bilateral and UN agencies in the education sector have developed a number of co-ordinating





*Kindergarten Class - Sanrong Khnong Learning Centre, Battambang*

mechanisms. In particular, based on a sub-sector working group that was established to provide inputs to the annual CG meeting, a regular forum has been developed for exchange of donors' plans, intentions and modalities for support to the sector. The original mandate for the ESWG was connected with the Social Sector Working Group (chaired by UNICEF) and the CG, and was envisaged with a mainly monitoring and evaluation role.

Late in 2001, the ESWG formally adopted Terms of Reference that recognised its role in the co-ordination of aid and development in the education sector, and the collective role of donors in promoting an integrated approach to this aid. The objectives of the ESWG include:

- The advancement of education in the country.
- Establishing linkages with the Royal Government, and particularly with the MoEYS.
- Monitoring the programme of education reform and development in the country.
- The co-ordination of donors working in the education sector in Cambodia.

The ESWG, chaired by UNESCO, comprises UNESCO, European Commission Delegation UNICEF, UNDP, UNFPA,

WFP, USAID, COHCHR, the World Bank, ADB, AusAID, JICA, Belgium Co-operation Agency, Germany, France, Canada, SIDA, and the NGO Education Partnership. In 2001-2002, the work of the ESWG has led to a well co-ordinated, timely and professional response from the donor community to the ESP/ESSP and EFA planning processes. It has also enabled improved donors' understanding vis-à-vis sector planning and monitoring and about issues related to financial planning, monitoring and analysis.

#### 4. Education and the National Poverty Reduction Strategy (NPRS):

The Royal Government has prepared, with the participation of development partners and civil society, a National Poverty Reduction Strategy (PRSP). Launched at the initiative of the World Bank and the International Monetary Fund, the NPRS contains the building blocks of the country's poverty eradication strategy. This document identifies key constraints to economic growth and poverty reduction, and considers the public actions needed to relieve these constraints. The NPRS recognises education as an important dimension of poverty and considered it as an essential requirement to obtain a sat-

isfactory level of welfare.

Together with other partners, UNESCO has contributed to the development of the NPRS and provided support to the General Secretariat for the Council of Social Development (GSCSD), which is the leading governmental agency for the Poverty Reduction Strategy (PRS) process. Among other outputs, UNESCO hired a consultant to assist line governmental agencies in the drafting of the input on Education for the NPRS. UNESCO, together with other members of the donor Social Sector Working Group (UNICEF, World Food Programme and WHO), also provided representatives to attend the monthly GSCSD meetings to provide technical inputs. In addition, UNESCO has been associated, provided financial support and given technical inputs during the various stakeholders' workshops that were organised by the Council for Social Development. UNESCO has, in particular, been associated to the Workshop on the Formulation of the Poverty Reduction Strategy Paper (9 April 2002), the National Workshop on the PRSP Outline and Matrices (28-29 May 2002) and the Third National Workshop on PRSP, 2nd draft (12 November 2002). Following an extensive consultative process, the National Poverty Reduction Strategy of Cambodia (NPRS) was approved by the Council of Ministers of the Royal Government on 20 December 2002. It is expected that the monitoring and evaluation of the NPRS will involve further participation of all stakeholder groups.



Electronic Class - SOADP, Tonle Bassac, Phnom Penh

5. Formulation of the National Non-Formal Education (NFE) Policies:

Given a high incidence of poverty and illiteracy in Cambodia, and the low capacity of the formal education to ensure high access to all, non-formal education, with its flexibility and lower unit cost, has proved to be popular and effective in reaching out to the target groups.

In particular, UNESCO has provided funds and technical expertise in formulating the national NFE policies in 2001-02. The document, which provides a framework for NFE goals, objectives and actions, was approved by the Council of the Ministers in August 2002. It was launched nationwide on 5 March 2003. Seven programmes are mandated in this policy document: (1) Functional Literacy, (2) Post-Literacy, (3) Equivalency Education, (4) Income-generation programme, (5) Quality of Life Improvement Programme, (6) Family Education for Early Childhood Development, and

(7) Re-entry Programme for School Drop-outs.

*B. Extending Learning opportunities to the 'unreached':*

The long period of conflict has turned Cambodia into one of the least developed countries in the region, where approximately 36% of the population live below the poverty line. The undeniable progress accomplished over the last decade in the education sector has remained insufficient to prevent continuing impoverishment, which touches the most

under-privileged sectors of the population and which aggravates illiteracy. Only 52% of primary schools offer complete grades 1 to 6 and the enrolment in primary education is high at about 85.5%. However, enrolment in lower secondary school and upper secondary school are low at 14.4% and 9.3% respectively and pre-school enrolment stands at only 6.32% and grade repetition rates are high at about 22%. The problems in the formal education system have created a massive need for non-formal education and the Non-Formal Education Department of the MoEYS has been making its best efforts to carry out literacy and continuing education activities – with limited budget, staff and resources. Alongside these governmental efforts, many national and international organisations have also been carrying out non-formal education activities, which have served greatly to enhance the results. However, in order to make a real difference and reach all of the excluded, non-formal education activities need to be accelerated, because so far they have only reached a small proportion of the population.



Traditional Khmer Music Class - PKAO Residential Centre, Kandal Province

## **1. Community Temple Learning Centre (CTLC) Programme:**

The objective of the CTLC Programme is to upgrade the basic education situation at the community level in Battambang and Siem Reap for adults, out of school youths and women who have missed out on the chance of a formal education. The project has basic level literacy, numeracy and life skill classes, which include such topics as health, hygiene and agriculture. Skills and knowledge are also gained for some literacy graduates through training classes. There are also mobile library activities and reading houses and community libraries for the literacy learners, graduates and people in the communities. The Non Formal Education Department of the MoEYS is directly implementing this programme with the support of UNESCO.

A national literacy survey carried out towards the end of 1999, indicated that only 37.1% of youths and adults (aged 15 years and over) were literate (2.41 million), with 26.6% of youths and adults classed as semi literate (1.73 million) and 36.3% of youths and adults completely illiterate (2.36 million). Projecting these figures into the total population this indicates that some 4 million youths and adults are basically illiterate. Thus, there is a high correlation between illiteracy and poverty and it would appear that the illiterates and those living below the poverty line are from the same group of the population.

- During 2001 in Siem Reap, 505 learners (18 classes during 2001 reduced to 10 classes during 2002 because of funding) passed the basic literacy course of which 305 were female. 210 learners were trained and graduated in modern basket making (4 villages) of which 209 were female and the total income for this activity was approximately USD 3,780. 120 learners received training in chicken raising (8 villages). There are now two libraries and twelve community reading centres plus regular mobile library activities operating in five districts of the province. In 2002, in Siem Reap, 180 learners (10 classes) passed the basic literacy course of which 122 were female. A further 192

learners are currently attending literacy class of which 140 are female and their course which started in December 2002 will finish at the end of May 2003. 70 female learners were trained and graduated in modern basket making (4 classes in 3 villages) and the total income for this activity was approximately USD 1,230 of which USD 90 has been saved and a total of 3,440 baskets were produced. A further 41 learners of which 39 are female are currently training in modern basket making (2 classes in 2 villages) and they will finish the course at the end of May 2003. So far, their total income has been approximately USD 60 and 105 baskets have been produced. Chicken raising took place in 4 villages and 20 families in each of the villages took part and so far approximately USD 180 income has been gained. 3 villages are currently taking part in the chicken raising and the current income is approximately USD 55.

- In Battambang in 2001, 452 learners (18 classes) passed the basic literacy course of which 330 were female. 90 children took part in kindergarten classes of which 49 were girls. 40 male learners were trained and graduated in electronics, 28 female learners were trained and graduated in mat weaving, 46 female learners were trained and graduated in traditional scarf weaving and 15 female learners were trained and graduated in embroidery. 99 learners were trained and graduated in sewing of which 98 were female. There are now six libraries and fourteen mobile/village libraries operating in eight districts of the province. During 2002, in

Battambang, 136 learners (6 classes) passed the basic literacy course of which 105 were female. A further 125 learners are currently attending literacy class of which 97 are female. 30 children took part in kindergarten classes of which 15 were girls. A further 30 children are now studying in kindergarten class of which 18 are girls and their study period will also finish at the end of April 2003. 20 female learners were trained and graduated in sewing, 13 female learners trained and graduated in traditional scarf/kromar weaving and 7 girls trained and graduated in mat weaving. The following are currently training - 15 male learners in electronics, 14 female learners in mat waving, 14 female learners in traditional scarf/kromar weaving and 27 female learners in sewing.

## **2. Pilot Project on Community Learning Centres (CLC):**

A CLC is a centre or local educational institution outside the formal system for a village or community or urban area, which is usually set up and managed by the local people. A CLC is intended to provide various educational and learning opportunities for community development and the improvement of people's quality of life in places where literacy and basic education services are very limited and severely deficient. The Non Formal Education Department of the Ministry of Education, Youth and Sports directly implements the Pilot Project on CLCs in Cambodia. Activities are implemented in Kampong Speu province (Phnom Sroit district), Takeo province (Bati district) and Kampong Thom province

(Santuk district). The project has basic level literacy, numeracy and life skill classes, which include such topics as health, hygiene and agriculture. Skills and knowledge are also gained for some literacy graduates through training classes (sewing/tailoring, traditional music, hairdressing, motorcycle repairing and haircutting). There are also community libraries for the literacy learners, graduates and people in the communities.

- During 2001 in Takeo, 105 learners passed the basic literacy course (3 classes) of which 77 learners were female. 31 female learners were trained and graduated in sewing/tailoring, 20 male learners were trained and graduated in haircutting, 33 male learners were trained and graduated in motorcycle repairing and 10 learners were trained and graduated in traditional music of which 1 was female.

- In Kampong Speu, 99 learners passed the basic literacy course (3 classes) of which 77 learners were female. 28 female learners were trained and graduated in sewing/tailoring, 14 male learners were trained and graduated in haircutting and 10 learners were trained and graduated in traditional music of which 1 was female.

- In Kampong Thom, 180 learners passed the basic literacy course (6 classes) of which 134 learners were female. 52 female learners were trained and graduated in sewing/tailoring, 18 male learners were trained and graduated in haircutting and 11 female learners were trained and graduated in

hairdressing.

## **3. Enhancement of Learning Opportunities for Marginalised Youth:**

The objective of this special youth project is to alleviate poverty and provide non-formal basic education and income generating skills training with appropriate technologies for marginalised out of school and unemployed youths - including street and working children in Cambodia. The project also aims at encouraging the reintegration of marginalised youths back into the formal education system.

The direct implementation of project activities is being ensured by local NGOs (KKKHR-DA - Khmer Kampuchea Krom for Human Rights and Development Association and SCADP - Street Children Assistance and Development Programme). The activities include the use of a special non-formal education curriculum specially designed for out of school youths, electronics training, sewing and knitting and community awareness raising, art and craft and motorcycle repair.

- In 2001, With SCADP, 36 youths (11 female) attending vocational skill training received non-formal education. 18 youths (9 female) were reintegrated into the formal school system. 41 male youths received training in electronics of whom 30% were able to set up their own business and 35 female youths received training in sewing and knitting skills. Youth meetings are held once a month and community awareness raising meetings are held once a month and family visits



## *Giving opportunities to the marginalised:*

*Chhun Yart is 17 years old. His family lives in a shack near Wat Than Pagoda in Phnom Penh since the end of the Killing Fields (1979). He has five brothers and two sisters. Being the eldest child, he has to help his parents to earn money for daily food. He did not have any specific or regular job. Sometimes he worked on construction sites whenever the labour was needed. Sometimes he caught fish in the Bassac River with his father. Because of his daily work, he repeated classes many times.*

*At grade 3 he stopped and he started it again in the non-formal education of SCADP at the age of 13. He is an industrious son. Unlike his friends of the same age, he did not become a thief or did not become addicted to drugs just because of poverty. Being a son, he strove for his education. He used to attend class for about 2-3 hours a day, which the state school cannot offer. In the non-formal education classroom, he could look after his little sister while the parents went to work.*

*He was reintegrated into the formal school until he was grade 5. Because of his age, he felt too old to attend primary education. Furthermore, his family needed him to be a source of income. From July 2000 to April 2001 he attended a 9-month training in electronics and repairs supported by UNESCO through the Special Youth Project. He said, "I can repair TVs, radios and cassette players. Although I get a job as a paid apprentice (in Russey Market, Phnom Penh), I am happy that I can become a better person in the family and the society than my friends can". "No matter how little money I can earn, I think I am now strong enough for my family", he added.*

tion), which provides health care, non-formal primary/literacy and numeracy classes, vocational skill training (drawing and painting and traditional Khmer music classes) and residential care.

In 2001-2002, 26 boys received residential and health care at the centre, 17 boys received non-formal primary education – 8 in grade 2 and 9 in grade 3 -, 9 boys were successfully reintegrated into the formal education system – 2 in



(Photo: Im Sam O)

*A literacy class for girls and women at Angkol commune, Danmak Chang Eur District, Kep Municipality*

A national literacy survey carried out towards the end of 1999, indicated that only 37.1% of youths and adults (aged 15 years and over) were literate (2.41 million), with 26.6% of youths and adults classed as semi literate (1.73 million) and 36.3% of youths and adults completely illiterate (2.36 million). Projecting these figures into the total population this indicates that some 4 million youths and adults are basically illiterate. Thus, there is a high correlation between illiteracy and poverty and it would appear that the illiterates and those living below the poverty line are from the same group of the population.

#### 4. Children in Difficult Circumstances Project:

This project aimed at meeting children's educational needs, providing access to education and helping those in difficult circumstances (in this case children and youths who have been the victims of drug abuse – especially glue sniffing). The direct implementation of activities was ensured by a local NGO (PKKO – Punleu Komar Kampuchea Organisa-

primary school and 7 in lower secondary -, and all the boys participated in the rattan handicraft class, which has produced furniture such as bookshelves and chairs and they have received marketing lessons. Following the completion of this 6-month extension of the project, it is hoped that the boys can (with special assistance) be reintegrated into their families and/or the communities.



5. United Nations Human Security Fund: Non-Formal Basic Education and Vocational Skill Training for Children and Youth at Risk:

In Cambodia as in most developing countries, the involvement of children in earning an income is not unusual. It is estimated that there are 700,000 economically active children aged between 5 – 17 years and the majority of them live in rural areas. Nearly three-quarters of these children (equivalent to 72%) have either dropped out of school or never attended school in the first place.

Factors such as poverty, rapid population growth, rural-urban migration and weaknesses in the education system encourage the supply of child labour and incidence of street children. It is extremely difficult to estimate the total number of street children and youths in Cambodia, as they are highly mobile and move from town to town and place to place.



(Photo: Mith Samlanh/Friends)

Mechanics Class, Phnom Penh

However, it has been estimated that there are approximately 1,050 street children living in Phnom Penh and approximately a further 670 street children who live with their families. There are no figures available for the situation in the provincial towns. Some street children have contact with their families but many survive completely on their own. Many of these children and youths engage in activities such as begging, scavenging on garbage dumps, shoe polishing and washing the dishes in small restaurants. It is very easy for these children to be drawn into gangs and to resort to petty crime and they are also vulnerable to using drugs and sexual exploitation. Both these groups in society are marginalised and vulnerable and deserve assistance and hope for the future.

With funding from the United Nations Human Security Fund and in co-operation with a number of partners, UNESCO is developing a wide-scale project entitled “Non-Formal Basic Education and Vocational Skill Training for Children and Youth

at Risk”. The main objective of this three-year project is to facilitate the access to quality basic non-formal education for those who through poverty, especially marginalised, disadvantaged and vulnerable groups, have been excluded from the formal education system. The project was officially launched at a ceremony at the MoEYS that was held on 26 August 2002

The various non-formal education activities within the project are being implemented by 8 project partners - KKKHR-DA, Mith Samlanh/Friends, OEB, PKKO, SCADP and the Non Formal Education Department of the Ministry of Education, Youth and Sports in three different locations. The UNESCO Office in Phnom Penh carries out day-to-day project management and co-ordination, administration, financial management, supervision of staff (including providing them with instruction and technical support on project activities and office procedures), logistics and monitoring. The main results of the project so far have been the following:



(Photo: Mith Samlanh/Friends)

Mechanics Class, Phnom Penh

Partner	Description of Locations & Activities
<p>KKKHRDA – Khmer Kampuchea Krom for Human Rights &amp; Development Association.</p> <p>NFE Classes – Total Number of Students = 160 (88 girls).</p> <p>Vocational Skill Training – Total Number of Students = 64 (26 girls).</p> <p>Number Already Graduated from Sewing Class = 20 girls.</p> <p>Number Already Graduated from Battery Making Class = 10 males.</p>	<p>All of the NFE classes in the 5 different project locations use the same timetable and this includes – literacy, sport, mathematics, drawing and morals/good manners and child rights.</p> <p>Kandal Province: An NFE class has been set up for 36 children (25 girls) all below the age of 15 who are unable to go to school because they come from poor families and this takes place inside Sreah Srong Pagoda with the classroom space being donated by the monks. 10 girls attend a sewing class in Snoul Kapoh Village and they are between the ages of 15 and 24. It is hoped that after the training these participants will be able to find employment in garment factories. 20 girls have already graduated from this vocational skill-training course.</p> <p>Svay Rieng Province: This project location is in the district, which is on the border of Vietnam and an NFE class has been set up in Dang Tung Pagoda for 30 children (9 girls) between the ages of 6 and 14 who live too far away from formal school. A battery making class has been set up in Tapaow Village and there are 5 males in the class – this skill is considered ideal because there is little electricity in these rural areas and so a great need for batteries. 10 males have also already graduated from this vocational skill-training course.</p> <p>Kampong Cham Province: An NFE class has been set up for 30 children (20 girls) in Kampong Rorleang Village for poor children who are unable to go to formal school. 12 male students between the ages of 20 to 24 also attend a small electrical repair class in Village 5, for example learning how to mend televisions, radios and cassette recorders.</p> <p>Battambang Province: An NFE literacy class has been set up inside Serey Monkul Pagoda for 30 children (18 girls) for poor children who are unable to go to school. 5 male students between the ages of 18 to 22 also attend a small electrical repair class in Pyong Village, for example learning how to mend televisions, radios and cassette recorders.</p> <p>Phnom Penh: An NFE class has been set up for 34 children (15 girls) who belong to poor squatter families in 4th Village, Tomnup Teuk Commune and those attending are below the age of 15. 2 vocational skill-training classes have been set up beside the KKKHRDA office – computer and hairdressing. 22 students attend the computer class (6 girls) and 10 students (all girls) attend the hairdressing class. For the computer class there are only 5 computers and so the class is divided into 4 different sessions per day and for ease the hairdressing class is divided into 2 separate sessions per day. IT is very popular with young people – especially those living in Phnom Penh.</p>
<p>Mith Samlanh / Friends.</p> <p>NFE Classes – Total Number of Students = 355 (87 girls).</p> <p>Vocational Skill Training – Total Number of Students = 63 (8 girls).</p>	<p>Phnom Penh: Some of the funds support the salaries of 2 literacy teachers/trainers and a total of 355 (87 girls) street and working children and youths and those who are poor living in the community are benefiting from classes – literacy, numeracy, history, geography and science – organised at the Friends Training Centre. 53 boys most of whom are between the ages of 15 to 19 are studying mechanics (theory and practical) and 10 young people (8 girls) are studying commerce that teaches them how to run a small business by themselves.</p>

<p>OEB (Operations Enfants du Battambang).</p> <p>NFE Classes – Total Number of Students = 1,132 (496 girls).</p>	<p>Battambang: 20 classes have been set up in a very remote part of this province, which is between 70 to 90 kilometres from the provincial town. The classrooms are of simple construction and for example are made from thatch or take place underneath houses. 1132 children (496 girls) attend the classes who would normally have no access to any type of education. The young children between the ages of 6 and 15 study literacy, mathematics and life skills, with 70% being between the ages of 6–12.</p>
<p>PKKO (Punleu Komar Kampuchea Organisation).</p> <p>NFE &amp; Vocational Skill Training – Total Number of Students = 30 (10 girls).</p>	<p>Kandal: 30 street and working youths (10 girls) and those who are poor and live in the community, stay in a residential centre and are benefiting from attending NFE literacy and numeracy classes. Out of this total number 15 of the boys were glue sniffing before they came to the centre and 5 of the boys were street gang members. The beneficiaries are between the ages of 14 and 18 and the boys study machining skills and the girls study kromar - a traditional Cambodian scarf - weaving skills.</p>
<p>SCADP (Street Children Assistant &amp; Development Programme).</p> <p>NFE Classes – Total Number of Students = 300 (146 girls).</p> <p>Credit &amp; Savings – Total Number of Families = 118.</p>	<p>Prey Veng Province: There are 300 children (146 girls) attending NFE classes in 3 villages (Svay Samsep 2, Rong Domrey 2 and Phlaur Rolous 2) in Ba Phnom District, which is the site of a quarry where most of the parents of the children work. Community awareness activities are regularly carried out and 18 self-help (parent) groups, 3 youth groups and 3 children's clubs have been organised. Credit and savings groups have been identified and they received the appropriate training and so far during the 1st cycle 60 families in Prey Veng and 58 families in Phnom Penh have received credit loans of \$40.00 or \$50.00 (Phnom Penh) for rice farming, pig raising, quarry work, groceries or other home-based businesses.</p>
<p>NFE (Non Formal Education) Phnom Penh.</p> <p>NFE &amp; Vocational Skill Training – Total Number = 120 (77 girls).</p>	<p>Phnom Penh: 3 community learning centres (CLCs) have been established in 3 different areas of the city where the poorer sector of the population are living – Steung Meanchey, Teuk Lak III and Kraing Thnung. Learners have been recruited from the poorer families and those that have parents or older siblings who are unemployed. Each of the CLCs has literacy and numeracy classes and a vocational training class – 2 sewing classes and 1 motorcycle repair class. A total of 60 students attend literacy classes (40 girls) and 60 students attend the skill training classes (37 girls). The age range of the learners is from 12 to 20 years.</p>
<p>NFE Siem Reap.</p> <p>NFE &amp; Vocational Skill Training – Total Number = 21 (12 girls).</p>	<p>Siem Reap: A residential centre for disadvantaged youths has been opened in Trapeang Sehs Village. 21 young people stay at the centre (12 girls) and 7 of them are under the age of 15 and 14 are between the ages of 15 to 19. All of the youths study literacy and numeracy each day and the boys study hairdressing and the girls study modern basket making. All of the residents take part in chicken raising and they are provided with regular lessons by a human right organisation, lessons on morality by a volunteer monk and a volunteer provides English lessons.</p>

<p>NFE Battambang.</p> <p>NFE &amp; Vocational Skill Training – Total Number = 30 (23 girls).</p>	<p>Battambang: A residential centre for disadvantaged youths has been opened in Otrea Village. 30 young people stay at the centre (23 girls), the girls are between 14 and 18 years of age and the boys are between 8 and 15. All of the youths study literacy and numeracy each day and there are 4 vocational skill-training classes – mat weaving (5 girls), kromar scarf weaving (5 girls), sewing (10 girls) and traditional Khmer music (2 girls).</p>
<p>Total Number of Participants/Beneficiaries (During Reporting Period):</p>	<p>2,285 (993 girls).</p>



(Photo: Sue Fox)

Battery Making Class, Banteay Srey Reang Province



(Photo: Sue Fox)

Weaving Class, Kandal Province



(Photo: Sue Fox)

Traditional Music Class, Otrea Village, Battambang Province

#### 6. Education for Peace and Development in Chamcar Bei (Kep):

Since 1998, UNESCO has been supporting a pilot project on Education for Peace and Human Development in a former Khmer Rouge area located in Chamcar Bei settlement and five other villages in Kep municipality. This project was financed from 1998 to 2000 by a special grant from the government of the United Kingdom and from then on by UNESCO. The project has been undertaken in close partnership with the Department of Non-Formal Education of the MoEYS. In a field survey carried out prior to this project, 3,187 illiterate (1,316 male and 1,871 female) were identified in these areas. The project has provided four types of services to the local communities:

- Capacity building for community leaders to plan and manage their literacy and community development activities.
- Functional literacy, which directly benefited 1,575 illiterate persons, 80% of whom were girls and women.
- Early childhood care and education, which served a large number of 3-6 year old children.
- Income-generation skill training for girls and women.



90% of the literacy participants passed the literacy test after completing the course. Some of the new graduates have later become literacy teachers themselves. As part of capacity building, a Community Learning Centre (Chamcar Bei CLC) has been created from this project. The centre is presently being managed by the community itself through a management committee. As a new achievement for the community, two members of the Chamcar Bei CLC have been elected to the Commune Council of Khan Damnak Changeur of Kep municipality in the 2002 commune elections.

In 2001 and 2002, activities concentrated on the expansion of activities in the field of Early Childhood and Family Education. As a result, five hundred parents and caregivers have been trained in helping to educate their children in pre-literacy skills. Special focus was also placed on empowering the poorest girls and women through technical and vocational education. In total, around 300 adolescent girls and women have been trained in weaving and tailoring. Out of the 300 girls and women, 50% can use the skills to earn themselves a living.

Along with the literacy activities and skill training, another focus of the project was to promote culture of peace and national reconciliation. Through the incorporated concept of culture of peace in the related literacy activities, mutual understanding and the formation of friendly relationship between the former Khmer Rouge population and the surrounding villages have been established.

The success from the Chamcar Bei project gives UNESCO and the Department of Non Formal Education confidence to expand their operations to serve a larger former Khmer Rouge community in Koh Sla, located in Kampot province.

7. Urban Poverty Reduction among Young Migrants:

Within the cross-cutting theme "Eradication of Poverty", the UNESCO Office in Phnom Penh is participating in a two-year research-action project (2002-2003) entitled "Urban Poverty Reduction among Young Migrants in East Asia: China, Laos, Cambodia". The project aims at:

- Contributing to a better understanding of rural-urban migration issue, young migrants' specific needs and the causes of poverty.
- Contributing to poverty reduction among young migrants and enhancing their life skills, basic skills, general capabilities, and their knowledge on sexual and reproductive health issues, on STDs and HIV/AIDS as well as other dangers.
- Through analysis of actions against poverty related issue, contributing to the establishment of a successful pattern that can be generalised and serve as base for public policy recommendation.
- Contributing

to the promotion of migrants' human rights through advocacy, capacity-building and awareness raising activities.

In 2002, a feasibility study was conducted prior to the implementation of the project activities in Phnom Penh. The on-going activities, which are being implemented in partnership with the well-known and highly respected Cambodian NGO "Mith Samlan / Friends", include:

- Developing information materials for young migrants regarding available services and how to access these services.
- Opening a young migrant female drop in centre and developing activities in this centre.
- Developing a specific income generating trainings for young migrants.
- Providing a number of trainings on reproductive health, HIV/AIDS and drug prevention. Developing family support centres and strategies.



Women in Koh Sla commune (former Khmer Rouge village)

Photo: Teruo Jimai



8. Scientific, technical and vocational training for girls:

In many cases, girls and women have been excluded from learning opportunities. Gender discrimination is far more important when it has to do with scientific and technical knowledge and skills that with any other field. In view of this, the UNESCO Office in Phnom Penh is participating, within the cross-cutting theme "Eradication of Poverty", in a two-year project (2002-2003) entitled "Scientific, Technical and Vocational Training for Girls". The project, which is being developed in three countries in South and Southeast Asia (Cambodia, Indonesia and Nepal), aims at:

- Increasing access of poor girls to appropriate learning and like-skills training programmes in order to ensure access to occupations from which women have been excluded or in which they have not received appropriate recognition.
- Helping education officers and teachers to effectively link non-formal and formal education and adopt innovative measures, curriculum and educational materials to incorporate poor girls in technical fields.
- To provide decision-makers with a set of good practices and guidelines to better promote participation of underprivileged girls in scientific, technical and vocational education based upon the series of pilot activities.

The main target group of the project is poor, out-of-school girls from rural and urban communities aged 13-17, an age that shows high

records of schools dropouts. In 2002, a feasibility study was conducted for this project as well as the identification for the location of the site. The pilot project activities in Cambodia are being implemented throughout 2003.

### *C. HIV/AIDS preventive education and awareness:*

In Cambodia, the HIV/AIDS epidemic has reached a rate of 2.6% of the adult's population aged from 15 to 49. This is the highest rate in the region and it is estimated that HIV has already infected 169,000 people. With a trend of 20 new infections per day, the HIV/AIDS epidemic has moved now from high-risk target groups to the general population. As one of the UNAIDS co-sponsors and in collaboration with national bodies such as the National AIDS Authority (NAA) or the National Centre for HIV/AIDS, Dermatology and STDs (NCHADS), UNESCO contributes to the strengthening of the national response to HIV/AIDS. Due to vulnerability of the youth to HIV/AIDS, UNESCO mainly focuses on preventive education activities at school level. Other segments of society are being targeted through various cultural activities.

1. Support to the Interdepartmental Committee on HIV/AIDS of the MoEYS:

In the framework of the United Nations Development Assistance Framework (UNDAF), UNESCO is working in partnership with UNICEF to provide an integrated support to the working group of the Interdepartmental Committee

on HIV/AIDS of the MoEYS. This body is composed of focal points representing the various Departments of the Ministry. The School Health Department backs up this working group on technical aspects. In the framework of this joint programme, UNESCO and UNICEF assisted in 2001 and 2002 in the design and implementation of a wide range of activities involving multiple actors within the education network.

Among other activities, UNESCO and UNICEF assist the MoEYS in the preparation of a number of educational materials, such as textbooks and games, for primary students. As a means to improve understanding on HIV/AIDS among students from grade 5 and 6, the MoEYS has designed a module on Distance Education. Training operations related to this module have started at six regional Teacher Training Centres. Awareness activities for primary and secondary students have been undertaken not only at schools, but also in youth camps. HIV/AIDS preventive education has been as well integrated into the curriculum of vocational training and literacy programmes carried out by the MoEYS in isolated areas of the country.

Support is being provided for the production of promotional materials aiming to raise awareness among young people. The Department of Physical Education of the MoEYS prepared a poster campaign on HIV/AIDS using the image of well-known sportsmen and public figures. The objectives of the poster campaign were to deliver friendly information to young people, and address key messages via role models

*First, UNESCO and UNICEF jointly supported the development of a policy document on AIDS and Education. The main objective of this policy document was to define the principles of sex education and HIV/AIDS, and to provide guidelines for the MoEYS to respond to HIV-related cases within the education system. The document was first formulated by the School Health Department. A number of seminars were then conducted with Heads of Department of the MoEYS and other partners to review the policy.*

to which young people can identify. The campaign was linked with a Cambodian hot line, Inthanou ("Rainbow") that provides free counselling on sexuality and HIV/AIDS. The telephone number of this hot-line appears in each poster, as a free and anonymous access to more information.

In fact, sports and physical education have been identified by the MoEYS as leverage to educate young people about HIV/AIDS. As sport is part of the existing curriculum from both primary and secondary levels, the MoEYS decided to consider the training of sport instructors in service. In view of this, 120 sport instructors were trained for a period of 3 days at the Institute of Sports and Physical Education in Phnom Penh on 25-27 June 2002. Support was also given for the preparation of HIV/AIDS slogans, and for the printing of documents containing basic HIV/AIDS information that were distributed to young people at main sporting events.

On the other hand, with the support of UNESCO-UNICEF, the MoEYS is regularly producing a newsletter entitled "AIDS & Education". The main aim is to share information among education stakeholders on HIV/AIDS-related issues, with a particular focus on activities carried out by the MoEYS. High-ranking people of the MoEYS have introduced the 3 first issues of the newsletter and civil servants involved in HIV/AIDS activities have prepared articles for these publications. The newsletter is regularly distributed to around 20,000

education stakeholders, including Heads of Provincial and Districts Offices of Education, Directors of primary and secondary schools, Inspectors of education, Representatives of Parents Teachers' Association and Provincial AIDS Committees and Secretariats. The Institute of Sports of the MoEYS is also publishing a monthly magazine, called "Keila", on the main sporting events organised in the country and with abundant information on HIV/AIDS related issues.

Finally, the MoEYS fully participated at the 2nd National Conference on HIV/AIDS that was organised on 1-2 October 2002. A roundtable on HIV/AIDS and Education looking at educational interventions that can contribute to the reduction of the impact of HIV/AIDS amongst youth in Cambodia was organised, with a special focus on activities that can promote behaviour changes such as peer education or the development of health clubs.

2. Preventive education at secondary schools and university level:

UNESCO, in co-operation with UNICEF, is providing financial support for the implementation of Peer Education

activities at upper secondary school and university levels. The Cambodian Red Cross is the implementing agency of this project, which aims to develop secondary schools and university students as promoters of safer sexual behaviour. 246 peers were trained in 2001 at university level and the training of trainers started at secondary school level. The students have been trained to provide HIV/AIDS information to their peers, families and friends. In 2002, the programme was extended to 4 new secondary schools, 2 in Siem Reap province and 2 in Kampot province.

3. Support to the NGO sector:

UNESCO assists NGOs working for the prevention of HIV/AIDS and care of patients infected by the disease. UNESCO and UNAIDS provided financial assistance for the creation of a Secretariat for the HIV/AIDS Co-ordinating Committee. Established in 1993, the HIV/AIDS Co-ordinating Committee (HACC) is a network of 53 local and international NGOs working in the field of HIV/AIDS. The objectives of HACC are to co-ordinate efforts among NGOs, to promote co-operation, information exchange and to develop linkages

among partners. HACC is also the focal point for the organisation of HIV/AIDS activities in events such as the World AIDS Day, the Water Festival or the Candle Light Memorial. The work of HACC is led by a Steering Committee. It consists of three working groups: Training and Counselling, Care and Support, and Mass Media. The recently established Secretariat is regularly publishing a newsletter on HIV/AIDS related issues that is being distributed to all relevant partners and stakeholders.

UNESCO and UNICEF were also associated to a Youth Camp organised in March 2002 by Leadership Development Character Institute, an NGO working with vulnerable youth. The Camp provided a good venue to organise recreational activities and to informally teach the youth about various

subjects, including HIV/AIDS. The camp took place in Phnom Penh and gathered nearly 1,000 teenagers coming from several provinces of the country.

4. Raising awareness on HIV/AIDS through cultural activities:

On the occasion of the World AIDS Day 2001, UNESCO, with the support of UNICEF, worked with students of the Faculty of Plastics Arts based at the French Cultural Centre for the organisation of a painting contest on HIV/AIDS. The objective of this project, which continued during the first quarter of 2002, was to raise self-awareness among young people - artists and students of the University - through a participatory approach. In the framework of this project, 10 wall paintings were designed

and placed on billboards at strategic locations in Phnom Penh. A catalogue has been also published and distributed to key stakeholders.

5. Working within the UN Country Team (UNCT) to support the national response to the HIV epidemic:

The UNCT has committed itself, within the UNDAF, to strengthening and supporting the efforts of the Government of Cambodia and civil society to respond to the HIV epidemic. In 2001, the UNCT determined a common analytical framework that has resulted in the document entitled "Common Strategy - UNCT support to the national response to the HIV epidemic in Cambodia". This common strategy is guided by, and is consistent with, national policies and priorities, as well as lessons learned by partners in the national response. The UNCT has identified seven strategic elements, of a holistic UN response, to ensure that strengths of the UN system are best utilised and complement the support of other development partners. As part of the development of this strategic framework, UNESCO and the other UN agencies reviewed their planned and on-going activities, as well as the appropriate implementation modalities.

In addition, a UN Theme Group on HIV/AIDS meets regularly in order to co-ordinate existing activities and to improve information and communication exchange among the UN agencies. In March 2001, the UNESCO Representative in Cambodia was



(Photo: Heng Smitth)

Launching of the UNESCO-UNICEF wall painting contest on HIV/AIDS on 1st December 2001



appointed as Vice-Chairman of this UN Theme Group.

UNESCO also contributed, together with other UN agencies, to the preparation of a booklet from the UNAIDS "Best Practice Collection" that documents a few examples of critical contributions to the fight against HIV/AIDS in Cambodia. Aimed at policy makers, government officials and programme managers, the objective of this document was to offer examples of successful programmes that could be replicated in other areas of the country.

6. Facilitating the Participation of Government Officials in International Conferences on HIV/AIDS related issues:

It is the mandate of UNESCO to facilitate the exchange and circulation of ideas. For this reason, UNESCO supports the participation of key government officials in local, regional and international conferences on HIV/AIDS related issues. In April 2001, UNESCO provided funding for the participation of H.E. Im Sethy, Secretary of State of the MoEYS at an international conference held at UNESCO Headquarters to the review the existing HIV/AIDS strategies at school level. UNESCO also funded the participation of a civil servant of the MoEYS to a workshop on HIV/AIDS preventive education through distance learning education, held in Quezon, Philippines, from 7 to 11 May 2001. In addition, assistance was provided to the School Health Department of the MoEYS for the preparation of a poster presentation showed at the 6th International

Conference on AIDS in Asia and the Pacific, held in Melbourne from 5 to 10 October 2001.

Assistance was also provided for the participation of MoEYS officials at the 15th International Conference on HIV/AIDS held in Barcelona, Spain, from 5 to 12 July 02. Representatives from Cambodia also joined a Conference on ICT



(Photo: MoEYS)

*Training workshop on basic use of ICT in EFA Trainees from Kompong Cham province*

and HIV/AIDS Preventive Education in the Cross-Border Areas of the Greater Mekong Sub-region, a Regional Workshop on Anticipating the impact of HIV/AIDS on the Education Sector in Southeast Asia (12 to 14 December 2002, Bangkok, Thailand). Funding was also granted for the participation, in April 2002, of H.E. Im Sethy, Secretary of State of the MoEYS to the review on HIV/AIDS Strategy For Schools at UNESCO Headquarters.

#### *D. Improving the quality of education:*

1. Promoting the effective use of Information and Communication Technologies (ICT) for Education:

Presently, in the whole territory of Cambodia, only a few public secondary schools in the capital are equipped with computers to enhance the ICT skills among children and youth, but most of these computers are not even connected. At the first national conference on ICT Awareness held in 11-13 September 2001, the national authorities requested, among others, assistance for capacity building in the field of ICT, education, training and infrastructure development.

In response to this request, UNESCO (Jakarta, Bangkok and Phnom Penh Offices) and the Open University of Hong Kong donated 350 phased out PCs to the National Information and Communication Development Authority (NiDA), the MoEYS and the Cambodia Institution of Engineering. This hardware contribution enabled these three key institutions to respond effectively for the first time to the learning needs for ICT in the education sector. The MoEYS set up an "ICT in Education Task Force" operated under the Department of Teachers' Training to distribute the 150 computers allotted to them and to implement a small

pilot activity. The computers, with E-mail-Internet connection, were installed in the following five education establishments: Royal University of Phnom Penh, Kandal Pedagogy Centre, Battambang Pedagogy Centre, Kampong Cham Pedagogy School and Siem Reap Pedagogy School. One hundred lecturers from these establishments have also been trained on basic computer skills. The experience so far indicates a high satisfaction from most of the staff in these institutions, although there is a growing demand for ICT training.

Following this pilot project, UNESCO prepared a project to assist in developing a national policy on ICT for education, adopting best practices for integration of ICT in formal and non-formal education programmes and strengthening the training and professional development of teacher trainers, teachers and non-formal education facilitators. The project is financed by the Government of Japan. The long-term objectives of this project are to contribute towards achieving the EFA goals, reducing poverty, bridging the digital divide and promoting digital inclusion through the use of ICT in education. In order to achieve these goals, the project will assist the MoEYS in formulating the ICT policies and action plan.

In the framework of this project, training on ICT in education concepts and ICT usage will be provided to 600 teacher trainers and lecturers (35 % female) in 24 teachers colleges and the Royal University of Phnom Penh in Cambodia, and for 50 curriculum specialists



*Training workshop on NFE-MIS Development in 2 pilot districts (Kong Asei district, Kampong Speu province)*

and book editors. The project also aims to provide ICT access to 1,000 primary and secondary school teachers (40 % female), especially those in deprived areas, through the existing teachers colleges and to a minimum of 5,000 children and youth (45 % female) who are enrolled in formal education and participating in non-formal education programmes, especially those in deprived areas through mobile ICT services. The project will also establish the National ICT-based Clearing House to serve all users in and outside Cambodia.

## 2. Improving Science Education:

At the request of the Deputy Prime Minister and Minister of Education, Youth and Sports, UNESCO undertook in October 2001 a mission to conduct a survey, identify and assess the priority needs of Cambodia in the field of Science Education, at primary, secondary and tertiary levels. The mission was composed of UNESCO staff from the Regional Bureau for Science for Asia and the Pacific (Jakarta), the Regional Bureau for Education (Bangkok) and the Phnom Penh Office. Some independent experts from the United Kingdom and Australia also joined the mission. The mission identified four key priority needs in science and mathe-

matics education that could be summarised as follows:

- Need for national support and leadership in science and mathematics education. It was suggested to establish a body that could provide vision and direction.
- Need for human resource development. Emphasis should be placed on providing intensive training for teachers. Revise the existing curriculum and improve instructional practices. Special attention should be given to the design and implementation of appropriate written and practical materials to facilitate hands-on and minds-on science.
- Upgrade and improve facilities, especially laboratories.

Following this assessment, UNESCO and the MoEYS are preparing a project proposal to improve science and mathematics education that will be presented to various donor agencies for funding. It is also envisaged to organise some consultations among government ministries that could lead to the establishment of a national task force and to the development of a national plan for science education.

In addition, UNESCO funded the participation of professors at international seminars and training workshops, and assisted the MoEYS in





Science class in Phnom Penh

reviewing the science curriculum for primary and secondary level. This includes the introduction of Earth and Environmental Science into the lower and upper secondary education for the first time. Training courses and workshops for policy and curriculum planners, teacher educators and teachers were conducted.

### 3. Building Non-Formal Education Management Information Systems:

The UNESCO Office in Phnom Penh, in collaboration with the UNESCO Institute for Statistics, is providing methodological and technical support to the MoEYS for the development of Non-Formal Education Monitoring Information Systems (NFE-MIS). It is expected that the NFE-MIS will play a major information role in promoting a balanced and effective progress of Non-Formal Education, as well as mobilising popular support and participation. Through this project, it is intended to:

- Assess the need for information in support to policies and management of non-formal education programmes in the country.
- Identify Non-Formal Education Providers, such as

Ministries, agencies, NGOs, local centres and private bodies.

- Begin to design an NFE-MIS that responds to the needs and situation in the country and field-test data collection in two selected pilot districts in two different provinces.
- Develop a computerised NFE database system for use in processing the collected data and generating information outputs.

In order to organise and co-ordinate the implementation of this project, a core NFE-MIS Task Force has been formed, consisting of the Non-Formal Education Department of the MoEYS, the Education Monitoring Information System (EMIS) Centre of the Department of Planning of the MoEYS, UNESCO, UNICEF and OXFAM. This Task Force is consulting with other relevant Departments and Ministries implementing Non-Formal Education programmes. Following the completion of the Task Force, a central level workshop was held at the end of 2001. Its objective was to develop diagnostic tools and data collection instruments, and to train staff of the MoEYS on how to carry out diagnostic studies and data gathering. 29 education officials participated in this training workshop held in Phnom Penh.

Two districts were subsequently selected for the implementation phase at local level - Kong Pisey in Kampong Speu and Khan Damnak Chamcar Eur in Kep. District NFE-MIS implementation teams have been appointed, which include district education officers, Non-Formal Education local providers and NGOs.

Additional training courses were organised in 2002, at district level, to explain methodologies, diagnostic instruments, as well as to discuss operational procedures and arrangements to collect data. Following the training, the teams conducted diagnostic studies in the pilot areas to identify types of NFE activities carried out at sub-national level, NFE providers, partners and target groups, and existing NFE monitoring system, challenges and possible solutions. In late 2002, the national team completed the first stage of the diagnostic study. With the result of the first stage, UNICEF joined in the expansion of NFE data collection to the whole area of Kampong Speu and Kep provinces. A total of 210 participants from government agencies and NGOs participated in the on-site training. Based on the result of the diagnostic and in collaboration with UNESCO, the NFE-MIS Task Force will develop the appropriate tables, indicators, graphs and maps that will be later generated from the NFE-MIS software. Based on these inputs, the EMIS Centre at the MoEYS enters descriptive information on NFE programmes, providers and sponsors collected during the diagnostic study.

#### 4. Early Childhood Care and Education:

Early Childhood is no longer viewed merely as a preparatory stage assisting the child's transition to formal schooling. Integrated approaches to the child's care, development and learning are gaining ground. Services and support for parents with young children is becoming an integral part of early childhood services and policy, placing Early Childhood within the broader context of social development and gender equity.

In this regard, UNESCO is developing a number of activities to promote early childhood care and education (ECCE) in Cambodia. First, UNESCO provided technical and financial assistance for the organisation by the MoEYS of a National Workshop on Early Childhood Care and Education (ECCE) in Phnom Penh (18-20 April 2001). The objective of this workshop was to analyse the conceptual foundations and the significant policy issues regarding ECCE. The workshop also aimed to develop guidelines for Early Childhood Indicators. More than 80 participants from relevant Ministries, international organisations - UNICEF and UNESCO - and NGOs attended the workshop. As a result, the Royal Government committed to improve the educational services provided to Early Childhood. It was also recommended that a national policy on ECCE be developed. As follow-up of that conference, the MoEYS has significantly taken further step in the field of early childhood education. The Ministry has created a depart-

ment of Pre-School Education separately from the Primary Education Department. The Ministry is planning to review the national policy on early childhood education, which at present covers children aged 3 to 5 only in order to cover also from zero to three.

Following this workshop, UNESCO supports the Primary and Pre-School Department of the MoEYS to plan and implement appropriate childhood policies. In particular, UNESCO is providing policy advice with the objective of expanding access, improving equality and ensuring improved access for early childhood. It is also intended to assist the MoEYS in strengthening policies and programmes that support families in fulfilling their responsibility of providing quality care and education for their young children.

In this connection, UNESCO sponsored a National Conference on ECCE Policy and Co-ordination for High Level Inter-Ministerial Group that took place on 28-29 October 2002, using resource persons from Senegal, Malaysia, Chile, and UNESCO Headquarters. This event was conducted in partnership with the Cambodian National Commission for UNESCO, and included participants from the MoEYS, the Ministry of Health, Ministry of Women's and Veterans' Affairs, National Council for Children and UNICEF. The Conference was attended by 40 senior personnel in the ECCE sector and was chaired by H.E. Sok An, Senior Minister in charge of the Council of Ministers and President of the National Commission for UNESCO. The

objective of the workshop was to identify appropriate mechanism for co-operation among all relevant stakeholders and promote inter-ministerial co-operation in this field.

Lastly, UNESCO has translated into Khmer language and widely disseminated in 2001 and 2002 two major publications on ECCE entitled "Eight is Too Late" and "Education Bulletin".

#### 5. Needs assessment of the book sector:

The development of book infrastructure and capacity is essential for all education activities, including non-formal education and literacy programmes, and for the cultivation of a learning environment and a reading habit. In 2001, a consultant was recruited to assess the needs of the book sector in the country and to recommend key strategies and actions. Following consultations with MoEYS officials, donor agencies, NGOs and printing houses, the consultant produced a report containing a preliminary situation and needs assessment of the book sector. The report concluded that the main components of a well functioning book sector do not exist in Cambodia. The consultant also prepared an outline for a comprehensive technical programme for book and information capacity building. Funding would be required for the development of a multi-donor assistance programme involving many separate components.

## 6. Promoting Education for a Culture of Peace:

UNESCO is supporting educational activities with the objective of promoting values, attitudes and behaviours among children so that they will seek peaceful solutions to problems. First, UNESCO assisted in the establishment within the MoEYS of a Working Group to review existing textbooks for primary and secondary levels and include into them concepts relating to Culture of Peace. Also, UNESCO supports the production in Khmer of educational materials relating to Culture of Peace. In partnership with the Associated



*Final Phase of Living Values Education Project: Micro Teaching in Classroom Preah Nbrodom Primary School, Phnom Penh. (Photo: MoEYS)*

Schools Project network, UNESCO selected and translated into Khmer lessons from the international educational programme "Living Values". The Living Values Educational Programme offers a variety of

experimental activities to teachers and facilitators to enable children and young adults to explore and develop 12 key personal and social values: co-operation, freedom, happiness, honesty, humility, love, peace, respect, responsibility, simplicity, tolerance and unity. The programme is already in use in over 62 countries. On 15-19 May 2001, UNESCO sponsored a national training workshop for 45 master social science trainers and teachers. In addition, UNESCO distributed among schools from the ASP network a so-called "Peace Pack", containing educational materials that aim to promote values such as tolerance, democratic principles etc. These materials have been field tested and distributed through the Associated Schools Project network.

UNESCO also funded the implementation by the Cambodian Institute for Human Rights, in co-operation with the MoEYS, of a project entitled "Education for Democracy - Democracy for Education". The project consisted in the development of training materials for the training of trainers. The content of the materials produced by the CIHR covered basic principles of democracy, the rule of law, conflict resolution, culture of peace and gender equity. Following the completion of the materials, the CIHR organised from 26 November to 7 December 2001, a training course for 30 school teachers of the ASP network. The materials are now being used in several schools of the Kandal province.

## 7. Environmental Education for a Sustainable Future:

In order to create an awareness and action on a sustainable future, UNESCO assists the MoEYS in reforming the existing curriculum by introducing Environmental Sciences into primary and secondary levels through the following activities:

- Providing technical and financial support to the National Task Force on Environmental Education, which comprises national specialists from the Pedagogic Research Institute and the Department of Teachers Training.
- Adapting and producing, in Khmer language, the UNESCO's Teachers Guide on "Learning for a Sustainable Environment", developed by the Asia-Pacific Centre for Educational Innovation.
- Conducting field-test and evaluate the effectiveness of these materials among pilot schools.
- Integrating into existing curriculum and disseminate learning materials to teacher colleges and schools.
- Translating and producing in Khmer a poster produced by the Division of Ecological Science in Paris and entitled "Biodiversity in Questions" for try out in a small sample of secondary schools.

## 8. Reorienting Secondary Education:

In order to comply with the Dakar Framework on Education for All, the MoEYS has initiated a number of programmes with the objective of expanding the access to lower secondary education from the current 17% of the net enrolment to 50% by 2005. For this





ASP network: A Field Trip to Bokor National Park in 2002

purpose the MoEYS has established a National Task Force on the reform of secondary education, both formal and non-formal. In this regard, UNESCO has supported this Task Force to formulate a new policy and strategy for expanding and improving secondary education to all interested learners of Cambodia. In this framework, UNESCO recruited an expert from the region to assist the Department of Non-Formal Education of the MoEYS in formulating a policy, strategy, delivery system and curriculum on equivalency secondary education. When adopted, the programme is expected to help young learners in rural areas to enrol in self-learning and equivalency education programme.

#### 9. Support for Higher Education:

In 2002, the number of enrolment in higher education institutions reach 34,000 students representing around 3 % of the age group, which is among the lowest in the Asia-Pacific Region. Over the last two years, UNESCO undertook several activities in the field of higher education. This includes provision of ICT hardware and training to the Royal University of Phnom Penh (RUPP), provision of technical support and laboratory equipment for chemistry course, provision of textbooks and learning materials on cultural tourism and recruitment of a Sanskrit lecturer and donation of books on ethics for the Sihanouk Raj Buddhist University.

#### 10. Support and co-operation with national civil society organisations:

The local and international civil societies and NGOs have been playing a very important role in implementing basic education projects in Cambodia. One of the main 12 strategies under the Dakar Framework for Action is to build the capacity for local NGOs to improve their performance and networking.

Following an International Workshop on "Developing Training Manuals for Local NGOs Capacity Building in Basic Education", which was held in Dhaka (Bangladesh) in May 2000, where four NGOs (The Cambodia World Family, World Education/Cambodia, ADRA, CWDA), were representing Cambodian NGOs working in the field of basic education, UNESCO provided support to these lead NGOs to develop and adapt training manuals in Khmer for use by a larger number of civil society in the country. The Training Manuals cover various areas, such as project planning, monitoring and evaluation, and accounting and financial management. In the framework of the development of the National EFA Plan, UNESCO held a number of consultations and seminars organized in co-operation with representatives from the civil society.

#### 11. The Associated School project Network (ASPnet):

One of the basic aims of UNESCO has always been the promotion of peace and international co-operation through education.

After its foundation in 1946, educators working with UNESCO produced a number of new ideas, concepts and suggestions concerning the education of young people for international understanding, and develop innovative educational approaches, methods and materials. In order to translate these ideas into concrete action, UNESCO launched the Associated Schools Project Network (ASPnet) in 1953. As of the year 2001, it included over 6,700 educational institutions, ranging from pre-school education to teacher training in 166 countries. In Cambodia, the programme was established in 1997 and the network is now composed of 35 primary and secondary schools.

In 2002, children from these schools were invited to participate in educational field trips to Angkor Monuments, Kampong Cham province, and Bokor National Park. The main purpose of these activities was to provide an opportunity for them to see and study the cultural and natural heritage of Cambodia. Also, a UNESCO educational resource kit entitled World Heritage in Young Hands has been translated into Khmer and will be published in 2003.



# THE SCIENCES IN THE SERVICE OF DEVELOPMENT: NATURAL SCIENCE

## A. *The Tonle Sap Biosphere Reserve:*

The Tonle Sap Lake is the largest freshwater lake in Southeast Asia, covering an area of around 250,000 hectares in the dry season. The lake also constitutes one of Cambodia's most important sites, rich in natural resources. Due to a unique hydrological phenomenon, when the monsoon begins, the swollen waters of the Mekong river force the Tonle Sap River to reverse its flow northwards, feeding the Great Lake and spreading over the surrounding flood plain. The vast wetland area resulting from this cycle is home to an extraordinarily high biodiversity, both in terms of variety and abundance of species.

The Lake is also one of the most productive captive fisheries in the world, providing more than 60% of the protein intake for the Cambodian population. However, because of its economic value, the Tonle Sap Lake is coming under increasing pressure from over-exploitation of its natural resources. In order to promote the appropriate management of the Tonle

Sap and its natural resources, UNESCO inscribed this site as a Biosphere Reserve into the World Network of Biosphere Reserves, at the request of the Royal Government of Cambodia.

1. Providing assistance to the Royal Government for the development of a legal and institutional framework for the Tonle Sap Biosphere Reserve:

Following the inscription of the Tonle Sap as Biosphere Reserve, UNESCO has provided support to the Royal Government for the development of a legal and institutional framework that would serve as the basis to implement the Biosphere Reserve concepts. In this regard, a Royal Decree for the Establishment of the Tonle Sap Biosphere Reserve was adopted in April 2001. The critical elements of this decree are the formulation of directions and management objectives for each zone (core area, buffer zone and transition area) and the agreement to establish an inter-ministerial coordination body and on the institutional

arrangements for the Tonle Sap Biosphere Reserve.

Subsequently, a Sub-decree on the Establishment, Role and Functions of a Secretariat for the Tonle Sap Biosphere Reserve was adopted in September 2001. The major role of this Secretariat is to facilitate co-ordination and to strengthen co-operation among national and international agencies, provincial authorities, and civil society in the protection and sustainable management of the Tonle Sap Biosphere Reserve. It serves as an information-clearing house and facilitates exchange of information between various stakeholders and institutions. The Secretariat co-ordinates and devises integrated strategies for sustainable development and conservation of natural resources within the Tonle Sap Biosphere Reserve.

However, the Tonle Sap Biosphere Reserve Secretariat is still in its early stages and requires further support for consolidation. In this regard, a new integrated "Tonle Sap Environmental Management Project" jointly funded by ADB

and UNDP-GEF constitutes a major opportunity to strengthen the Tonle Sap Biosphere Reserve Secretariat. The goal of this major project will be sustainable management and conservation of natural resources and biodiversity in the Tonle Sap Biosphere Reserve. Its objective will be to enhance systems and develop the capacity for natural resource management co-ordination and planning, community-based natural resource management,



(Photo: Long Kheng)

*Biosphere reserve in Tonle Sap*

and biodiversity conservation in the Tonle Sap Biosphere Reserve. Together with FAO and UNDP, UNESCO will be responsible for the implementation of a number of activities within the overall project, and specifically for the formulation and implementation of a national environmental education and awareness campaign, and for the establishment of the Tonle Sap Biosphere Reserve Environmental Information

### *What is a Biosphere Reserve?*

*Created in 1971, UNESCO's Man and the Biosphere Programme (MAB) develops the basis for the sustainable use and conservation of biological diversity and for the improvement of the relationship between people and their environment globally. The programme encourages interdisciplinary research, demonstration and training in natural resource management. MAB contributes thus not only to better understanding of the environment, including global change, but to greater involvement of science and scientists in policy development concerning the wise use of biological diversity. The Programme is now focusing on new approaches for facilitating sustainable development, through promoting conservation and wise use of biodiversity.*

*In the framework of the MAB programme, biosphere reserves (over 400 sites in nearly 100 countries) serve to put into practice the ecosystem approach. Biosphere reserves are areas of terrestrial and coastal or marine ecosystems, or a combination thereof, that are recognised internationally within the MAB Programme. Biosphere reserves are nominated by national governments and remain under their jurisdiction. They must meet a minimal set of criteria and adhere to certain conditions before being admitted into the World Network of Biosphere Reserves. Each reserve is intended to fulfil three complementary functions: (i) a conservation function (preserve landscapes, ecosystems, species, and genetic variation); (ii) a development function (foster sustainable economic and human development); and (iii) a logistic function (support demonstration projects, environmental education and training, and research and monitoring related to local, national, and global issues of conservation and sustainable development). Biosphere reserves contain one or more core areas, which are securely protected sites; a clearly identified buffer zone; and a flexible transition area.*

(Photo: Long Kheng)



*Role of women in fisheries in Tonle Sap Biosphere*

2. Support for operational activities in the core areas of the Tonle Sap Biosphere Reserve:

In the framework of the Tonle Sap Biosphere Reserve, the Ministry of Environment initiated a pilot programme in Prek Toal, Koh Chiveang commune, Battambang province in 1997. The programme, supported by UNESCO since 1999, aims to promote environmental education and awareness, conduct regular ecological

research and monitoring, promote conservation of flooded forest and wildlife of international significance, identify alternative livelihoods and incentive for community participation, and explore ecotourism potential. Many of the activities are also supported by other partners, particularly Wildlife Conservation Society and OSMOSE. An environmental research station next to Prek Toal core area of the Biosphere Reserve serves as a facility for carrying out daily activities. The station employs 12 villagers and is administered by two environmental staff under the overall supervision of the Deputy Permanent Secretary of the Tonle Sap Biosphere Reserve Secretariat.

In addition, UNESCO supported in December 2002 the organisation by the Tonle Sap Biosphere Reserve Secretariat staff of training workshop for local communities about the existing laws and regulations relevant to natural resources conservation and management in the Tonle Sap. The workshops held at Koh Chiveang (Prek Toal), Anlong Samnor (Meat Khlar) and Pean Bang communes involved relevant stakeholders at local level, including local authorities, chief of community fisheries associa-

tions, soldiers and policemen. The participation of local residents and local authorities would be essential for the long-term management of the core areas, as well as the whole Tonle Sap Biosphere Reserve. For these workshops, a number of educational materials were produced in advance.

3. UNESCO-Columbia University Joint Programme on Biosphere and Society (CUBES):

UNESCO and Columbia University jointly organised the International Conference on Biodiversity and Society in New York on 22-25 May 2001. This Conference was the result of over a year of joint efforts by teams of researchers, policy makers and local stakeholders at nine sites of high biological diversity and social, economic and cultural importance. To facilitate tangible results, the Conference built on case studies conducted in UNESCO Biosphere Reserves and similar sites selected for their high biological diversity and social, economic and cultural importance. The case studies provided an opportunity to discuss, identify and develop viable economic, social and political strategies for the long-term management of these sites, which were selected so as to be representative of the world's major ecological, cultural and geographic systems. The most important selection criterion was however that there be people at each site who understand the multi-dimensional nature of the challenges they face and who can articulate these clearly to an international audience.

One of the case studies presented at the Conference dealt with the Tonle Sap

(Photo: Long Kheng)



*Traditional fishing by harpoon (Kaam Samnor, Pursat Province)*



Biosphere Reserve. This case study, entitled "Biodiversity Conservation and Social Justice in the Tonle Sap Watershed: The Tonle Sap Biosphere Reserve", was prepared by a group of Cambodian officials from the different ministries concerned and researchers. For the preparation of the case study, several multi-stakeholder workshops were organised in the country, allowing local stakeholders' direct input into shaping the conference discussion. H.E. Mok Mareth, Minister for Environment, presented the Tonle Sap case study at the Conference, leading the Cambodia delegation that included H.E. May Sam Oeun, Secretary of State of the Ministry of Agriculture, Forestry and Fisheries, H.E. Veng Sakhom, Under-Secretary of State, Ministry of Water Resources and Meteorology, Mr. Nao Thouk, Director of Fisheries Department, and Mr. Neou Bonheur, Deputy Permanent Secretary, Tonle Sap Biosphere Reserve Secretariat, as well as representatives from the Mekong River Commission and Wildlife Conservation Society. The case study provided an overview of the biodiversity status, the complexity of the current environmental governance in Tonle Sap region and its relationship with society.

As follow-up action to the Conference, UNESCO and Columbia University have established the Columbia University-UNESCO Joint Programme on Biosphere and Society (CUBES). In the 2002-2004 period, the programme provides access to a virtual

knowledge centre for environmental researchers, practitioners, government officials and activists in six sites located in different countries, including the Tonle Sap watershed. The entire network serves as a knowledge management tool. It is proposed to establish at Columbia University a portal



*Awareness Raising in the Tonle Sap Biosphere*

linking people and knowledge at sites to the global community. This will include comprehensive websites for CUBES and its sites featuring thematic pages, expert papers and links, digital conferencing and e-seminars. The dissemination of knowledge will be a continuing process, involving site-specific seminars, thematic seminars, video profiles, on-line workshops and regularly updated CDs for locations where network access is limited.

4. Support to the "Krousar Thmey" pedagogical exhibition "The Tonle Sap Lake: A source of lives":

Established in 1991, "Krousar Thmey" is one of the most respected foundations in Cambodia providing deprived

children with material, educational and social support in harmony with their environment and respectful of their traditions and beliefs. Among other programmes, "Krousar Thmey" assists Cambodian children in rediscovering their roots, heritage and traditions. As a means to raise awareness on the importance of preserving the Tonle Sap and its natural resources, "Krousar Thmey" has organised a pedagogical exhibition entitled "The Tonle Sap Lake: A source of lives". UNESCO has provided financial support for this exhibition and placed it under its High Patronage.

The opening of a permanent exhibition took place in January 2001 in Siem Reap, within the World Heritage Site of Angkor, and is still open to the public. This exhibition allows Cambodians of all ages (and especially children) to discover the richness of the Tonle Sap Lake through numerous boards and pedagogical materials. It also provides information on the Biosphere Reserve concepts and serves as a tool for raising environmental awareness. In order to maximise the impacts of the exhibition, and additional itinerant exhibition has been touring Cambodia since June 2001.

In total, 17 stop-overs have taken place, from Battambang to Phnom Penh, going through Pursat, Kampong Chhnang, Takeo, Prey Veng and other places. The exhibition was completed in August 2002, and is expected now to be settled in a final location in Phnom Penh.



## B. SOCIAL AND HUMAN SCIENCES:

### 1. Local Urban Community Environmental Empowerment Pilot Project (LUCEEPP):

Phnom Penh is one of the most unique cities in the world. It is the only capital city in recent history whose entire population has been evicted. During four years (1975-1979) of Khmer Rouge rule, the city was empty and its infrastructure neglected. When the population started to return in 1979, the physiognomy of the city changed completely, as most of the new residents had previously never lived in an urban environment. During the 80s, and despite the efforts of the Municipal authorities, the city further deteriorated due to the lack of both financial and human resources. With the establishment of the United Nations Transitional Authority in Cambodia (UNTAC) in 1992, the city entered a period of growth and dramatic change. Phnom Penh attracted a large number of migrants who arrived in search of economic opportuni-

ties. Consequently, the city's population increased from 584,000 inhabitants in 1987 to more than 1 million over a decade. This rapid growth was often chaotic and disorganised. The neglected physical infrastructure still has an impact on the urban environment and living conditions of local residents.

In view of this, UNESCO is carrying out in co-operation with the Municipality of Phnom Penh and two NGOs (Handicap International and Action Nord-Sud) the Local Urban Community Environmental Empowerment Pilot Project (LUCEEPP). The LUCEEPP project aims to provide guidance, facilitation and technical support to relevant stakeholders (Municipal authorities, resident groups, local business interests, street traders, urban poor etc) to improve the living conditions of residents and to preserve the urban environment and heritage. An initial pilot area (Phsah Kandal, Khan Daun Penh and Khan Chamcarmon) was identified for the implementation of this project. The first phase consisted in the development of an Urban

Reconnaissance, which involved complying and analysing information on the knowledge and practices of the inhabitants of the pilot area regarding urban environmental issues and their impacts on the urban heritage. The information was collected through a number of participatory meetings involving local residents and Municipal Authorities. The reconnaissance also allowed for the preparation of an uncomplicated urban morphology of the area.

Based on this assessment and the problems identified by the different stakeholders, a total of 12 micro-project proposals, aiming to improve the living conditions and the improvement of the urban environment and heritage, were developed and funded by UNESCO in collaboration with Handicap International and Action Nord Sud. This included improving access, building public toilets, and improving draining systems and the system for garbage collection. In total, 4,378 inhabitants of the selected area have directly benefited from this project. In addition, in the framework of this project, UNESCO supported the organisation by the Municipality of an exhibition entitled a "Glance of Urban Heritage", which was held from 14 to 16 December 2001 and which aimed to raise awareness on the cultural heritage of Phnom Penh.

As a result of the success of this project, the Municipality of Phnom Penh and other stakeholders requested the continuation of the LUC-CEEP project as well as its possible expansion in other areas for the last half of 2002 and 2003. The municipal authorities have identified the pilot area in



(Photo: Municipality of Phnom Penh)

Young Architect demonstrating about urban heritage on 14 December 2001

the district of Prampi Makara where the new micro-projects are to be implemented from early 2003.

## 2. Management and prevention of conflicts in Cambodia:

Cambodia is not a developing country like others, as three decades of war and conflict led to the destruction of its social fabric. It is in a country like Cambodia that the concept of Culture of Peace takes its full dimension. There is a need to strengthen social cohesion and to promote a culture of tolerance and non-violence in order to foster the development of the country. Cambodian society had in the past a wide range of methods for the resolution of conflicts, many of which derived from the rich Buddhist heritage. But after the years of conflict, most of these methods for the resolution of conflicts simply disappeared. In order to build a Culture of Peace in Cambodia, it would be therefore important to revitalise those traditional methods for the conflict resolution that are inherent to Cambodian society. Due to the lack of scientific documentation and written information, the first step should consist in the collection of relevant data that could guide future actions.

In view of this situation, UNESCO has conducted a research on traditional and contemporary methods for the prevention and resolution of conflicts in Cambodia. A consultant possessing a vast knowledge of Cambodia was identified and selected in November 2000 for conducting such a project. The study aimed to identify the types of conflicts that arise among Cambodia's rural and

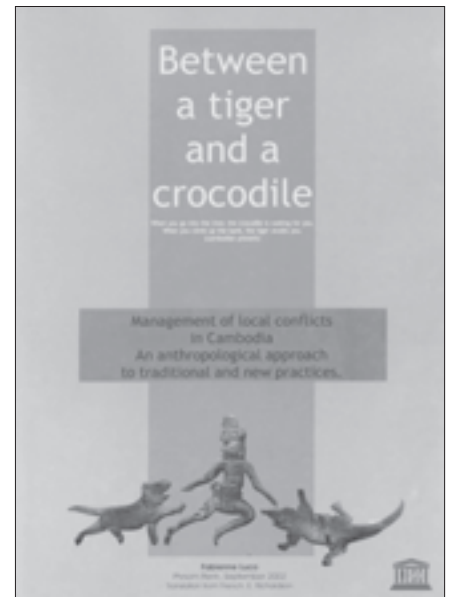
urban populations, and to understand past and present conflict prevention and management methods. The research, entitled "Management and Prevention of Conflicts in Cambodia: An Anthropological Approach to Traditional and Innovative Methods", was published in 2002.

The study focused on everyday problems and disagreements that arise between people, and that lead to a concerted meeting between the opposing parties and the mediators with a view to solving the issue.

The methodology for the preparation of the study, which was carried out from January to October 2001, was based on bibliographic research and on qualitative interviews conducted with representatives from human rights NGOs, research institutes, organisations for the promotion of a culture of peace and development agencies. The survey was launched in the urban area of Phnom Penh and then extended to the rural villages of Kampong Speu, Kandal, Kampot, Siem Reap and Svay Rieng provinces.

## 3. Publication of children's books for the promotion of the Culture of Peace concept:

Since 2000, UNESCO published a number of books for children aiming to promote, among others, a culture of peace and tolerance. In April 2001, in partnership with the National Commission for UNESCO, UNESCO has published the book entitled "The Good King and the Bad King", which is based on a traditional



The cover page of a UNESCO publication: "Between a tiger and a crocodile"

Cambodian folk story. The story particularly intends to promote dialogue and negotiation among children as the best means to solve conflicts. 5,000 copies of the book have been published. The Cambodian National Commission for UNESCO is distributing it to the 31 schools participating in the Associated Schools Project network, local NGOs and others.

# CULTURAL DEVELOPMENT: THE HERITAGE AND CREATIVITY



*The exceptional and singular cultural heritage of Cambodia has been a main focus of attraction for the rest of the world for over a century. Unfortunately, this invaluable heritage was seriously damaged during the nearly thirty years of continuous fighting. During this time, monuments and archaeological sites suffered from neglect, degradation and pillage. The intangible heritage, including performing arts, was close to disappearance, as only a few masters and artists survived the genocide of the Khmer Rouge.*

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. However, at the present stage, the capacity of the Government for the protection, preservation and development of the Cambodian cultural heritage is still limited due to the lack of sufficient financial and human resources. Therefore, over the last years, UNESCO's activities have focused on strengthening the national authorities in their ability to safeguard and promote the national heritage of the country, both tangible and intangible. Special attention is being focused on the involvement and improvement of the conditions of local communities living within monumental complexes around the

country. Through its different actions for the promotion of intangible heritage, UNESCO also provides support to local artists, while a several initiatives aim to raise awareness among the youth on the importance of preserving the cultural heritage of the country.

## *A. Tangible cultural heritage:*

1. The programme for the safeguarding of Angkor: The International Co-ordinating Committee for the safeguarding and development of the Historic Site of Angkor:

Angkor, the capital of the Khmer Empire from the 9th to the 15th centuries, maintains an outstanding position among the world's most magnificent

monumental complexes. The archaeological park covers a total area of 401 square kilometres and contains an exceptional number of temples, which were built as monuments to the protective gods. Angkor shows a certain influence of Indian architecture and some details from Cham and Javanese styles. All these influences were assimilated by the Khmers creating a unique Angkorian style. As the capital cities of the empire were being built around the temples, an elaborate irrigation system consisting of canals, moats and reservoirs was created for both agricultural and religious purposes.

Following the inscription of Angkor into the World Heritage List and the World Heritage List in Danger in 1992, UNESCO provided substantial



assistance to Cambodia for the establishment and development of an appropriate national legal and institutional framework for the protection and management of the site. The inscription of Angkor was done in accordance with exceptional procedures and was subject to a certain number of conditions to be met by the Royal Government. As a result, the Cambodian authorities adopted a Royal Decree Establishing Protected Cultural Zones in the Siem Reap/Angkor Region and Guidelines for their Management. It was followed by the creation of an independent body, the Authority for the Protection of the Site and the Management of the Angkor

Area (APSARA), in 1995.

Since 1993, UNESCO has also ensured the Standing Secretariat of the International Co-ordinating Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC), co-chaired by France and Japan. The ICC is structured in different ways in accordance with the matters under consideration.

The Plenary Session of the ICC examines general policy matters, determines central priorities and approves new project proposals. It normally holds one meeting per year, at the level of Ambassadors. The Technical Committee of the

ICC, meeting also once a year, is responsible for the follow-up of the different projects, activities and research carried out by operators intervening at the site of Angkor.

In addition, since 1997, an Ad Hoc Group of Experts has been operational. The mandate of the group is to examine any technical question submitted by the Plenary Session or the Technical Committee, such as new project proposals, issues of doctrine or matters under the jurisdiction of the Committee that require technical advice. Composed of four experts (one from France, one from Japan, one member from ICOMOS or ICCROM and one from UNESCO), the group of experts is independent. It meets only when requested by the co-chairmen, on an ad hoc basis. Finally, a so-called Quadripartite Meeting is organised periodically between France, Japan, the Royal Government and UNESCO in order to examine technical matters concerned with the functioning of the ICC.

The 8th Plenary Session of the ICC was held in Phnom Penh on 6 July 2001, co-chaired by H.E. Mr. André-Jean Libourel, Ambassador Extraordinary and Plenipotentiary of France, and H.E. Mr. Gotaro Ogawa, Ambassador Extraordinary and Plenipotentiary of Japan. This ICC meeting marked the 10th anniversary of the landmark appeal of His Majesty the King Norodom Sihanouk to UNESCO to coordinate the international efforts to preserve and safeguard Angkor. On this occasion, H.E. Mr. Sok An, Senior Minister at the Council of Ministers, launched a new appeal renewing the commitment of the

### *The central co-ordinating role of the ICC*

*In October 1993, a major event in the history of the Angkor site took place when representatives from relevant countries and international organisations met in Tokyo (Japan) to co-ordinate the international efforts for the preservation and development of the Angkor site. Unanimously adopted by all States present at the Intergovernmental Conference, the Tokyo Declaration would set from then on the main principles that guide the provision of international assistance for Angkor. One of the main decisions of the Tokyo Conference was to establish an international co-ordinating mechanism that would be responsible for monitoring the international assistance and guaranteeing the relevance of the projects implemented in the site, as well as their conformity with international standards of conservation.*

*Since then, the International Co-ordinating Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC), co-chaired by France and Japan, plays this fundamental role. The ICC channels to Angkor annually around USD 5 million devoted to more than 100 projects in various fields, namely institutional framework, research, conservation, training, community development, tourism, urban development and infrastructures. UNESCO ensures the Standing Secretariat of the ICC, which is presently composed of 35 countries and international organisations. The decisions and recommendations of the ICC are subject to the agreement and co-operation of the Royal Government.*





*Ta So Temple, Ad Hoc experts group visit*

Royal Government and urging the international community and donor partners to redouble the efforts to safeguard Angkor. The main topic of discussion at the meeting was the need to adopt appropriate measures to ensure the balance between the conservation and development of the site.

The 11th session of the Technical Committee took place in Siem Reap on 19 and 20 December 2001, co-chaired by Mr. Jacques Gérard, Counsellor for Co-operation and Culture at the Embassy of France, and Mr. Katsuhiko Shinohara, Minister-Counsellor at the Embassy of Japan. Most of the proposals presented at the meeting dealt with issues relating to the development of the site. In the field of conservation, the Technical Committee examined the various restoration projects underway and considered two new propositions. The first one was presented by the Italian team and consisted in a restoration project on the Angkor Wat moat causeway that was heavily damaged in September 1997. The second proposal, which was submitted by Switzerland, aimed at ensuring the conservation and enhancement of the Banteay Srei temple.

The 9th Plenary Session of the International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC) was on 2-3 July 2002 in Siem Reap, with a total number of participants of 150. It was co-chaired by H.E. Mr. André-Jean Libourel, Ambassador of France, and H.E. Mr. Gotaro Ogawa, Ambassador of Japan. The delegation of the Royal Government was headed by H.E. Mr. Sok An, Senior Minister at the Council of Ministers. The 2002 session was of special significance, as it marked the 10th year anniversary since the inscription of the Angkor Archaeological Site into the World Heritage List. The first day of the session was devoted to a number of presentations by well-known specialists, featuring themes from archaeological research to tourism and community development. The second day was spent on site tours, including the temples of Pre Rup, Ta Som, Chau Say Tevoda, the Baphuon and Angkor Wat. The participants had the opportunity to see first hand the technical achievements of international teams working in Angkor as well as improvements made to temple approach areas under the aegis of APSARA Authority. The 9th session also featured official

statements regarding new conservation programmes to be implemented in Banteay Srei and in Ta Prohm temples by the Swiss and Indian teams respectively.

The 12th Technical Committee of the ICC took place on 12-13 December 2002 presided over by Mr. Dominique Dordain, Counsellor for Co-operation and Culture at the Embassy of France, and Mr. Katsuhiko Shinohara, Minister-Counsellor at the Embassy of Japan. On the first day of the meeting, several site visits were conducted to review the conservation work of the Swiss Team at Banteay Srey temple, and the Indian team's work at Ta Prohm temple. On the second day of the meeting, technical papers were presented. Professor Giorgio Crocci, member of the Ad Hoc Group of Experts, will outline recommendations for the conservation of Angkor. These recommendations are the first step in the creation of a conservation charter for the site. The main decision of this meeting was to recommend the organization of a Second International Conference in Angkor to be held in Paris (France) in November 2003. It was recommended to entrust the co-ordination of the Conference preparation to UNESCO. The Technical Committee also proposed the organization of a workshop on Angkor Vat in order to establish the proper procedure of international interventions under the overall authority of APSARA

As Standing Secretariat of the ICC, UNESCO, in co-operation with the Japanese Team for Safeguarding Angkor (JSA), has participated since 1996 in annual international

symposiums on the preservation of the Bayon Temple. These symposiums constitute the main international forum for scientific and technical exchange on Angkor. The 6th Bayon Symposium was held in Siem Reap on 17 and 18 December 2001. These two days included presentations by international experts and distinguished scholars, such as Professor Croci, Dr. Iwasaki, Dr. Noguchi and Professor Sugiyama. The main recommendation of the participants to the meeting was to continue the implementation of the overall plan following the three facets of the Bayon master plan. This plan envisages investigation, preservation and maintenance programmes in close co-operation with the APSARA Authority. It was also recommended to undertake in-depth studies on various technical issues within the Angkor Thom perimeter, with special attention to the Bayon temple, and to benefit from the example of other major archaeological sites, such as Borobudur in Indonesia or the Nara World Heritage Site.

(Photo: Tamara Tereshchuk)



Seventh Bayon Symposium, 9 and 10 December 2002, Siem Reap

The 7th Bayon Symposium was held on 9-10 December 2002. A number of presentations were made on the on-going activities at Bayon temple, including research, safeguarding initiatives and experience of the APSARA Authority in the development and cultural enhancement of monuments of monuments and sites. In addition, this symposium provided the opportunity for the presentation of several relevant international case studies, which would be of special use for Cambodia. This included presentations on the Cathedral of Cologne (Germa-

(Photo: Tamara Tereshchuk)



Chau Say Tevoda Temple. Restoration works by Chinese team

ny), the Palace of Alhambra in Granada (Spain), the Joya de Cerén site (El Salvador) and Baalbeck (Lebanon). These presentations were made by a number of distinguished professors and scholars, such as Dr. Hans Leisen, Professor Scick-Wener, Ms. Françoise Descamps and Professor Giorgio Croci. As a conclusion, several recommendations were made concerning research the water system of Angkor, the promotion of ties of co-operation among the teams working at Angkor confronted with various problems

in stone conservation or the direct and balanced access to all publics to the Angkor site. The participants to the Symposium also recommended several measures to be taken by the APSARA Authority to ensure the sustainable development of the site, taking into consideration the increasing pressure of urban nature and the upsurge of tourism at Angkor. It was also concluded that the efforts for the development of a master plan for the preservation for the Bayon temple and for the drafting of a "Bayon Charter" should be continued, in conformity with the principles of ethics and practices for the conservation of cultural heritage.

## 2. Angkor International Documentation Centre:

The main objective of the Angkor International Documentation Centre, originally a joint APSARA/UNESCO project, is to respond to the publication and information needs of the technical and research community based in the country. Since 1999, a nucleus collection of documents has been assembled, catalogued and classified, and put on shelves. The disciplines identified for coverage focus on

archaeology, art, architecture, culture, anthropology, environment, history, linguistics, sociology etc. Special areas like world heritage (museums, monuments and sites), and scientific and technical areas of archaeological conservation are also being covered. Essential reference books, such as dictionaries, encyclopaedias, bibliographies, directories and guides will be included.

The Documentation Centre contains the documentary production of the teams associated with Angkor and related monuments, UNESCO and ICC reports, purchased books and periodicals including photocopies of out-of-print publications, and those received from other international organisations and agencies. Various periodicals and newsletters are received and Audio-visual materials, CD-ROMs, maps, photographs and micro-films have also been acquired. In addition, two UNESCO databases on CD-ROM are available, including a series of references in various areas of studies and a number of UNESCO documents. The book collection has been computerised. Also, UNESCO has provided on-the-job training to a young librarian, who is ensuring the smooth running of the Documentation Centre.

In 2002, the Paris Municipality financed a six-month mission (July-December 2002) of a librarian expert to train the APSARA librarian working at the Centre. The international expert also completed an assessment report on the functioning of the Centre and its book collection, and prepared a comprehensive plan for the training of Cambodian

experts. In addition, the Centre moved to a new location and, since December 2002, the APSARA Authority ensures the total management of the Angkor International Documentation Centre. UNESCO and APSARA Authority are now working out the details of a Memorandum of Understanding, which will regularise this new situation.

### 3. Promotion of cultural tourism:

As follow-up activity of the International Conference on Cultural Tourism organised by the Royal Government and the World Tourism Organisation (Siem Reap, 11-13 December 2000), UNESCO provided support for the organisation of an International Seminar on Cultural Tourism in Cambodia held in Siem Reap and Phnom Penh on 2-4 July 2001. A study entitled "Culture, Tourism, Development: The Case of Angkor. Report, Perspectives and Suggestions" was drawn up

by a consultant (Mr. Stéphane Durand) at the request of UNESCO and in close co-operation with APSARA Authority. The study, which described the situation regarding tourism at the Angkor site served as a basis for the discussions of the seminar. The seminar was presided over by H.E. Sok An, Minister in charge of the Council of Ministers and Chairman of the Cambodia National Tourism Authority, and was attended by senior ministries and government officials, well-known international experts and national stakeholders involved in the field of cultural tourism.

As a follow-up to this seminar, UNESCO signed an agreement with the APSARA Authority for assistance in the framework of a project funded by the AFD (Agence française de développement) for the development of sound tourism practices within the Angkor site. In this regard, UNESCO provided support for the development of various project pro-



H.E. M. Veng Sereyvuth, Minister of Tourism giving his speech at the National Seminar on Cultural Tourism held in Siem Reap and Phnom Penh, 2-4 July 2001

Photo: Neng Revuth



posals. The first one dealt with the improvement of signs, circuits and traffic within the site. The second proposal refers to the establishment and improvement of a hotel zone, called "Angkor Gates", that would include entertainment and information centres. The objective would be to promote the length of tourists, diversify the options and promote a high-quality tourism in Siem Reap. The third proposal aims to regulate the urbanisation along the National Road 6, the historic centre of Siem Reap and its river.

#### 4. Cambodian Heritage Professionals Database Project:

This UNESCO project, which commenced in September 2002, is aimed at directly assisting the Government of Cambodia, and more specifically APSARA Authority, in the effective and sustainable management of the Angkor World Heritage Site. The general objectives of this project are to create tools to assist in the effective operational management of the Angkor World Heritage Site; strengthen the institutional capacity of APSARA Authority; and contribute to the development of a National Training Strategy for the field of heritage conservation.

The specific tasks are to create a database containing relevant information on Cambodian cultural heritage professionals working for both national authorities and international teams at Angkor World Heritage Site. Work is being carried out with APSARA Authority staff members to gather information for the database, its design and use, and to

prepare a series of recommendations related to skills development and capacity building in conservation and historic site management, aimed at assisting the development of a National Training Strategy for the field of heritage conservation. At the time of the drafting of this report, seventy-four curriculum vitae have been received so far from the various international teams working at Angkor World Heritage Site, but it is expected that more will be received in due course. A preliminary design for the database, which is to be run in Microsoft Access, has been completed, and data input has commenced. The database is due to be completed in the first half of 2003, and will be handed over to APSARA Authority for management.

#### 5. Preservation of Buddhist heritage:

Besides Angkorian cultural heritage, UNESCO promotes the preservation of the rich and most recent Cambodian Buddhist cultural heritage. In previous years, support was provided for the restoration of the 19th century Kompong Tralach Leu Pagoda, Kompong Chhnang province, which constitutes a masterpiece of the Khmer Buddhist cultural heritage.

In 2002, a new project concerning a preliminary conservation assessment of murals at Wat Phnom pagoda was started. The aim of this project is to conserve murals located on the ceiling of Wat Phnom Vihear, Phnom Penh. This pagoda has a high level of cultural significance because it is an integral part of the historical development of Phnom Penh,

and has been a focal point for social and religious activities for many years. The murals represent a significant part of the city's cultural heritage.

This project is a result of co-operation between the Municipality of Phnom Penh, UNESCO, and the German Apsara Conservation Project; and reflects the general level of concern for the protection and preservation of the city's urban heritage.

Preparation for this project began in October 2002, and it is planned that a Preliminary Conservation Assessment of the murals will be conducted in the first half of 2003. This preliminary assessment is the first stage in the conservation process.

The key tasks to be undertaken by the German Apsara Conservation Team, with support from Municipality staff, include:

- Taking photographs of the murals and documenting their state of decay, taking paint and plaster samples.
- Collecting information about the history of the murals, and their iconography.
- Creating a cleaning test area to assess the effectiveness of basic cleaning agents.
- Taking detailed measurements of the whole timber ceiling.

#### 6. Prevention of Looting and Illicit Traffic of Cultural Property:

The looting of cultural artefacts in Cambodia has been endemic since 1972. However, important progress has been



made in the fight against the illicit traffic of cultural property in the last years. The pillage within the World Heritage Site of Angkor has virtually ceased to exist, but other archaeological and monumental sites, particularly in isolated parts of the country continue to be victims of systematic plunder. Moreover, archaeological sites have started to be targeted by looter. In view of this situation, UNESCO is working in close partnership with the national authorities to adopt a number of measures in this field.

First, UNESCO gives assistance to the national authorities for the reinforcement of the existing legal framework. In 1996, the National Assembly adopted the Law on the Protection of Cultural Heritage (25/1996), which covers both movable and immovable objects and aims at protecting cultural property against acts of vandalism, illicit transfer of ownership, excavations, illicit export and import. At the request of the Ministry of Culture of Fine Arts, UNESCO provided financial and technical support to prepare a Sub-decree of implementation of the 1996 Law. In particular, a highly qualified legal expert assisted in January 2002 the relevant national stakeholders in the drafting of this text. The process for the preparation of this text was led by the Presidency of the Council of Ministers. The process was characterised as open and participatory, since all relevant stakeholders, such as the Ministry of Culture of Fine Arts, the APSARA Authority, the Ministry of Justice, the Council of Ministers and the National Commission for UNESCO, were

fully involved in the formulation of this Sub-decree.

The Sub-decree, which specifies the categories of cultural objects falling under the scope of the Law and contains legal provisions to regulate trade, archaeological excavations, export and import of cultural property, entered into force on 17 September 2002, upon signature by Prime Minister Samdech Hun Sen.

Following recommendations of UNESCO, the Royal Government of Cambodia has

also recently ratified the 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects, a major international instrument to fight the illicit traffic of cultural property. This Convention complements the legal dispositions of the 1970 UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.

The UNIDROIT Convention has been designed to fundamentally alter market forces governing private trans-

*Archeological sites now under threat:  
The case of Phnum Snay*

*The construction of a road in North-western Cambodia in 2000 led to the discovery of a unique Iron Age cemetery at Phnum Snay in Banteay Meanchey Province. This pre-historic archaeological site can be considered as one of the most important yet discovered in the country as it contains precious evidence enabling Cambodians to gain understanding on the origins and development of the ancient Khmer Empire. In 2001, a scientific excavation carried out under the auspices of the Ministry of Culture and Fine Arts by the Origins of Angkor Archaeological Project (OAAP) in conjunction with the Royal University of Fine Arts and funded by the Japan Funds-in-Trust at UNESCO and Marsden Fund revealed nine pre-historic burials and over 300 artefacts including ceramic vessels, glass beads, grinding stones, iron tools and weapons. These objects have revealed vital information on the pre-Angkorian civilisation and about the rise and formation of the Khmer Empire. Unfortunately, the site has continuously suffered from a wide-scale looting. Systematic illicit excavations have led to the loss of a major portion of the site and the destruction of a substantial part of culturally significant artefacts. As a result, important evidence and knowledge about ancient Cambodians is lost forever before being properly studied and documented.*

actions of art objects. Its main provisions mentions that the possessor of a stolen cultural object must return it regardless of personal involvement or knowledge of the original theft. It also denies any compensation for the return of cultural property unless the possessor "neither knew nor ought reasonably to have known that the object was stolen". These provisions are intended to persuade potential art buyers to enquire about an object's ownership history. The Convention also enables the rightful owners to bring a claim for the recovery of a cultural object before the courts of another contracting party where the cultural object is located.

Cambodia became a Contracting State to the 1995 UNIDROIT Convention by submitting the Instruments of Ratification to the Italian Government, the depositary of this Convention, on 11 July 2002. As a result, the UNIDROIT Convention entered into force for Cambodia on 1 January 2003, becoming the 17th State to ratify or accede to the 1995 UNIDROIT Convention. 12 other States have also signed the Convention, but have not completed yet the process of ratification.

UNESCO also assists in the preparation of requests for restitution of stolen or illegally exported cultural objects which have been seized in other countries, in application of the 1970 UNESCO Convention and a bilateral agreement signed in 2000 between Cambodia and Thailand to combat against illicit traffic of cultural property. For instance, UNESCO assisted the Cambodian Government in the negotiations with the Thai



*Santech HUN SEN Prime Minister of the Royal Government of Cambodia, presiding over the 11th Session of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation, Phnom Penh, 6-9 March 2001*

(Photo: Nang Revut'h)

Government in 2001 and 2002 for the restitution of 43 cultural artefacts of Cambodian origin, which had previously transited through Singapore. In application of the bilateral agreements signed between the two parties, the Thai authorities originally requested the Cambodian side to present formal evidence that would allow the restitution of these objects to Cambodia.

Moreover, some major cases of restitution also took place in 2002. In particular, on 26 April 2002, two outstanding Khmer artefacts were returned to Cambodia by the Honolulu Academy of Arts, namely a 9th-century stone head of Shiva and a 12th-century stone head of a demon or asura. These two objects were included in the past editions of the publication "One hundred missing objects: Looting in Angkor", by ICOM and UNESCO. Both pieces were donated to the Honolulu Academy of Arts in early 1990s by wealthy collectors from reputable dealers and did not know that they had been stolen.

UNESCO 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. For instance, UNESCO organised on 25 April

2002 a conference by Dr. Dougald O'Reilly, on the theme of "Phnum Snay Archaeological Site Scientific Research and Illegal Excavations".

A major event concerning the illicit traffic of cultural property that provoked an intense public debate, contributing to raise awareness among decision-makers and the general public, was the organisation in Phnom Penh of the 11th session of the UNESCO Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation (6-9 March 2001). This Committee, which meets regularly once every two years, was established by the General Conference of UNESCO in 1978 and is presently composed of 22 Member States. The Committee acts at an inter-governmental level as a forum for negotiation, discussion, training and awareness raising on the illicit traffic of cultural property, facilitating bilateral negotiations and promoting multilateral co-operation for the restitution or return of cultural property to its countries of origin. Additionally, it guides the planning and implementation of UNESCO's programmes of activities with regard to the illicit traffic of cultural artefacts.



Preah Vihear temple

7. Safeguarding of the national monumental heritage outside the Angkor area: The temple of Koh Ker:

The site of Koh Ker constitutes one of the marvels of Cambodian monumental heritage. It was built in Northern Cambodia, province of Preah Vihear, during the reign of King Jayavarman IV (928-944) to serve as the capital city of the Khmer Empire. In 944, Koh Ker was abandoned when the King Rajendravarman moved his capital to Yasodharapura, today's Angkor. Devoted to Shiva and the Brahminist cult, the site was built in sandstone, laterite and brick. According to an inventory carried out by the Ministry of Culture and Fine Arts, the complex of Koh Ker currently consists of 86 monuments, although new temples may be discovered. In the last decades, these monuments have deteriorated and been neglected as a result of natural (climatic conditions, vegetation etc) and human factors (looting and armed conflict).

In view of this situation, the Ministry of Culture and Fine Arts has carried out over the last years, with the support of UNESCO, a project for the preservation and establishment of management structures in the site. Assistance was provided for the clearing of monu-

ments, the construction of protection walls and supports for the deteriorated structures of the site, and the instalment of information panels at the different monuments. A full inventory of existing monuments and cultural artefacts was completed and endangered art objects were stored in a safe warehouse in order to prevent further looting.

8. Assisting the national authorities for a possible inclusion of Preah Vihear temple in the World Heritage List:

The Preah Vihear temple, located in Northern Cambodia by the Thai border, is one of the major sites of the cultural heritage of the country. Built around the end of the 11th century or beginning of the 12th century, this site can be considered to be of very high value. On 10 October 2001, Prime Minister Samdech Hun Sen officially requested to the

Director-General of UNESCO the inclusion of Preah Vihear and Banteay Chhmar into the World Heritage List under the 1972 UNESCO Convention concerning the Protection of the World Cultural and Natural Heritage.

The Government, with the advice from UNESCO, recently adopted a Royal Decree on the Establishment of "Prasat Preah Vihear Site", which constitutes a significant contribution the effective protection, preservation and management of the site. This text contains dispositions dealing with the objectives, demarcation, management, maintenance and protection of the site, and will be completed by a subsequent sub-decree on the sharing of responsibilities among all relevant agencies involved in the management of the site. Similar protective legal texts have been adopted by the establishment of the sites of Sambor Prey Kuk, Prasat Banteay Chmar and Prasat Banteay Toap.



An archaeology class at the Royal University of Fine Arts, Phnom Penh



9. Reinforcing national capacity for the conservation of cultural monuments: The project of assistance to the Royal University of Fine Arts:

In partnership with the Government of Japan and the Toyota Foundation, UNESCO supports the Faculties of Archaeology and Architecture and Urbanism of the Royal University of Fine Arts (RUFA) with an aim to develop the existing human resources for the preservation of cultural heritage. Since 1993, UNESCO has worked with the Ministry of Culture and Fine Arts to improve teaching quality and enhance student learning. Increasing attention is being paid to modernise existing management system with the long-term objective of assisting RUFA to attain a greater level of self-sustainability.

This institution was originally established in 1917 as the "Khemarak School of Arts" and then transformed into the Royal

University of Fine Arts in 1965. Closed in 1975 at the beginning of the Khmer Rouge Regime, it re-opened in 1980 as the School of Fine Arts, regaining university status once again in 1988. It has five departments (Architecture and Urbanism, Archaeology, Choreographic Arts, Music and Visual Arts) although the majority of higher education degree-level students are in the two faculties of Archaeology and Architecture. The student body numbers approximately 1400 students.

As part of international efforts to assist Cambodia in reconstructing its social fabric and institutions, the UNESCO/Japan Funds-in-Trust project for the capacity building of RUFA originally began in October 1993 as a training project for the Department of Archaeology. The courses taught during this first phase of the project focused on conservation sciences and museology.

After a one-year break, the project re-started with the

addition of a programme for the Department of Architecture and Urbanism in the 1995-1996 academic year and, from October 1995 to September 1998, a new project was conceived and implemented each year. In the 1996-97 academic year the project saw a new arrangement, involving collaboration with the Toyota Foundation (Japan) and the Japan Foundation Asia Centre (Japan) for recruitment of teaching staff, and monitoring and evaluation of the project. In the 1997-1998 academic year, the localisation of the project was further promoted by increasing the number of Cambodian teaching staff employed. In 1998, it was felt that a long-term strategy was required to achieve significant and sustainable improvements in the academic standards of the University.

Then, at the request of the Japanese Government, UNESCO prepared a new project covering three academic years, from 1998 to 2001. The three-year project plan sought to address the existing long-term needs and consolidate the progress achieved over the previous four years. It was also intended to complement the programmes established by the national authorities in close cooperation with other donors. The total contribution of the donor for the 1998-2001 period was USD 1,487,668. The number of students who benefited from this project was around 370 per year. After the completion of the three-year project, the Japanese government approved the extension of the project for one more academic year (2001-2002) in the same form.



(Photo: RUFA)

*A field trip of the students of the Royal University of Fine Arts*



Over the last years, the project has contributed to improve teaching quality and enhance student learning through the recruitment of qualified international lecturers and teaching assistants. In 2001-2002, six international lecturers, sixteen national lecturers, eleven teaching assistants, two department advisors, two department co-ordinators, one language co-ordinator and one library advisor were recruited. Subjects are taught in a preparatory year followed by level one, two, three and four, the final year consisting of a dissertation presented under supervision by international lecturers. Students undertake 36 hours of class contact per week in a wide variety of subjects such as art history, pre-history, cultural artefacts, laboratory sessions, field study preparation, construction and design, urban renewal, site management, drawing, sculpture, portraiture, anthropology, research methods, history of Southeast Asia, philosophy and sociology.

In addition, in the framework of the project, UNESCO has provided in-house workshop training for the staff of the Royal University of Fine Arts, particularly national lecturers, teaching assistants and administrative staff. Funds have been also provided for the organisation of foreign language courses both for national staff and students, for field training, and for the acquisition of books, journals, teaching materials and equipment.

It is worth noting that the project was assessed from 11 to 24 March 2002 in the form of an independent evaluation. The evaluators noted that

the performance of the students at the end of their studies is remarkable. In particular, many RUFA graduates are taking important roles in the conservation programmes of Cambodian cultural heritage. The evaluators also made a number of recommendations to increase the effectiveness of the project in future years, especially with the view of ensuring the greater sustainability of the Royal University of Fine Arts. Following the finalisation of the last project, negotiations are presently being held between the three main stakeholders, the Ministry of Culture and Fine Arts, the donor and UNESCO, for the formulation of a new project document. It is expected that the project may start a new phase for the academic year 2003-2004.

10. Capacity building in administration and management of the Ministry of Culture and Fine Arts:

Since January 2002, UNESCO dispatched to the Ministry of Culture and Fine Arts an International United Nations Volunteer (UNV) funded by the French Government. Her assignment has been to support the Ministry of Culture and Fine Arts in the fields of administration and management. This person provides technical assistance (TA) through consultations with the Minister, State-Secretaries, the Under State-Secretaries and other designated officials.

Her key responsibility is to facilitate organisational effectiveness in the strategic orientation of the Ministry and to give agency to ministerial capacity for situational analysis, departmental co-ordination and

policy formulation. Through this initiative, it is intended to assist the Ministry of Culture and Fine Arts in its efforts to develop an organisational climate of flexibility, innovation and responsiveness consistent with the government's priorities relating to national cultural development, heritage preservation and the economics of culture and fine arts.

11. Compilation of Ancient Inscriptions of Cambodia:

More than one thousand ancient inscriptions engraved on stone have been found in Cambodia primarily relating to the period between the 6th and the 19th centuries. These inscriptions constitute the principal documentary source of ancient and medieval Khmer history, art, archaeology and culture. At present, it is unclear how many inscriptions have been found and which ones have been edited, translated or interpreted. This situation prompted UNESCO, in collaboration with UNV/UNDP and funding from the Government of Japan, to launch a project aiming to document systematically some of the inscriptions found to date. Another objective of this project was to promote Cambodian academic researchers in areas that remain little explored by them in the fields of Khmer history, language, art, archaeology and culture and to give them the possibility of publishing their work.

The project was finalised in September 2002, when a team of Cambodian researchers finalised a 4-volume publication of 2084 pages, with CD-ROMs, involving the creation of ancient Khmer fonts, computer tran-



A Press release on a publication of Ancient Inscription of Cambodia

scription in ancient and modern Khmer, Roman transliteration and a bibliographic database. For this work, 242 inscriptions engraved in stone were selected and transcribed.

The documentation covers detailed information about each selected inscription including the rubbings (estampage), the transcription in the original script, the transcription in modern Khmer script and the transliteration in Roman script. The computerised version of documentation contains photo images of the stone inscriptions, its rubbing and the temples where they were originally located. A limited number of publications and computerised database on CD-ROM was distributed to academic and research institutions involved in Khmer studies in Cambodia and abroad.

### B. Intangible cultural heritage:

#### 1. Rehabilitation of Cambodian performing arts:

The Cambodian cultural heritage is rich both in terms of variety and quality. Based on the limited documentation that is available, it appears that there are twenty-one forms of Cambodian performing arts comprising dance, music, theatre and circus. These disciplines

were transmitted for generations from master to mentor by word of mouth. However, decades of civil war

severely damaged the intangible heritage and caused a breakdown of social values. The Khmer Rouge regime, in particular, struck a terrible blow to this process of continuity. It is estimated that only 10% of dancers and actors could be traced after the collapse of the regime and that many of the dances and theatre forms were lost forever.

A difficult process of documenting techniques and reviving lost forms started in the 1980s, but it has only been in the last years that the strands of an integrated cultural life have finally come together under the auspices of the Ministry of Culture and Fine Arts.

Cambodia has now the expertise to facilitate the rebuilding of performing arts, however, the major problem is that it does not have the means. Funding is essential to assist in the re-building process, and financial support has been received from a number of individuals, businesses, aid organisations and philanthropic foundations located in both Cambodia and abroad. Ultimately, however, only comprehensive government-sponsored training programs can ensure the longevity of Khmer Arts.

UNESCO is contributing to this cultural revival by sup-

porting the efforts of the artists belonging to the Royal University of Fine Arts and the National Theatre troupe. In particular, in 2001-2002, UNESCO has developed, with financial support from the Japanese Government, a project for the rehabilitation of performing arts comprised of the following components:

1.1. The mentorship programme: The objective of the mentorship programme was to assist in restoring cultural understanding, awareness and national pride to students not involved in the performing arts, and to re-introduce cultural training into the curriculum of public schools. Essentially the Mentor Program attempted to disseminate oral heritage for the sake of public awareness. The programme consisted of a series of workshops focusing on the various performing arts. These events took place in various schools throughout Phnom Penh and in nearby provinces. The workshops took the form of lectures and the dissemination of articles, teaching manuals and books, and included demonstrations and excerpts of performances. This programme was carried out in five separate phases and the number of participants in each of the phases averaged 1,500. All of the workshops were documented by video and camera, in the hope that such material can be used in the research and implementation of all projects relating to the performing arts and the building of a curriculum for Cambodian schools.

1.2. Revival of previously lost performance forms: A major component of the project was designed to allow for "surviving masters" of the performing arts

## About Cambodian performing arts

The source materials for Khmer classical dance were Hindu in origin. The Mahabharata epic enjoys a strong position in the repertory but the story that endured and which to this day Cambodians find deeply moving, is the Reamker, the Khmer version of the Ramayana and the staple diet of classical culture. Commissioned by the early Angkorian kings, this moral story charts Rama's love for Sita and her abduction by the evil King Ravana. It was during the latter days of the empire, when the Khmer kings converted to Buddhism that the Jakata (the lives of Bodhisattvas) assumed an important role in the repertory. The form remained consistent: soloists on stage and a chorus recanting the story off stage, accompanied by a ten piece musical ensemble of wind, strings and percussion known as the pinpeat. There are four typical roles: the male, the female, the monkey and the giant. At the turn of the penultimate century, only the monkey role was danced by men; before that all roles were danced by women. But classical dance represents only one of a multitude of different performance idioms. During the first half of the 20th century, the country boasted an astonishing variety of performance traditions, with at least twenty other musical and theatrical forms, circus and folk art, and ritualised and ceremonial dances connected to religious as well as animist beliefs. By no means were all of them ancient, with several popular forms coming into existence in the early part of this century.

Source: Extracted from the Report on the Rehabilitation of Cambodian Performing Arts Project (UNESCO/JFIT -553 CMB 70) written by Mr. Robert Turnbull.

to oversee and re-assemble old repertory pieces. This was achieved by providing financial support to dancers of all generations who joined together in an attempt to revive endangered forms of performance and once popular dance dramas. A research committee was established to research and create new scripts based on original texts in collaboration with fellow researchers and students in relevant institutions. After conducting the necessary research, a culminating performance was organised to ensure that the newly revived piece became part of the living repertory. The project led to the revival of two forms of theatre (Lakhaon Kamnab and Lakhaon Pramodhetei) and two folkloric dances (Bousra Waterfall and Skorl). The result of this support was that artists from both the National Theatre and Royal University of Fine Arts were

able to learn new repertory and push the limits of their technique and understanding through new dance moves, gestures and an unfamiliar musical language.

1.3. Procurement of Professional Equipment: Professional facilities and production standards that approach international levels in scenery, lighting, sound, costumes and make up are required to ensure the organisation of regular live performances. For this reason, part of the budget of the project was allocated to improve the lighting and sound systems and the overall infrastructure of the North Campus Theatre at the Royal University of Fine Arts. Additional support equipment was also purchased for the Royal University of Fine Arts and the Research Committee of the Ministry of Culture and Fine Arts. The equipment purchased

by this project has made a strong impression, as it has greatly improved the technical quality of live performances.

1.4. Production and Publication of Teaching Manuals: The objective of this component of the project was to publish teaching manuals that concentrate on very specific topics of Cambodian culture, their history and background. The books were researched and produced by the artists from the Faculties of Folkloric Dance and Theatre of the Royal University of Fine Arts, in collaboration with the Research Committee of the Ministry of Culture and Fine Arts. Five books were published as a result. In total, five educational publications were produced.

- The first publication, "Khmer Salutation", is a well-documented research about the sampeah, the traditional sign of salutation or mutual recognition.
- The second book, entitled "The Art of Writing Khmer Poetry", contains 53 different forms of Khmer poetry.
- The third publication, "Khmer Arts History", contains a comprehensive overview about the origins and development of Khmer arts and culture.
- The fourth publication, "Golden Ideas of Literature", is the first of a series of books with the aim of promoting greater understanding in the country about other artistic traditions and art forms.
- Finally, the fifth publication, "The Famous Playwrights", examines the history of widely known playwrights and can be used tool for the design of new performances.





*Traditional Khmer Music performed by the Department of Performing Arts*

twelve cities in the United States in 2001. It also made possible that several Cambodian artists took part in various overseas seminars and programmes, organised by other institutions such as the University of California in the United States, the Singapore Theatre School or the University of Manila.

UNESCO also worked with Visiting Arts for the production of a Cambodian Arts Directory, which is one of the 10 volumes making up Visiting Arts' new South East Asia Regional Profile series. The aim of this project of Visiting Arts is to comprehensively document the arts infrastructures of the Asia Pacific region with a view to facilitating creative cultural collaboration and exchange.

These publications have been distributed to the teachers and students of the Royal University of Fine Arts and to artists of the National Theatre. The books were also sent to libraries as well as to schools and universities, ministries and relevant cultural institutions in the country. With funding from the UNESCO Regular Budget, support was also provided for the publication, in two volumes, of a book entitled "The Traditional Khmer Wedding". This book contains in-depth information about the history and the sophisticated rituals around the traditional Khmer wedding ceremony. UNESCO also supported the publication by the Ministry of Culture and Fine Arts of a book about the "Traditional Musical Instruments of Cambodia" and is working on the preparation of a new book on the "Cambodian Folkloric Dance Angkor".

It can be concluded that the major effect of this project is perhaps the most difficult to quantify, namely its regenerative impact on the 'soul' of the nation in its efforts to re-build post-civil war society. Also, the project has encouraged further understanding and celebration of cultural diversity in this age of globalisation.

As a follow-up of this project, it would be recommended that future efforts in supporting the performing arts focus on a greater collaboration with educational institutions, which would help expose Cambodian artists to current developments in international theatre, provide travel opportunities, and provide the right milieu for cultural exchange. Other initiatives could focus on the improvement of language skills and capacity training. Evolution of the performing arts is indeed essential, and learning about and appreciating the old traditions of performance is necessary so that artists are encouraged to take risks with new creative concepts and forms of expression.

Moreover, as Cambodia looks forward to recovering its rightful place on the international cultural stage. For this reason, UNESCO is facilitating and promoting collaboration with international cultural and educational institutions in order to expose Cambodian artists to current developments in international theatre, offer travel opportunities and promote cultural exchange. For instance, UNESCO facilitated and provided technical and logistic support for a two-month tour of classical and folkloric dance to



(Photo: National Theatre)

*A Scene of Bassac Theatre by the Department of Performing Arts*



2. Inventory making and the "Masterpieces of the oral and intangible heritage of humanity":

Research and documentation remain vital elements for the revival and preservation of Cambodian traditional and classical performing arts. In view of this, UNESCO is providing support to the artists from the National Theatre and the Royal University of Fine Arts to research and publish books, films, videos, websites and CD-Rom pertaining to important cultural manifestations. The main objective is to use these materials as educational tools for the young generation of artists.

Once published, these materials will be disseminated in order to enable Cambodia to reclaim its rightful place on the international cultural stage. Financial contribution and equipment will be accorded to further the process of documentation on the intangible heritage within the framework of promotion of inventory making. UNESCO's assistance will also allow for the creation of a badly needed directory of Cambodian performing arts highlighting all known forms of music theatre and dance with comprehensive sub-listings of repertory within the forms, including key artists currently active and photographic archives. In December 2002, the Ministry of Culture and Fine Arts, the Royal University of Fine Arts and the National Theatre set up a team of researchers in collaboration with UNESCO.

In parallel to these activities, support is being provided to the Ministry of Culture



*Ethnic music instruments at Mondul Kiri Province*

and Fine Arts to make use of UNESCO's international normative instruments and programmes for the promotion of the Cambodian oral and intangible heritage. In particular, in 2001, the Royal Government of Cambodia expressed its wishes to submit the candidature of the Royal Ballet to the second proclamation of "Masterpieces of the oral and intangible heritage of humanity", which constitutes an international distinction on the value of specific manifestations of this heritage. The candidature file is composed of different elements such as description, justification, a ten-year plan of action, and a professional film. Along the year 2002, a team of specialists, including persons from the Ministry, the Royal University of Fine Arts and the Department of Performing Arts, has been working regularly to gather all necessary information and prepare the candidature file.

The candidature file was officially by the Permanent Delegation of the Kingdom of Cambodia to UNESCO in September 2002. Later on in November, the Ministry has also

provided additional details on a few elements. In the first half of 2003, international NGOs, experts and a Jury will examine the candidature, and Mr. Koïchiro Matsuura, the Director-General of UNESCO will announce on 26 July 2003 whether the Royal Ballet is proclaimed as "Masterpiece of the oral and intangible heritage of humanity". The Cambodian authorities would be then expected, in co-operation with UNESCO, to implement a ten-year plan of action for the preservation and promotion of the Royal Ballet.

Cambodian representatives are also being encouraged by UNESCO to participate in relevant standard-setting activities and events, at international level, in the field of intangible heritage. For instance, HRH Princess Norodom Buppha Devi, Minister of Culture and Fine Arts, was invited to participate at a two-day round table of ministers of culture, chaired by Mr. Koïchiro Matsuura, UNESCO Director-General, held around the theme "Intangible Cultural Heritage - Mirror of Cultural Diversity". At the close of this conference, representatives of 110 countries, among them 72 culture ministers, adopted the Istanbul Declaration undertaking "to actively promote the principles set out in the UNESCO Universal Declaration on Cultural Diversity", adopted in Paris in November 2001.

In the wake of the Istanbul Declaration, an inter-governmental expert on a preliminary draft convention for the safeguarding of intangible heritage was held in Paris on 23-27 September 2002. Professor Hang Soth, Director General of Techniques for

Culture from the Ministry of Culture and Fine Arts, participated as representative of the Kingdom of Cambodia at this meeting.

### 3. Festival of Children's Art 2000-2002:

Since 1990, the Mitsubishi Public Affairs Committee, the Asia-Pacific Federation of UNESCO Clubs and Associations and the National Federation of UNESCO Associations in Japan (NFUAJ) have been organising the Festival of Asian Children's Art. This Festival aims to develop artistic creativity, contribute to the promotion of Education for All and mutual understanding. The programme was first launched in 1991-1992 and 900 students participated. A second and third edition were organised in 1995-1996 (with 1,100 students participating) and 1998-1999 (with 2,559 participants) respectively.

In the framework of the fourth edition, the National Commission for UNESCO and the UNESCO Office in Phnom Penh collected 5,000 artworks from 7 provinces in Cambodia. After all the paintings had been received, a committee of judges was established comprising 3 artists and 1 Khmer language teacher in order to study them and select 10 candidates for a further evaluation by an international committee in Japan. At the same time, the committee of judges also selected 10 additional candidates to participate in a national Prize Giving Ceremony. The Cambodian winner, a 12 year-old boy from Phnom Penh, was invited to participate in the awarding and cultural exchange ceremony in Tokyo (Japan) in



*Award Ceremony for Cambodian Winners of 2000-2002 Festival of Asian Children's Art*

Photo: CAMMO

August 2002. In total, 2,621 children participated in the 2000-2002 edition of this Festival.

### 4. Craft as window for job opportunity for poor youth:

*This two-year cross-cutting project, which combines cultural and educational approaches, is aimed at providing opportunity for out-of-school youth to receive non-formal education and to practice craft-work as a way of income generation. Another objective of the project is to promote artistic creativity.*

The main activities of the project include providing second level literacy to one hundred youth and conduct training of basketry to those one hundred youth. The trainees will also learn skills on running small business, marketing and promotion. An exhibition, to be held in 2003 before the end of the project, is planned to promote the product to tourists and craft interested people. The locations of the project are in Roka village, and Preahdak village in Banteay Srey district Siem Reap province, which constitutes one



*An artwork of a participant to the 2000-2002 Festival of Asian Children's Art*

Photo: Neng Revuthy

of the tourist hotspots in Cambodia.

The main partner for the implementation of the project activities will be the Siem Reap Provincial Education Office, which works in partnership with a local NGO. In 2002, the main activities were the identification of project location, target groups, type of crafts to be developed and project counterparts. The implementation phase of this project is being conducted in 2003.



# TOWARDS A COMMUNICATION AND INFORMATION SOCIETY FOR ALL

## A. *The Cambodia Communication Institute:*

After more than twenty years of civil strife and international isolation, the mainstream communications infrastructures were severely affected and the country lost the majority of its skilled personnel, especially educated mid-level professionals and technicians. Set up in 1994 as the first media-training centre in the nation, the Cambodia Communication Institute (CCI), a common project of UNESCO, the Royal Government and DANIDA, intends to assist in the reconstruction and development of the communication sector. The main objectives of the CCI are the following:

- To develop the CCI into a professionally equipped and staffed media training institution through a close co-ordination of international and national efforts.
- To run a programme of training of trainers, and skills-based training courses for print, radio, television and other media professionals and technicians.
- To organise workshops and seminars relevant to mass media and communication.
- To develop a strategy for the training of Cambodian media

professionals and technicians in co-operation with the University of Phnom Penh and the Ministry of Education, Youth and Sports in view of awarding an accreditation to the participants in the courses.

- To encourage the establishment of closer links to other journalism training institutions in Asia and the rest of the world.

It can be concluded that the CCI has made lately significant progress in terms of credibility and operational activities. Over the last years, the CCI has managed to establish a core group of local trainers and resource people, which is now known for its competence by the media community as well as by other international partners. Among the local resource people are Khmer and foreign journalists working with Cambodian newspapers and international wire services such as Cambodia Daily, the Phnom Penh Post, the Associated Press, AFP, the Radio of Free Asia and Raskmei Kampuchea, the largest local daily newspaper in Cambodia.

The Institute has also agreed on a number of collaboration programmes with the Royal University of Phnom Penh, the Women's Media

Centre (a local NGO/service provider), and regional training organisations, such as the Asian Media Information and Communication Centre (AMIC) and the Asia Pacific Institute of Broadcasting Development (AIBD). The training programmes conducted by the CCI received large funding from the Freedom Forum and very significant support in terms of resource trainers from IMPACS. The "Knight International Fellowship Programme" also offered a resource person to help CCI with training, while the Australian Volunteers Overseas Organisation provided a full-time expatriate trainer for one year. In addition, the Institute has set up a comprehensive reference library for journalists with online access to knowledge resources from the Internet. These resources are being used by an increasing number of users. The main activities conducted by the CCI in 2001-2002 were the following:

1. Short-term training courses:

From January to December 2001, the CCI conducted 28 short-term skill-based training workshops or seminars ranging from one to two weeks of duration. In total,



403 trainees participated in these courses. The main topics were the following: Internet information, computer literacy, public affairs reporting, court reporting, sport reporting, political reporting, reporting on National Assembly meetings, business journalism, photo-journalism, editorial writing, environmental reporting, and a series of courses on election reporting in view of the first Communal Elections held in the country.

In 2002, the CCI organised 14 short-term courses, including the following topics: Internet information, profile writing, social issues reporting, environmental reporting, advance reporting, role and responsibilities of media in prevention against child trafficking, radio journalism, and training of trainers on election reporting. In total, 246 trainees participated in courses organised throughout 2002. The CCI's training activities for 2002 were quantitatively less impressive compared with the previous years due to the fact that so much time was spent on the arrangement for the Institute to be relocated to a new compound within the Royal University of Phnom Penh.

The vast majority of participants attending the training courses/workshops were professional journalists. The courses were also attended by a small number of information officers of NGOs and Government ministries and agencies.

## 2. One-year Certificate Programme:

In January 2000, the CCI had started its first long-term course called "The One-

Year Journalism Certificate Programme". This one-year long programme was successfully extended in 2001 and 2002.

The training programme consisted of two daily classes of 20 participants each, one in the morning (from 7 to 9 a.m.) and one in the afternoon (from 4 to 6 p.m.). Participants were only admitted to the course after passing an entry exam and after paying, on experimental basis, a tuition fee.

The curriculum included various courses: The fundamentals of news reporting, feature writing, Khmer writing style, editing, the role of communication in society, community newspapers and community radios. This curriculum had been developed in 2001 with the assistance of the Manila-based Asian Institute of Journalism. The programme was jointly taught by trainers from the CCI, lecturers of the Royal University of Phnom Penh, media professional, sev-

### *CCI supports female trainees*

*"When I first came to the CCI as a student in the One-year Journalism Certificate Programme, I lacked the confidence that I needed to work as a professional journalist. I felt unsure of reporting abilities, and I suspected that my instructors and fellow students also questioned my journalism skills. At that time, my editor at the Samleng Sathrey Khmer, or Khmer Women's Voice Magazine, only assigned me to do menial jobs and to accompany other reports to the field. Back in the office, I would sit at a computer typing the stories for the magazine as simply as a volunteer without a secure future.*

*However, things have changed. After a few months of training at CCI, my editor asked me to write a story about a female silversmith in Kampong Luong commune in Kandal province. For me it was a chance to take advantage of my newfound skills. Although the story was not perfect, I felt very proud to see my article published in the magazine for the first time. Both the editor and the director of the organisation congratulated me on my work. It was a real confidence booster for me and led me to change jobs from what I considered to be a servant position to working as full-time reporter for the magazine. I have since travelled throughout the country to write stories and conduct interviews. Most of my stories deal with the lives of women and their work. My favourite story that I have written, entitled 'Life and Hope', dealt with a crippled woman who became a successful dressmaker through training at an NGO".*

*By Ms. Prum Socheath, Trainee at the CCI (Extracted from the CCI Newsletter, June 2001).*





*Trainees of the One-Year Programme on a provincial work as part of their lesson on Feature Writing*

eral international guest speakers and representatives from civil society organisations.

The third intake of forty journalist trainees of the one year course finished early in February 2003 with thirty two fully graduated and the rest to be completed in the following year's programme according to the requirement. The new one, the fourth intake for the year 2003-2004 started at the same time in February 2003.

3. Significant institutional developments:

An agreement with the Royal Government was reached in 2001 for a new affiliation for the CCI and its relocation within the Royal University Phnom Penh (RUPP). As a result of this move, the training programmes provided by the CCI will be integrated into the National Higher Education Framework. The cost for the relocation of CCI at the University, including the construction of a new building, has been over USD 60,000. This amount will be entirely covered by the donor and

UNESCO. The construction work of the building was completed in 2002.

Following the move of the CCI to the University, its information resource centre has been expanded by a dozen computers connected to Internet. This will enable the CCI to respond to increasing demand of media professionals and the University students. It is also

planned to set up a CCI/University Radio, which will be based on the existing audio facilities. This will serve a dual purpose, to be used as a practical tool for training and as a source of income to support the sustainability of CCI especially after the termination of the project and its hand over to the University. Television training facilities and equipment will also be needed to promote more audio-visual training and to generate an extra income in the future.

4. Support for high-profile workshops:

The CCI continues to support a number of high-profile workshops and ceremonies on media development. In order to commemorate the 2001 World Press Freedom Day, the CCI/UNESCO gave support to the South East Asian Press Alliance (SEAPA) for the organisation of a regional conference on press freedom. The conference, which was attended by around 200 people, had the active participation of the Royal Government, civil society

organisations, media professionals and the international community in Cambodia. The local hosts were three journalist associations: the League of Cambodian Journalists, the Association for the Protection of Journalists and the Independent Journalists Union. This event had a significant impact on both the media community and authorities. UNESCO was also associated to the celebration of the 2002 World Press Freedom Day, organised by Cambodian local journalists' associations.

5. Publication and Development of Media Manuals:

Besides a regular newsletter, the Institute produces a number of manuals and materials in vernacular language. The materials, adapted to the Cambodian context, are being distributed among journalists and media experts. This includes a volume of a "Journalism Handbook", which is a translation into Khmer of a three-part comprehensive manual on journalism.

*B. Supporting the development of the Information and Communication Technologies sector in Cambodia:*

Our societies are evolving fast as a result of the technological revolution of our age. The Information and Communication Technologies (ICT) favour an increased and more balanced dissemination of all kinds of information, and therefore contribute to the advancement of societies. These new technologies can also contribute in a significant manner to the empowering of

the most disadvantaged sectors of society and to improve the quality of education. ICTs are increasingly being used in formal and non-formal education programmes and as a means to strengthen the professional development of teacher trainers, teachers and non-formal education facilitators. In this context, the Royal Government is willing to respond effectively to the crucial world-wide challenge raised by the information technology revolution of our age. To this end, the Government established in mid-2000 a National Authority - NiDA - responsible for the development of ICTs in Cambodia.

UNESCO (through its Offices in Phnom Penh, Jakarta and Bangkok) and UNDP supported the organisation by NiDA of an Information and Technology (IT) Awareness Seminar, which was held on 11-13 September 2001. The seminar was presided over by H.E. Samdech Hun Sen, Prime Minister of the Royal Government. Support from Thailand, Korea, Japan, Singapore and other interests were generated. Private sector interest and involvement increased during the planning period until there was a very enthusiastic participation in a high profile IT Exhibition staged by IT and Telecom providers associated with the seminar, a number of Seminar addresses from private industry representatives. In parallel to the workshop, UNESCO successfully organised the import of 350 computers from Hong Kong to Cambodia, for distribution to the Ministry of Education, Youth and Sports, NiDA and the Cambodia Institution of Engineering.

(Photo: Nang Revuth)



New NiDA building

### *The challenge and benefits of the ICT revolution for Cambodia*

*"In the long run, key factors of production will shift from land and natural resources to information, knowledge and innovation embodied in Cambodia's human capital. In other words, knowledge, skills and expertise of the Cambodian people will become increasingly crucial to the country's future economic growth. Extensive economic growth and development will be gradually giving way to intensive economic growth. This type of growth requires more added values from ideas and innovation. Cambodia should not be marginalised from the development of human civilisation. Thus, the Royal Government of Cambodia has endeavoured to promote the use of modern technology in Cambodia's e-mail systems to enable the country to respond to the current needs in all sectors, especially to the development of e-commerce.*

*However, the government's top priority is to use IT to serve and to meet the day-to-day needs of the people. IT should become as an efficient means for the public to exercise their rights to get information related to the decisions made by the government and the conduct of government business in accordance with the principles of transparency and good governance. In the long run, the introduction of decentralisation and deconcentration as part of the government's administrative reform efforts will require the increasing use of IT to link the communes and local communities with Phnom Penh with a view to promoting efficient management and facilitating timely exchange of necessary information. Thus, from the point of view of the political and administrative aspects, IT will help strengthen democracy, ensure transparency, promote good governance in government and community businesses. With regard to the economic and social aspect, IT will improve major public service delivery to the local people and allow them to monitor and receive regularly and timely all kinds of information, especially the necessary information about the markets, which will facilitate their economic decision making".*

*By Samdech Hun Sen, Prime Minister of the Royal Government of Cambodia, at the IT Awareness Seminar (Phnom Penh, 11-13 September 2001).*

As a follow-up to the workshop, UNESCO and UNDP are providing support for the institutional design and capacity of NiDA, for the development

of national IT policy and for the strengthening of education in IT at University level and at schools level.

# THE CAMBODIAN NATIONAL COMMISSION FOR UNESCO

The Cambodian National Commission for UNESCO is the main counterpart of the UNESCO Office in Phnom Penh. Since its creation in 1997, the National Commission has been the institution responsible for structuring the multi-faceted contacts that UNESCO keeps with civil society and national authorities. The National Commission is therefore the focal point for the implementation of many UNESCO activities in the country.

In Cambodia, the National Commission includes representatives from the Ministry of Education, Youth and Sports, Culture and Fine Arts, and Information. The Cambodian National Commission is chaired by H.E. Mr. Sok An, Senior Minister in charge of the Council of Ministers. The

Deputy Chair is H.E. Ms. Sun Saphoeun, Under-Secretary of State, Ministry of Foreign Affairs and International Co-operation. The Secretary-General of the National Commission is Ms. Tan Theany and its Deputy-General is Mr. Yos Eang. The Cambodian National Commission for UNESCO initiates and participates in many projects and activities of UNESCO in Cambodia, such as:

- The monitoring of the implementation of projects funded under the UNESCO "Participation Programme". These projects are directly executed by different Ministries and government agencies, such as the Ministry of Education, Youth and Sports, the Ministry of Culture and Fine Arts, the APSARA Authority or the

Ministry of Environment.

- The National Commission for UNESCO acts as a focal point for the World Heritage process in Cambodia, including the request for nomination of sites and the subsequent submission to the World Heritage Centre of the national tentative list of Cambodia. Upon finalisation, this list will identify the priorities of the Royal Government of Cambodia in the field of the safeguarding and enhancement of their cultural and natural

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*Nch Sananak, the Cambodian Grand Prix Winner of the Festival of Asian Children's Art 2000-2002*



heritage. It is worth noting that Cambodia made in 2002 an official request for the inscription of the temples of Preah Vihear and Banteay Chmar into the World Heritage List. The National Commission for UNESCO also submitted to the World Heritage Centre in December 2002 an official request of assistance from UNESCO for the updating of the natural sites within the national tentative list of Cambodia.

- In close co-operation with the Ministry of Culture and Fine Arts, the National Commission for UNESCO facilitates the work for the reinforcement of the existing legal framework in the field of the protection of cultural heritage. This includes the preparation of the Sub-decree of implementation of the 1996 Law on the Protection of Cultural Heritage and the ratification of the 1995 UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects. This international instrument complements the 1970 UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property.

- In close partnership with the UNESCO Office in Phnom Penh, the Cambodian National Commission for UNESCO participates in the organisation of various conferences, seminars and workshops in the various fields of competence of the Organisation, including the 11th session of the UNESCO Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit



*The participants in the Forum on Early Childhood Education, held at Sunway Hotel, 28-29 October 2002*

(Photo: CAMIAC)



*Ms. Tan Theany, CAMIAC Secretary General, took photograph with Indonesian ASP students who performed Dance to celebrate the Asia and the Pacific Consultative Meeting held in Jakarta, 24-27 June 2002*

(Photo: CAMIAC)

Appropriation (Phnom Penh, 6-9 March 2001). Among other events in 2002, the National Commission for UNESCO facilitated a National Conference on ECCE Policy and Co-ordination for High Level Inter-Ministerial Group that took place on 28-29 October 2002 in Phnom Penh.

- The Cambodian National Commission for UNESCO also contributes to the implementation of specific activities in partnership with UNESCO, such as the Festival of Asian Children's Art, 2000-2002.

# PARTNERSHIPS AND AID CO-ORDINATION

*The main interest of development agencies is to make sure that the assistance provided for a recipient country has a real impact and lead to an improvement of the standard of living of its citizens. In order to strengthen aid coherence and effectiveness, there is a need for further co-operation and co-ordination among the different donors under the leadership of the Government. This is why UNESCO is working in strong partnership with line ministries of the Cambodian Government, other UN agencies, development banks, bilateral donors and local and international NGOs.*

1. Co-operation with other UN Agencies: The United Nations Resident Co-ordination System (RCS):

The UN agencies in the country have a long tradition of working together. The principal mechanism for collaboration between them is the Resident Co-ordination System (RCS) led by Ms. Dominique Ait-Ouyahia McAdams, UN Resident Co-ordinator, who is also the UNDP Resident Representative. The partnership among the UN agencies has been further reinforced since the adoption of the UNDAF (United Nations Development Assistance Framework) for the period 2001-2005. This is a strategic planning and collaborative programming framework that led to identification of priorities for the United Nations actions in Cambodia. The UNDAF has been designed in a way to bring greater coherence, collaboration and effectiveness to the United Nations development efforts. UNESCO fully co-participated in the design of the UNDAF and is an active member of the UNDAF Monitoring Working Group, which reviews the collaborative efforts of the UN agencies working in Cambodia.

In order to ensure a more co-ordinated UN programming, a number of mechanisms have been put in place and joint activities are being carried out. This includes a monthly UN Heads of Agency meeting, while a series of Theme Groups are operational within the framework of the United Nations Country Team (UNCT). For instance, a UN Theme Group on HIV/AIDS meets regularly in order to co-ordinate existing activities and to improve information and communication exchange among the UN agencies on HIV-related activities. Since March 2001, the UNESCO Representative in Cambodia acts as Vice-Chairman of this UN Theme Group. The UNESCO Office in Phnom Penh also regularly participates and contributes to the work of the UN Them Group on Poverty Reduction and the Millennium Development Goals (MDGs), which aims to co-ordinate the UN response in support of the national to achieve the MDGs and eradicate extreme poverty.

The Office participates in inter-agency workshops to mainstream human rights into the activities of the UN system organisations, training workshops and yearly retreats.

UNESCO also contributed to the preparation of the first Report on the MDGs in Cambodia and contributed to the MDG national awareness campaign. Moreover, it is now expected that UNESCO, will execute a UNDP SPPD for the assessment on the progress on the MDG number 2 dealing with access to basic education.

2. Design of pro-poor educational policies with other UN stakeholders:

In strong partnership with other UN agencies and donors, UNESCO contributes to the formulation, implementation and monitoring of relevant sectoral and inter-sectoral plans, such as the National Education For All Plan 2003-2015, the Annual Education Sector Support Programme (ESSP) Review and the National Poverty Reduction Strategy (NPRS).

In particular, UNESCO chairs the Education Sub-Working Group of Donors (ESWG), which meets regularly to facilitate discussion and agreement among donors and government on pro-poor education policy, strategy and programme priorities and targets, and to co-ordinate the donor



ICC Technical Committee meeting

inputs to the various planning processes. The ESWG comprises relevant UN agencies (i.e. UNESCO, UNICEF, UNDP, UNFPA, WFP, and COHCHR), development banks (i.e. the World Bank and ADB), bilateral/multilateral donors (i.e. AusAID, JICA, Belgium Co-operation Agency, Germany, France, Canada, SIDA, European Commission Delegation), and NGO Education Partnership.

As a means to assist in the long-term policy planning within the education sector, UNESCO works closely with UNICEF to support a National EFA Plan of Action for the period 2002-2015. UNESCO is also working in partnership with UNICEF to provide an integrated support to the Interdepartmental Committee on HIV/AIDS of the Ministry of Education.

3. Co-operation with development banks:

Together with other partners, and particularly with the World Bank, UNESCO has

contributed to the development of the National Poverty Reduction Strategy and provided support to the General Secretariat for the Council of Social Development (GSCSD), which is the leading governmental agency for the Poverty Reduction Strategy process.

UNESCO is also working

with the ADB and other partners, such as UNDP and FAO, in the development of a new integrated "Tonle Sap Environmental Management Project", with the objective of ensuring the sustainable management and conservation of natural resources and biodiversity in the Tonle Sap Biosphere Reserve.

4. Co-operation with Non-Governmental and Civil Society Organizations:

UNESCO has established important co-operative relations with a number of NGOs working in its fields of competence, particularly in education, culture and communication. In particular, in the field of Education, UNESCO actively cooperates and networks with international and local NGOs in a variety of forums, namely:

- Adult Education Sector Group, which discusses issues related to education for adults



Member of the Board of Trustees of the Freedom Forum, a US-based Foundation dedicated to freedom of the press and one of the main funding sources to media development projects in Cambodia, visit to CC's library which is funded by their Foundation



and children. The working group has also a literacy resource centre.

- Children with Disabilities Committee, which focuses on community work, rehabilitation and education for disabled children.
- Children Welfare Group, which deals with issues of children at risk, such as education, trafficking, sexual exploitation and HIV/AIDS.
- EDUCAM, a forum for exchange of experiences and information in the field of education, focusing mainly on the formal education sector. A monthly meeting is organised and attended by NGOs, donors and other international agencies.

UNESCO is also working closely with NGOs on activities for the prevention of HIV/AIDS and care of patients infected the disease. As example, UNESCO has carried out, in co-operation with the Cambodian Red Cross, peer education activities at university level, mobilising students as promoters of safe sex behaviours.

In the field of Culture, UNESCO has a strong partnership with the International Council of Museums (ICOM) in activities relating to the illicit traffic of cultural property and the restitution of stolen objects from Cambodia. Experts from various international agencies assist UNESCO to monitor and evaluate the different projects carried out in the framework of the International Co-ordinating

Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC).

In the sector of communication, CCI/UNESCO work in strong partnership with civil society organisations and media professionals. One good example was the Press Freedom Forum organised in co-operation with the South East Asian Press Alliance (SEAPA) in order to celebrate the 2001 World Press Freedom Day. The local hosts of this event were three national journalist associations: the League of Cambodian Journalists, the Association for the Protection of Journalists and the Independent Journalists Union.



(Photo: Sun Bn Rth)

*2nd National Conference on HIV/AIDS in Cambodia,  
 2 December 2002*

# PUBLICATIONS

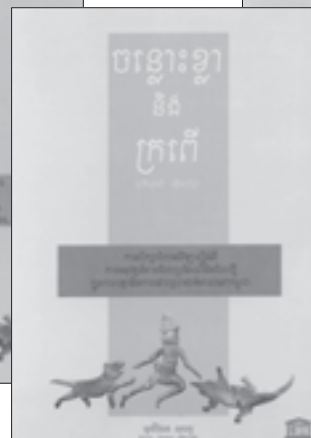
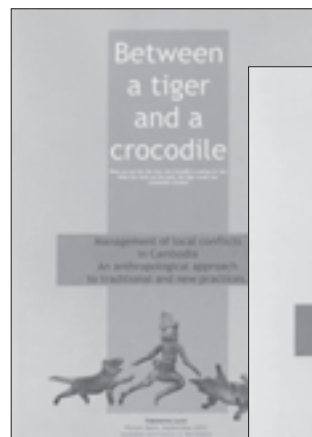
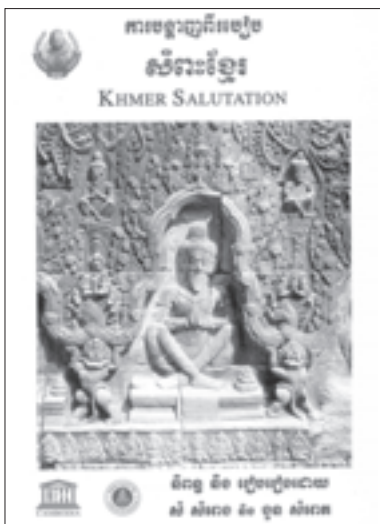


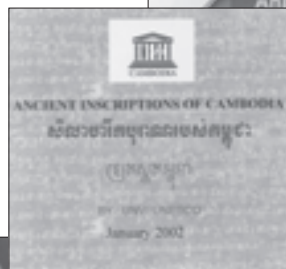
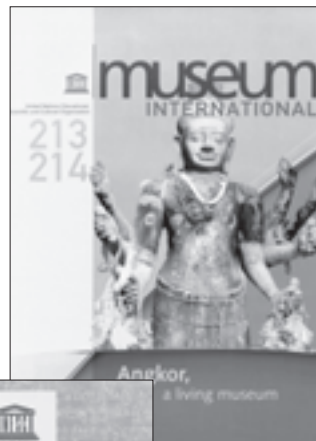
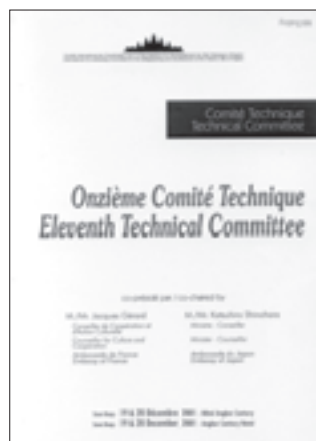
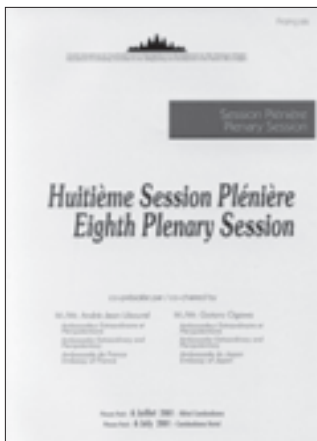
The UNESCO Office in Phnom Penh has produced a number of publications in 2001 and 2002. The Office has continued to support the Ministry of Education, Youth and Sports for the publication of surveys and reports, textbooks and promotional materials.

"Golden Ideas of Literature" and "The Famous Playwrights". After years of scientific research, UNESCO also published in 2002, a 4-volume publication of 2084 pages with CD-ROMs on "Ancient Inscriptions In Cambodia".

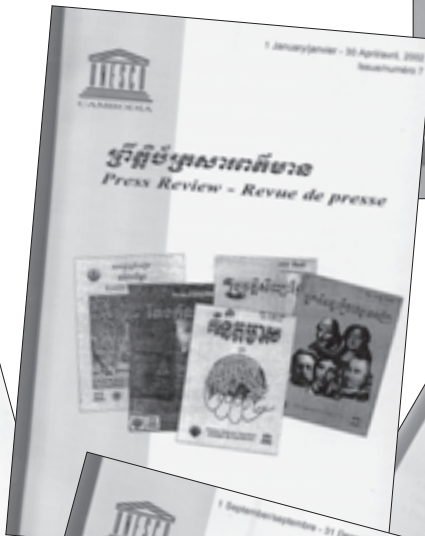
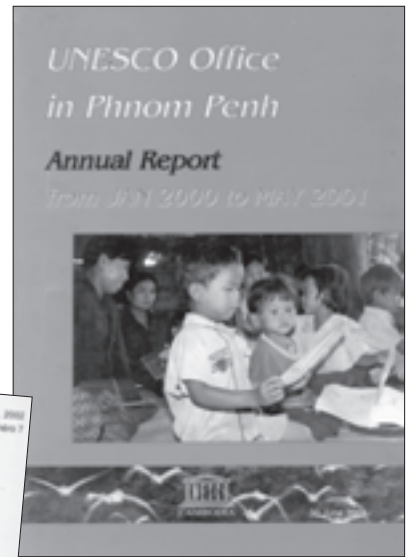
In the field of culture, UNESCO supports the publication of written documentation on various forms of music, dance and theatre. Several educational manuals have been produced and distributed among the artists of the National Theatre and students of the Royal University of Fine Arts, namely Khmer Salutation, "The Art of Writing Khmer Poetry", "Khmer Arts History",

In the field of communication, besides a regular newsletter, the Cambodia Communication Institute produces a number of manuals and materials in Khmer language. Since 1999, the UNESCO Office in Phnom Penh also periodically issues a press review, which contains the most relevant articles about UNESCO activities appearing in national and regional press.









# UNESCO OFFICE IN PHNOM PENH: PRACTICAL INFORMATION

## 1 Address and Contact Numbers:

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E-mail: [phnompenh@unesco.org](mailto:phnompenh@unesco.org)

## 2 Official working hours:

7:30-12:00 and 13:30 to 17:00, from Monday to Friday.

## 3 Staff of the Office (as of 1 April 2003):

### Representative and Head of the Office:

Mr. Etienne Génert

### Bureau of the Head of the Office:

Mrs. Tey Sanbo

Mr. Kong Kongkea

Mr. Keo Sokhawat h

Mr. Asier Segur ol a

Mrs. Nerea Elibat ua

### Administration, maintenance and security:

Mr. Sonam Yont en

Mr. Khun Khuon

Mr. Kong Savbot

Mr. Bol Kong

Mr. Ung Sophal

Mr. Im Sa Oeum

Mr. Duch Thol

Mr. Oum Samoeun

Mr. Ung Kim Heng

Mr. Keo Sopheap

Mr. Ung Kim Heng

Mr. Sok Malin

Mr. Va Vuy

Mr. Trang Sophai

### Education Unit:

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Mrs. Leena Kuorelahti

Mr. Tan Don

Mr. Suos Chant hul

Mr. Nang Ravut h

### Culture Unit:

Mr. Teruo Jimai

Mrs. Laurence Monnin

Mr. Keo Sereineath

Mr. Kim Sovann Phally

Mr. Men Prach Vuthy

### World Heritage Unit:

Mrs. Tamara Tereshvili

Mrs. Kathryn Bennett

Mr. Julien Guirhut

Mrs. Emiko Stock

Mr. Sam Rthy

## 4. Project staff directly supported by UNESCO

### Project on Street Children and Vulnerable Youth:

Mrs. Sue Fox, Team Leader

Mr. Bou Nbeun, Project Assistant

Mr. Kim Sovannara, Project Assistant

### Joint UNESCO/UNICEF project on HIV/AIDS preventive education:

Mr. Fabrice Laurentin, Project Manager

**ICT for Education For All:**

M<sup>s</sup>. Marilyn Jeffreys, UNW/UNESCO Consultant  
 M<sup>r</sup>. Hong Sorin, ICT Trainer Analyst

**Early Childhood and Family Education:**

M<sup>r</sup>. ImSamO, Project Facilitator

**Cambodia Communication Institute:**

M<sup>r</sup>. Sek Brisoth, National Programme Officer  
 M<sup>s</sup>. Heng Sotavy, Project Assistant

**Assistance to the Ministry of Culture and Fine Arts:**

M<sup>r</sup>. Fred Frunberg, Consultant, Performing Arts  
 M<sup>s</sup>. Julie Chenot, UNW/UNESCO Consultant in support of the Ministry of Culture and Fine Arts

**UNW/UNESCO project for community-based cultural heritage development (academic year 2001-2002):**

M<sup>r</sup>. Prom Chak, National UNW

**Project of assistance to the Royal University of Fine Arts:**

M<sup>r</sup>. Long Seam, Lecturer of Linguistics  
 M<sup>s</sup>. Phong Tan, Lecturer of Ethnology  
 M<sup>r</sup>. Darryl Collins, Lecturer of Art History  
 M<sup>r</sup>. Douglas O'Reilly, Lecturer of Physical Anthropology  
 M<sup>r</sup>. Michael Vickery, Lecturer of Cambodian History  
 M<sup>r</sup>. Tiev Vinno, Lecturer of Theory and Practice of Architecture  
 M<sup>r</sup>. Sot Vantha, Lecturer of Theory and Workshop  
 M<sup>r</sup>. Bou Sophoan, Lecturer of Theory and Workshop  
 M<sup>r</sup>. Ung Sinaro, Lecturer of Theory and Workshop  
 M<sup>r</sup>. Pak Sotly, Lecturer of Construction and Structure  
 M<sup>r</sup>. Var Morin, Lecturer of Theory and Conservation  
 M<sup>r</sup>. Sareth Borany, Lecturer of Theory and Workshop  
 M<sup>r</sup>. Chea Sam Ath, Lecturer of Theory and Workshop  
 M<sup>s</sup>. Prak Beauthavy, Lecturer of Theory and Workshop  
 M<sup>s</sup>. Sok Sophyna, Lecturer of Theory and Workshop  
 M<sup>r</sup>. Lek Sareth, Lecturer of Computer Skill  
 M<sup>r</sup>. Pheng Sytha, Lecturer of Pre-history  
 M<sup>r</sup>. Rich Kéo, Lecturer of Khmer Arts  
 M<sup>r</sup>. Em Bunta, Lecturer of Anthropology  
 M<sup>r</sup>. Meng Heang, Lecturer of Theory and Workshop  
 M<sup>r</sup>. Pen Sophal, Lecturer of Theory and Workshop  
 M<sup>r</sup>. Seng Sotly, Lecturer of Cultural Heritage Management  
 M<sup>r</sup>. Tuy Chan Thourn, Lecturer of Archaeology  
 M<sup>r</sup>. Prince Sovath Kulachad, National Advisor  
 M<sup>r</sup>. Hb Lat, National Advisor  
 M<sup>s</sup>. Uch Kangkerya Peakdey, Teaching Assistant of World History  
 M<sup>r</sup>. Chan To, Teaching Assistant of Physical Anthropology  
 M<sup>r</sup>. Peou Sokna, Teaching Assistant of Theory and Workshop  
 M<sup>s</sup>. Prum Kuntea, Teaching Assistant of Landscape  
 M<sup>r</sup>. Eam Sokun, Teaching Assistant of Theory and Workshop  
 M<sup>s</sup>. Phon Somea, Teaching Assistant of Theory and Workshop  
 M<sup>r</sup>. Tes Sotly, Teaching Assistant of Buddhist Art History  
 M<sup>r</sup>. Mam Vannary, Teaching Assistant of Khmer History  
 M<sup>s</sup>. Yiv Seng Vansay, Teaching Assistant of Linguistics  
 M<sup>r</sup>. Kong Kosal, Teaching Assistant of Modern Architecture  
 M<sup>r</sup>. Kim Sokunthearith, Teaching Assistant of Theory and Workshop  
 M<sup>r</sup>. Sok Rano, Librarian

**Tonle Sap Biosphere Reserve Secretariat:**

M<sup>r</sup>. Neou Bonheur, Permanent Deputy Secretary  
 M<sup>s</sup>. Y Lavy, Natural Resources and Protected Areas Management Specialist  
 M<sup>r</sup>. Hong Chanman, Ornithologist  
 M<sup>r</sup>. Long Kheng, Biologist  
 M<sup>r</sup>. Kéo Veasna, GIS and Mapping Specialist  
 M<sup>r</sup>. Kong Vannak, Prek Toal research station supervisor  
 M<sup>r</sup>. Sakhon Pory, Information Specialist  
 M<sup>r</sup>. You Leng, Speed-boat driver of the Prek Toal research station



# LIST OF SOME VISITORS RECEIVED BY THE REPRESENTATIVE OF UNESCO IN CAMBODIA IN 2001-2002

- ABDUL RAHMAN H., Mr.; Ministry of Education of Malaysia
- AFFELTRANGER B., Mr.; Consultant, Disaster Mitigation and Governance
- AHRENS L., Ms.; NEP
- AIT-OUYAHIA M&ADAMS D., Ms.; UN Resident Coordinator
- ALARCON M Ms.; Divisions of Basic Sciences and Engineering
- ALFSEN-NORODOM C., Ms.; UNESCO Columbia University
- AOSHI MA, Y., M.; UNESCO Jakarta
- APADU K, M. SIDA
- ARAI, C., Ms.; NFAU
- ARSENAULT, L.G, M.; UN CEF
- ASAH, Mr.; Ministry of Foreign Affairs of Japan
- ASKERUD, P., Ms; Consultant, Book Development
- BAGOG L., Ms.; GEO
- BANEZ, R., Ms.; UNW
- BERNARD, A., Ms.; Education Consultant
- BESCHAOUCH, A M; Adviser, Sector for Culture, UNESCO Paris
- BREYKA M Ms.; Division of Cultural Heritage, UNESCO Paris
- BRI DGEWATER P., M.; Dr., Division of Ecological Sciences, UNESCO Paris
- BRI TAIN J., M.; UNDP Phnom Penh
- BROWN, B.; Mr.; UNDP/UNOPS
- BRUGIER, B., M.; EFEO
- BURNHAM B., Ms.; World Monuments Fund
- BYENKYA-ABWOOLI, L., M.; UNDP Phnom Penh
- CAMPEN, R., M.; UNW
- CAVINGTON R, M.; Smithsonian Magazine
- CHANDRAN, R., M.; UNDP Phnom Penh
- CHEASOPHARA, H.E., M., Governor of Phnom Penh
- CHEASOPHORN, H.E. M.; Council of Ministers
- CHIKARASHI, J., M. JICA
- CHKORN SOPHEAP, M.; Municipality of Phnom Penh
- CHRISTENSEN-DUMAS, K; Ms. Division of Co-operation with Extra-budgetary Sources, UNESCO Paris
- CHU SRI AKEE, Mr., International Institute for Statistics Montreal
- COLLINS, D., Mr.; Lecturer, Royal University of Fine Arts
- CONDONAS, G., M.; Chair Ethnologie et Sociologie de l'Asie du Sud-Est EPHE
- CONNAL, C., Ms.; Consultant, Education
- COUTEAN, C., Ms.; Cinema / Documentary Product
- CRAIG R., Mr.; Education Donor Co-ordination Advisor
- DABZAG, X., Mr; Advisor to the President of the National Assembly
- D' HONDT, M.; Belgian Technical Co-operation
- DALL'ARCOIA, A M.; EC Delegation
- DE KONNOK, H; Researcher
- DE VALENSART, L., M.; Belgian Co-operation
- DEGUCHI, T., Ms.; International Women Education Association of Japan
- DEVAUX, A M.; Belgium Technical Co-operation
- DOLIN T., M; Arts Directory Project
- DOMENACH-CHIC, G Ms.; Social and Human Sciences Sector. UNESCO Paris
- DORDAIN, D., M.; French Embassy
- DURAND, R., Ms.; UNESCO Hanoi
- ENG SUN KERYA Ms.; APSARA
- ERMENE, J., M.; UN CEF
- FEINSTEIN, A, M.; Toyota Foundation
- FELDMAN, T., Ms.; UNDP
- FONQUERNE, B., M.; Centre des Etudes Avancées de Chaillet, France
- FRAQUA, R., M., Swiss Federal Office of Justice
- FUKAWA M, Ms.; International Women Education Association of Japan
- FUKUNAGA, M, Ms.; Ministry of Foreign Affairs of Japan
- GANDHE, S.K., Mr.; Indian Institute of Education
- GASCUEL, A, M.; Cambodge Nouveau
- GI ESEN, W; Consultant, UNDP-GEF
- GODFREY, M, M.; CDR
- GORE, M, M.; Consultant, Science Education Mission
- GREGORI Q. L., Ms.; UNESCO Bangkok
- GROSE, B; Mr.; DFID
- GROVER, A.C, M.; Archaeological Survey of India
- GUERET, D., Ms.; Researcher
- GUO HUI JUN, M.; Xishuangbanna Tropical Botanical Garden, China
- HAN QUNLI, Mr.; UNESCO Jakarta
- HENCHENNE, B. M.; UN CEF
- HEYMES, G, M.; Consultant; French Co-operation
- HILL, S, M.; Dr. UNESCO Jakarta
- HONDA, M, M.; UNESCO Jakarta
- INTHE, M.; Ministry of Education, Youth and Sports
- INABA, N, Ms.; ICCROM
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- IOKO S, M.; International Women Education Association of Japan
- ITAKURA, T., Ms.; International Women Education Association of Japan
- JARDIN M, Ms; Division of Ecological Sciences, UNESCO Paris
- JARMS H, Ms.; NIDA
- JAYAVEERA, W, M.; UNESCO New Delhi
- JENSEN, V., M.; UNESCO Bangkok
- JESSUP, H, Ms; Researcher
- JONGSMA, D., Ms; UN CEF

KANE N, M.; Toyota Foundation  
 KAPUR P.K, M.; Ambassador of India  
 KATSUBE K, M.; International Women Education Association of Japan  
 KATSUBE M, M.; International Women Education Association of Japan  
 KAWAKAMI, H, M.; International Women Education Association of Japan  
 KEJICHI, S, M.; World Conference on Religion and Peace  
 KHAN Q, M., UNESCO Bangkok  
 KO, M, M.; International Women Education Association of Japan  
 KUNO K, M.; Sokagakkai  
 LANE B.D, M.; Columbia University  
 LE GUEN J., M.; UN Security  
 LEBER T.; Director of Film Production Austria  
 LEBONHEUR Siphar M.; France  
 LI LIMING M.; Xi shuangbanna Tropical Botanical Garden, China  
 LIU HONGVAO, M.; Xi shuangbanna Tropical Botanical Garden, China  
 LUOQ F. M.; EFEO  
 MANN CHHOEURN, M.; Municipality of Phnom Penh  
 MANGAMPA A M.; Office of Internal Oversight, UNESCO Paris  
 MANTHEY, G; M.; UNAIDS  
 MARTIAL, M.; REFLIL  
 M&PH LI PS, J., M.; Cambodia Daily  
 MELESEA, M; M.; UNESCO Bangkok  
 MINANA, A, M.; French Embassy  
 MISRA S, M.; Advisor to the Council for Social Development  
 MOOCK, P.R, M.; The World Bank  
 MORGAN, A, M.; Programme Co-ordinator, Cambodian Master Performing Program USA  
 NAJAM M.; Paris Convention  
 NAKAWAGA T., M.; JSA  
 NEOU BONHEUR, M.; Tonle Sap Biosphere Reserve Secretariat  
 NHEM DARI TH, M.; Researcher  
 NISHIMURA, M, M.; Waseda University  
 NITTA, K, M.; UNESCO Jakarta  
 NOZAWA M, M.; Division of Secondary, Technical and Vocational Education, UNESCO Paris  
 NIMN THAUNG, M.; UNESCO Bangkok  
 OREILLY, D, M.; Lecturer, Royal University of Fine Arts  
 OKAJIMA, S, M.; Special Representative of the UNESCO Director-General  
 ORAQON C, M.; Consultant, Science Education Mission  
 OUK SAMETH, M.; APSARA  
 PADDOH C, M.; New York Botanical Garden  
 PASARANE, A, M.; FCSA  
 PEN DARETH, M.; Advisor to the Government  
 PIRNAY, E, M.; EC Delegation  
 PLATTEAU, M., Belgian Technical Co-operation  
 POOLE C, M.; Wildlife Conservation Society  
 PRICE S, M.; Dr. ICCROM  
 PROTT, L; M.; Dr. Division of Cultural Heritage, UNESCO Paris  
 KARET-COXEN R, M.; Ngin Karet Foundation for Cambodia  
 ROCHIGNEUX, G, M.; Cambodge Soir  
 SACHS-ISRAEL, M, M.; Division of Basic Education, UNESCO Paris  
 SAKAMAKI, T., M.; NFUAJ  
 SERRAT, O, M.; ADB  
 SETH, G, M.; UNAIDS  
 SHAEFFER S, M.; Dr. UNESCO Bangkok  
 SHQM, Office of Internal Oversight, UNESCO Paris  
 SOK LEAKHENA, M.; Municipality of Phnom Penh  
 SOLOMON J., M.; Consultant, Science Education Mission  
 SOO HYANG CHO, M.; Division of Basic Education, UNESCO Paris  
 STUBBS, J., M.; World Monuments Fund  
 SUN SAPHOLUN HE M.; Ministry of Foreign Affairs and International Co-operation  
 SUNDAY, J, M.; World Monuments Fund  
 SUZUKI, T, M.; International Women Education Association of Japan  
 TAN THEANY, M.; S G, National Commission for UNESCO  
 TEASOTHA, HE M.; Civil Aviation Secretariat  
 TEPHEN, M.; Dr. ad. APSARA  
 THOMAS, C.J., M.; The World Bank  
 TOM TA T, M.; Aichi Mizuho College  
 TSUTSUM, A, M.; JICE  
 TULLOCH J., M.; WHO  
 TY YAO HE, M.; Ministry of Urban Planning  
 UNG SAY, M.; Ministry of Education, Youth and Sports  
 VATER, T., M.; German Television  
 VINSON I., M.; International Museum Magazine, UNESCO Paris  
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# GLOSSARY

<b>ADB</b>	<i>Asian Development Bank</i>
<b>ADRA</b>	<i>Adventist Development Relief Agency</i>
<b>AFD</b>	<i>Agence Française de Développement</i>
<b>AFP</b>	<i>Agence Française de Presse</i>
<b>AKP</b>	<i>Agence Kampuchea Presse</i>
<b>AIBD</b>	<i>Asia Pacific Institute of Broadcasting Development</i>
<b>AMIC</b>	<i>Asian Media Information and Communication Centre</i>
<b>APSARA</b>	<i>Authority for the Protection of the Site and the Development of the Angkor Area</i>
<b>ASEAN</b>	<i>Association of the South East Asian Nations</i>
<b>ASP</b>	<i>Associated Schools Project</i>
<b>AusAID</b>	<i>Australian Aid</i>
<b>BFC</b>	<i>Bureau of Field Co-ordination</i>
<b>CAME</b>	<i>Conference of Allied Ministers of Education</i>
<b>CAMNAC</b>	<i>Cambodian National Commission for UNESCO</i>
<b>CCI</b>	<i>Cambodia Communication Institute</i>
<b>CD</b>	<i>Compact Disk</i>
<b>CG</b>	<i>Consultative Group</i>
<b>CIHR</b>	<i>Cambodian Institute for Human Rights</i>
<b>CLC</b>	<i>Community Learning Centre</i>
<b>CNMC</b>	<i>Cambodian National Mekong Committee</i>
<b>COHCHR</b>	<i>Cambodia Office of the High Commissioner for Human Rights</i>
<b>CTLC</b>	<i>Community Temple Learning Centre</i>
<b>CUBES</b>	<i>Columbia University-UNESCO Joint Programme on Biodiversity and Society</i>
<b>CWDA</b>	<i>Cambodian Women Development Association</i>
<b>DANI DA</b>	<i>Danish International Development Agency</i>
<b>EC</b>	<i>European Commission</i>
<b>ECCE</b>	<i>Early Childhood Care and Education</i>
<b>EDUCAM</b>	<i>Education Cambodia</i>
<b>EFA</b>	<i>Education For All</i>
<b>EMIS</b>	<i>Education Monitoring Information Systems</i>
<b>ESP</b>	<i>Education Strategic Plan</i>
<b>ESSP</b>	<i>Education Sector Support Programme</i>
<b>ESWG</b>	<i>Education Sector Working Group</i>
<b>FAO</b>	<i>Food and Agriculture Organisation of the United Nations</i>
<b>FT</b>	<i>Funds-in-Trust</i>
<b>GEF</b>	<i>Global Environment Facility</i>
<b>GSCSD</b>	<i>General Secretariat for the Council of Social Development</i>
<b>HACC</b>	<i>HIV/AIDS Co-ordinating Committee</i>
<b>HE</b>	<i>His / Her Excellency</i>
<b>HIV/AIDS</b>	<i>Human Immunodeficiency Virus/ Acquired Immunodeficiency Virus</i>
<b>HRH</b>	<i>His / Her Royal Highness</i>
<b>ICC</b>	<i>International Co-ordinating Committee for the Safeguarding and Development of the Historic Site of Angkor</i>
<b>IIIC</b>	<i>International Institute of Intellectual Co-operation</i>
<b>ICCROM</b>	<i>International Centre for the Study, Preservation and Restoration of Cultural Property</i>
<b>ICOM</b>	<i>International Council of Museums</i>
<b>ICOMOS</b>	<i>International Council of Monuments and Sites</i>
<b>IEC</b>	<i>Information / Education / Communication</i>
<b>IIEP</b>	<i>International Institute for Educational Planning</i>
<b>IMF</b>	<i>International Monetary Fund</i>
<b>IMPACS</b>	<i>Institute of Media, Policy and Civil Society</i>



<b>I CHA</b>	<i>Interdepartmental Committee on HIV/AIDS</i>
<b>ICT</b>	<i>Information and Communications Technology</i>
<b>IT</b>	<i>Information and Technology</i>
<b>JFT</b>	<i>Japan Funds-in-Trust</i>
<b>JICA</b>	<i>Japanese International Co-operation Agency</i>
<b>JSA</b>	<i>Japanese Governmental Team on the Safeguarding of Angkor</i>
<b>KKKHRDA</b>	<i>Khmer Kampuchea Krom for Human Rights and Development Association</i>
<b>LUCCEEP</b>	<i>Local Urban Community Environmental Empowerment Pilot Project</i>
<b>MAB</b>	<i>Man and Biosphere</i>
<b>MDG</b>	<i>Millennium Development Goals</i>
<b>MoEYS</b>	<i>Ministry of Education, Youth and Sports</i>
<b>NAA</b>	<i>National AIDS Authority</i>
<b>NCHADS</b>	<i>National Centre for HIV/AIDS, Dermatology and STDs</i>
<b>NFE</b>	<i>Non-Formal Education</i>
<b>NFE-MS</b>	<i>Non-Formal Education Management Systems</i>
<b>NFUAJ</b>	<i>National Federation of UNESCO Associations in Japan</i>
<b>NGO</b>	<i>Non-Governmental Organization</i>
<b>NIDA</b>	<i>National Information and Communication Development Authority</i>
<b>NPRS</b>	<i>National Poverty Reduction Strategy</i>
<b>OAAP</b>	<i>Origins of Angkor Archaeological Project</i>
<b>OEB</b>	<i>Operations Enfants du Battambang</i>
<b>PKKO</b>	<i>Punleu Konar Kampuchea Organization</i>
<b>PRS</b>	<i>Poverty Reduction Strategy</i>
<b>RCS</b>	<i>United Nations Resident Co-ordinator System</i>
<b>RUFA</b>	<i>Royal University of Fine Arts</i>
<b>RUPP</b>	<i>Royal University of Phnom Penh</i>
<b>SCADP</b>	<i>Street Children Assistance and Development Programme</i>
<b>SEDP-II</b>	<i>Socioeconomic Development Plan II</i>
<b>SEAPA</b>	<i>South East Asian Press Alliance</i>
<b>SIDA</b>	<i>Swedish International Development Agency</i>
<b>SNC</b>	<i>Supreme National Council of Cambodia</i>
<b>STAs</b>	<i>Sexually Transmitted Diseases</i>
<b>TA</b>	<i>Technical Assistance</i>
<b>UN</b>	<i>United Nations</i>
<b>UNAIDS</b>	<i>Joint United Nations Programme on HIV/AIDS</i>
<b>UNDAF</b>	<i>United Nations Development Assistance Framework</i>
<b>UNCT</b>	<i>United Nations Country Team</i>
<b>UNDP</b>	<i>United Nations Development Programme</i>
<b>UNESCO</b>	<i>United Nations Educational, Scientific and Cultural Organization</i>
<b>UNFPA</b>	<i>United Nations Population Fund</i>
<b>UNI DROI T</b>	<i>Institute for the Unification of Private Law</i>
<b>UNTAC</b>	<i>United Nations Transitional Authority in Cambodia</i>
<b>UNI CEF</b>	<i>United Nations Children's Fund</i>
<b>UNV</b>	<i>United Nations Volunteer</i>
<b>US</b>	<i>United States</i>
<b>USD</b>	<i>United States Dollars</i>
<b>USAID</b>	<i>United States Agency for International Development</i>
<b>USD</b>	<i>United States Dollars</i>
<b>WB</b>	<i>World Bank</i>
<b>WFP</b>	<i>World Food Programme</i>

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