



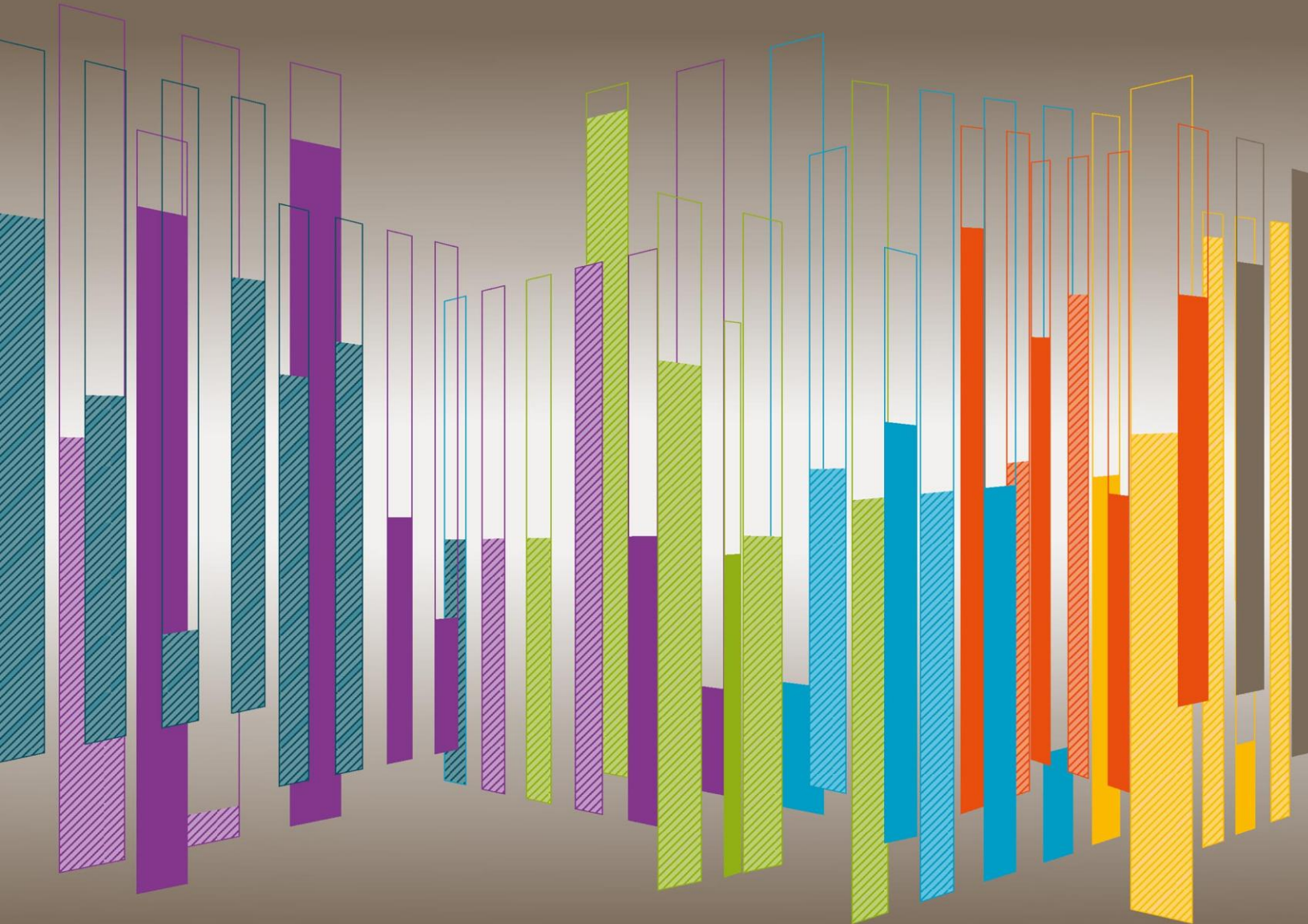
United Nations
Educational, Scientific and
Cultural Organization



Diversity of
Cultural Expressions

UNESCO CULTURE FOR DEVELOPMENT INDICATORS

Cambodia's Technical Report



The UNESCO Culture for Development Indicators (CDIS) is an advocacy and policy tool developed within the framework of the Secretariat of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expression. Tested and implemented in 11 countries since 2009, the CDIS demonstrates, through quantitative and qualitative data, the enabling and driving role of culture in sustainable development. Its main objectives are to:

- Provide evidence-based justification for the inclusion of culture in national and international development strategies and plans;
- Gather new data for informed policies and monitoring systems for culture;
- Build capacities in data collection and analysis on culture and development;
- Promote awareness of culture's role in sustainable development through participative inter-institutional dialogue;
- Foster a comparable understanding at the international level;

More information on the CDIS (www.unesco.org/creativity/cdis).

The CDIS Country Technical Reports are prepared for information purposes only to convey the process of implementation of the CDIS and the methodology of construction used for the CDIS indicators at the national level.

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Technical Report

CAMBODIA



Second Test Phase
November 2012 – April 2013

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1. IMPLEMENTATION PROCESS AT THE NATIONAL LEVEL

1.1 General conditions and context

The CDIS project was launched and implemented in Cambodia in order to strengthen the process towards the adoption of the first national Cultural Policy. The previous technical assistance governance mission to Cambodia of UNESCO experts Ms. Vesna Čopič and Ms. Milena Dragičević Šešić, in July and August 2012, highlighted the lack of data and statistics on culture as well as the challenges related to Cambodia's cultural governance. The lack of statistical data on culture prevented the initial Cultural Policy, drafted by UNESCO and the Ministry of Culture and Fine Arts (MoCFA) in October 2011, to clearly identify priority areas for action as well as concrete strategies, measures and instruments to be implemented at the national level.

Within this framework, the CDIS was launched in Cambodia in November 2012 in order to provide an evidence-based picture of the present state of affairs of the Cambodian culture sector, its challenges and potential. The CDIS was deemed an ideal tool not only because it would provide an informed overview of both strengths and weaknesses of Cambodia's culture sector, but also because its focus on culture and development would stress the importance of investing in culture in the context of a developing country such as Cambodia.

1.2 Main institutions and organizations

Before embarking on the data collection phase, UNESCO's country team identified the main institutions and organizations potentially holding relevant data and information related to the dimensions of the CDIS. Government actors have been involved in the process of data collection from an early stage. NGOs and other relevant stakeholders have also been included in the process and invited to participate in the CDIS workshops in due time.

The MoCFA showed a cooperative attitude throughout the process. The National Institute of Statistics (NIS), identified as a crucial data holder, became very cooperative along the process. After signing a Memorandum of Understanding, one official was appointed to answer our queries and provided us with data when available. On certain occasions, in order to have better insight, other NIS technical partners were approached, namely the Japanese International Cooperation Agency (JICA) and SCB Statistics Sweden, who offer statistical consulting services to NIS. The UNESCO country team also met with other Ministries (Ministry of Economy and Finance, Ministry of Education Youth and Sports, Ministry of Industry Mines and Energy, Ministry of Information, Ministry of Tourism), but in most cases the team did not find data relevant to the construction of the CDIS indicators. In this sense, CDIS has shed light on the limitations of data and statistics at the national level at the present stage.

NGOs, such as Cambodia Film Commission and Cambodian Living Arts, were also involved and they contributed to the construction of indicators by providing the UNESCO country team with useful information when insufficient data was available. The Department of Media and Communication from the Royal University of Phnom Penh was also helpful in guiding the UNESCO country team on the best way to approach one stakeholder and how to ask for data.

1.3 Methods and process

It was possible to construct a fair number of indicators through **desk research**. Data was collected from existing resources. Relevant international data sources were used as recommended in the CDIS methodology and retrieved online, leading to the construction of seven indicators, relevant to the following sub-dimensions:

- *Complete, fair and inclusive education for all (Education)*
- *Degree of interpersonal trust (Social Participation)*
- *Freedom of expression, and Access and Internet Use (Communication)*
- *Levels of gender equality (Gender)*
- *Perception of gender equality, additional indicators (Gender)*
- *Valorization of interculturality, cultural diversity and creativity in the first two years of secondary school (Education)*

Other research methods included face-to-face meetings. Generally, the preferred and most effective way to acquire data in Cambodia is to engage in **face-to-face meetings**, where actors get to know each other and have time to discuss. Meetings were one hour long on average. Generally, a phone call was sufficient to agree to meet at short notice. Overall, the Ministries contacted responded positively to UNESCO's meeting requests and shared supporting material (reports, statistics, etc.) with the UNESCO country team on several occasions. Meetings with NIS partners, namely JICA and SBC, allowed the obtaining of data for the construction of the Economy Dimension indicators. Meetings led towards the successful construction of indicators relevant to the sub-dimensions:

- *Employment in culture, Household expenditures on culture (Economy)*
- *Standard-setting framework for culture, Distribution of cultural infrastructure, and Civil society participation in cultural governance (Governance)*
- *Training of professionals in the cultural field (Education)*
- *Diversity of media content (Communication)*

The **Memorandum of Understanding between NIS and UNESCO** was signed for the release of micro-data. This led the team to successfully obtain and construct the indicator relevant to the sub-dimension:

- *Added value of cultural activities to GDP (Economy)*

Finally, the **first CDIS national workshop also proved to be an important step in the implementation process**, mainly because national stakeholders and relevant actors became more receptive to CDIS research efforts.

1.4 Challenges

Cambodia is not a data-rich country and available data is fragmented across different institutions. When it comes to cultural statistics, relevant actors have just begun to see the importance of data collection for policy-making purposes and the first Cultural Statistics of the Ministry of Culture were produced in 2012 for the year 2011. These first data remained at the Ministry of Culture and were not shared publicly, not even with NIS. Scope, criteria, and data collection methods are still to be greatly improved, as Mr. Pen Sereyvuth, Director of MoCFA Department of Statistics, admitted during the first CDIS workshop on 24 January 2013. One main issue was and remains the absence of surveys in Cambodia, and specifically surveys related to participation in cultural activities and other social issues, on trust, on freedom of self-determination, and perception of gender equality. Consequently, it was not possible to construct some indicators.

One of the initial challenges was to 'convince' relevant actors of the use to collect data regarding culture. As it became more evident during the CDIS first national workshop, partners' initial perplexity might have stemmed from the fact that culture was not always understood in the same way. Therefore, the initial contact with various actors was crucial for the UNESCO country team to explain the CDIS project further in details and avoid

misunderstandings. Other difficulties were posed by the low quality of data obtained by the stakeholders. This was the case, for example, with the 2011 Cultural Statistics (MoCFA) where sometimes collected data were simply not mirroring reality. In other cases, the data shared with the UNESCO country team were not what was asked and quality was not up to standards.

In February 2013, the preparation for the funeral and cremation ceremony for the late King Father H.M. Norodom Sihanouk was the reason for most people at the ministries being unavailable, or for meetings to be postponed.

A considerable issue was the low use of technology by government officials, which made UNESCO's work more time-consuming. Most of the Ministries' staff does not regularly use the Internet or e-mails. Therefore, it was necessary to be persistent to follow up on material that partners had promised to share, and on scheduled appointments. Occasionally, the UNESCO country team had to pick up materials or official letters directly from the Ministries' offices due to their reported lack of transportation means. Moreover, competencies are strictly related to specific persons and if these persons were not in office for any reason, mission or leave, no other person was in charge on their behalf. Finally, the hierarchical government structure required ample flexibility on the side of the UNESCO team.

2. CONSTRUCTION OF THE INDICATORS AT THE NATIONAL LEVEL

The construction of indicators per each dimension of the CDIS is explained in detail in this section. In some cases it was possible to refer to the sources recommended in the CDIS methodology manual. In others, as data was difficult to retrieve, alternative or additional indicators had to be created in consultation with the UNESCO CDIS team. Where this was also not possible, no indicator was constructed.

2.1 ECONOMY DIMENSION

This dimension examines the contribution of the cultural sector to economic development through three sub-dimensions, which together provide a snapshot of the relationship between the culture sector and the economy in Cambodia for the very first time:

- The value added of private and formal cultural activities to national Gross Domestic Product (GDP);
- Cultural employment in cultural occupations;
- Household expenditures on cultural goods and services.

2.1.1 Added Value of Cultural Activities to GDP

Indicator: *Percentage of the contribution of private and formal cultural activities to GDP*

Data Source: Economic Census of Cambodia, 2011. National Institute of Statistics

For the construction of this core indicator it was first necessary to sign a Memorandum of Understanding (MoU) with the key data holder, the NIS. Raw data were then obtained from the 2011 Economic Census of Cambodia, published in early 2012 with support from the Government of Japan and Japan International Cooperation Agency (JICA). Cambodia uses the International Standard Industrial Classification of Economic Activities (ISIC) and data were available at 4-digit level codes. For each of the ISIC Rev.4 codes indicated in the CDIS methodology manual, the values of the Gross Production Value (GPV) (in the 2011 Economic Census indicated as ‘annual sales’) and of the Intermediate Consumption (IC) (‘annual expenses’) were retrieved. The Cultural Gross Added Value (CGAV) was calculated by subtraction, $CGVA = GPV_{isic\ codes} - IC_{isic\ codes}$. **CGVA = USD 26,020,207.**

Raw data for calculation are presented in Table 1 (Annex). The core indicator was then calculated, setting the CGVA against the total GVA, according to the following formula:

$$CGDP = \frac{\sum_1^n GVA_{isic\ codes}}{GVA} \qquad CGDP = \frac{26.020.207}{1.699.473.752}$$

The **final indicator is 1,53%**, meaning that cultural activities contribute to 1,53% of Cambodia’s gross domestic product. Moreover, central cultural activities represent 91,41% of Cambodia’s CGVA and equipment/supporting activities represent 8,59%. This indicator measures only the contribution of private and formal central and equipment/supporting cultural activities to GDP, and thus the results reflect only the “tip of the iceberg” of the overall contribution of cultural activities to national GDP. In the Cambodian context, the informal economy represents the biggest part of the country’s economy, but informal cultural activities are not included in the CDIS methodology and calculations. **This indicator is likely to represent only a small fragment**

of the larger contribution of cultural activities to GDP. Moreover, it was noted that under code 9102, 'Museums activities and operations of historical sites and buildings,' annual sales did not include ticket sales from heritage sites such as Angkor Wat. As can be seen from Table 1 (Annex) the official figure for annual sales for museums activities and operations of historical sites and buildings was USD 1,114,035 in 2011, while from the data of the International Coordinating Committee for the Safeguarding and Development of the Historic Site of Angkor (ICC-Angkor), the annual sales of entrance tickets to the heritage sites alone amounted to USD 33,113,500 for the year of 2010. The difference is considerable, and while this figure should be reflected in the official statistics as well this is currently not the case.

2.1.1.1 Going further: Added Value of Cultural Activities to GDP, including textiles production

Indicator: *Percentage of the contribution of private and formal cultural activities to GDP, including textiles production*

Data Source: Economic Census of Cambodia, 2011. National Institute of Statistics

The CDIS methodology was further used to include a cultural sector typical of the Cambodian context and relevant to the Cambodian economy: textiles production. This **additional indicator for added value to GDP** was constructed by adding three more ISIC Rev.4 codes to the calculations. The selected additional cultural activities are relative to the production of textiles. As indicated in Table 2, the addition of these codes' values to the CGVA previously calculated results in CGVA2 = 28,629,169. Using the same formula as above, the **additional indicator is then 1,68%**.

Table 2: Added value of textiles activities, 2011

ISIC Rev.4		Annual Sales	Annual Expenses	Annual Profit and loss (added value)
1311	Preparation and spinning of textile fibres	36.445	20.771	15.675
1312	Weaving of textiles	68.758.339	66.205.791	2.552.548
1313	Finishing of textiles	735.900	695.160	40.740
			CGVA1	26.020.207
			CGVA2	28.629.169

2.1.2 Employment in Culture

Indicator: *Percentage of persons engaged in cultural occupations within the total employed population*

Data Source: Economic Census of Cambodia, 2011. National Institute of Statistics

This sub-dimension focused on the role of culture as an 'employer'. The 2011 Economic Census of Cambodia indicates the number of **persons engaged by Section of Industrial Classification and Sex** as well as **by Class of Industrial Classification and Sex (Class of ISIC Rev.4)**. The indicator was constructed based on 4-digit level codes for the central and transversal cultural activities listed in the CDIS methodology manual. Raw data are presented in Table 3 (Annex).

As shown in Table 3, **a total of 41,453 of persons were engaged in cultural establishments in 2011, 58,3% of them were men and 41,7% were women.** Men were employed more than women in the majority of activity classes, in particular in the manufacture of jewelry and related articles, publishing activities, television programming and broadcasting activities, photographic activities and renting of video tapes and disks. Women were mostly employed in cultural education, creative arts and entertainment activities, and in the retail sale of books, newspapers and stationary in specialized stores. When looking at employment for **transversal cultural activities**, an imbalance can be noted. Out of 16,758 people engaged in transversal activities, 11,004 are men and 5,754 are women. This imbalance is mainly due to the fact that men are largely employed in wireless telecommunication activities (75% males versus 25% females). The distribution of engaged persons by sex is generally balanced for other transversal activity classes, although often remaining in favor of men, with the exception of printing activities where women are mostly employed.

The final indicator was constructed by calculating the total amount of persons engaged in cultural activities (41,453) against the total employed population (7,675,000). As indicated in the 2010 Cambodia Socio-Economic Survey (NIS), the working age population (15-64 years) amounts to 8,853,000 women and men, and the total employed population (EP) to 7,675,000.

$$CEP_o = \frac{\sum_1^n CE_{isico\ codes}}{EP} \quad CEP_o = \frac{41.453}{7.675.000}$$

Following this formula, **employment in culture amounts is 0,54%**. The indicator only captures formal activities in the field of culture. This result has to be set

against Cambodian local context, where **around 80% of Cambodia GDP is produced by the informal sector.**

2.1.2.1 Going further: Employment in Culture, including textiles production

Indicator: *Percentage of persons engaged in cultural occupations within the total employed population, including employment in textiles production*

Data Source: Economic Census of Cambodia, 2011. National Institute of Statistics

An **additional indicator for employment in culture** was also provided by taking into account the persons employed in the production of textiles because of the relevance that this field traditionally occupies in Cambodia. As shown in Table 4, the addition of ISIC codes 1311, 1312 and 1313 doubles the value of the core indicator to 1,02%. Activities related to textiles production contribute to employ 40% of the total of people working in cultural activities. The **production of textiles is predominantly a female activity**; in 2011 there were 30,004 females out of 36,542 people working in this sub-sector. This also makes central cultural activities count for 78,51% of total cultural activities, while equipment supporting activities only count for 21,49%.

Table 4: Employment in culture: Textiles production, 2011

ISIC Rev.4				
Four digits	Activity class (Central cultural activities)	Both sexes	Male	Female
1311	Preparation and spinning of textile fibres	155	52	103
1312	Weaving of textiles	31,790	5,992	25,798
1313	Finishing of textiles	4,597	494	4,103
	Subtotal central activities	61,237	19,713	41,524
	TOTAL	77,995	30,717	47,278
	% Female and Male		39.38%	60.62%

2.1.3 Household expenditure on culture

Indicator: *Percentage of household final consumption expenditures on cultural activities, goods and services set against total household final consumption*

Data Source: Cambodia Socio and Economic Survey, 2009-2011. National Institute of Statistics

Data for the construction of this core indicator were retrieved in cooperation with SCB Statistics Sweden from the Cambodia Socio and Economic Survey (CSES) 2009-2011. The poor quality of the data was evident from the start since for some of the COICOP codes there were very few observations. Despite this limitation, the indicator was eventually constructed according to the CDIS methodology in order to provide a first estimation of cultural expenditures in the country.

Table 5: Household expenditures on culture, 2009-2010

4 digits	COICOP Expenditures in central cultural goods and services	2009		2010	
		Values	Cases	Values	Cases
9.1.4	Recording media	5,811	815	4,777	170
9.4.2	Cultural services	8,531	244	46,197	113
9.5.1	Books	15,854	563	16,563	209
9.5.2	Press	314	45	190	8
12.3.1	Jewellery, clocks and watches	113,551	123	17,900	36
	Subtotal	144,061		85,626	
4 digits	Expenditures, goods and services for cultural equipment and support				
9.1.1	Equipment for the reception, recording and reproduction of sound and pictures	17,171	565	19,661	188
9.1.2	Photographic and cinematographic equipment and optical instruments	472	13	2,359	1
9.1.3	Information processing equipment	3,015	30	33	1
9.1.5	Repair of audio-visual, photographic and information processing equipment	1,870	45	2,367	10
	Subtotal	22,529	2,443	24,420	736
	Total	166,590		110,046	
	Percent	0.52%		0.30%	
Total household expenditure (million riels)					
	2009	2010			
	31,873,800	37,256,300			

Raw data are presented in Table 5. The value of cultural expenditures for the years 2009 and 2010 is set against the value of total household expenditures for the respective years. The year of reference for the final indicator is 2010. **The final indicator is 0,30%**, meaning that 0,30% of household consumption was devoted to cultural

goods and services in 2010. Data for 2009 were also considered. The comparison between 2009 and 2010 shows considerable fluctuations in data from one year to the other. However, some constants are visible: the figure is less than 1% (0,5% or 0,3%), and central cultural goods and services constitute the great majority of expenditures, as in Table 5.

The result remains a sub-estimation, both because of the methodology's limitations and the weaknesses of the statistical data in Cambodia. This consideration reinforces the argument that the final indicator is more than likely a great under-estimation of Cambodian society's consumption on cultural goods and services.

2.2. GOVERNANCE AND INSTITUTIONALITY DIMENSION

This dimension deals with regulations, policies, measures, institutional mechanisms and the availability and distribution of cultural infrastructure put in place by public authorities to structure dynamic cultural sectors, strengthen cultural processes from a development perspective and protect and promote cultural diversity in all its forms. Four sub-dimension and four indicators are included:

- Standard-setting framework for culture;
- Policy and institutional framework for culture;
- Distribution of cultural infrastructure;
- Civil society participation in cultural governance.

2.2.1 Standard-setting framework for culture

Indicator: *Index of development of the standard-setting framework for the protection and promotion of culture, cultural rights and cultural diversity*

Data Sources: UNESCO Portal on Conventions, WIPOlex, Constitution of Cambodia (1993), National Policy on the Development of Indigenous People (2009), Law on Copyright and Related Rights (2003), Cambodian law on Heritage, information from Ministry of Culture and Fine Arts.

This indicator measures formal normative instruments adopted at the international and national level that aim to officially recognize and promote cultural development, cultural rights, and cultural diversity. To assess the degree of development of the standard-setting framework for the protection and promotion of culture, cultural rights and cultural diversity, a number of basic components have been selected and classified into two major levels:

- supranational or international level (international instruments, universal recommendations and declarations, binding regional instruments, bilateral cooperation agreements),
- national level (national constitution, national laws and regulations)

To construct the indicator, Table 6 was completed by answering yes or no in the relevant cell. This is a benchmark indicator with a final value ranging from 0 to 1, with 1 representing the ideal or optimum result, and the **result for Cambodia is 0,43. The result for supranational/international level is 0,57 while the result for the national level is 0,37.**

Desk research and online databases (e.g., UNESCO Portal on Conventions, WIPOlex, etc.) were used to construct this core indicator. Face-to-face meetings with the MoCFA were also used to obtain further

information, such as concerning *'binding regional instruments ratified'* and *'bilateral cultural cooperation agreements signed'* by Cambodia.

Table 6: Standard-setting framework for culture

			Answer	Weight			
Binding international instruments ratified				0.68		Year	Source
Universal Declaration of Human Rights	UN	1948	Y	1	1	1948	Constitution of Cambodia 1993, art. 31
International Covenant on Economic, Social and Cultural Rights	UN	1966	Y	1	1	1992	Accession to the Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights on 20 April 1992. These instruments entered into force with respect to Cambodia on 26 August 1992
Optional Protocol to the International Covenant on Economic, Social and Cultural Rights	UN	2008	N	1	0	N/A	N/A
International Convention on the Elimination of All Forms of Racial Discrimination	UN	1965	Y	1	1	1983	Cambodian Ratification 28 November 1983
Convention on the Elimination of All Forms of Discrimination against Women	UN	1979	Y	1	1	1992	Cambodia became a party to CEDAW on 14 November 1992. The Constitution of Cambodia, artt. 31 and 45 guarantee the Convention
Convention on the Rights of the Child	UN	1989	Y	1	1	1990	Entry into force 2 September 1990
Convention on the Rights of Persons with Disabilities	UN	2006	Y	1	1	2012	Cambodian Ratification 20 December 2012. In force 19 January 2013.
Convention on the Protection and Promotion of Diversity of Cultural Expressions	UNESCO	2005	Y	1	1	2007	Accession 19 September 2007
Convention for the Safeguarding of the Intangible Cultural Heritage	UNESCO	2003	Y	1	1	2006	Ratification 13 June 2006
Convention on the Protection of the Underwater Cultural Heritage	UNESCO	2001	Y	1	1	2007	Ratification 24 November 2007
Convention Concerning the Protection of the World Cultural and Natural Heritage	UNESCO	1972	Y	1	1	1991	Acceptance 28 November 1991
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property	UNESCO	1970	Y	1	1	1972	Ratification 26 September 1972
UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects	UNIDROIT	1995	Y	1	1	2002	Ratification 11 July 2002
Convention for the Protection of Cultural Property in the Event of Armed Conflict	UNESCO	1954	Y	1	1	1962	Ratification 4 April 1962
Universal Copyright Convention	UNESCO	1952, 1971	Y	1	1	1953	Accession 3 August 1953. Cambodia is not (yet) a party to the 1971 Convention
Berne Convention for the Protection of Literary and Artistic Works	WIPO	1986	N	1	0	N/A	N/A

Rome Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations	UNESCO	1961	N	1	0	N/A	N/A
Convention for the Protection of Producers of Phonograms Against Unauthorized Duplication of Their Phonograms	WIPO	1971	N	1	0	N/A	N/A
WIPO Copyright Treaty - WCT	WIPO	1996	N	1	0	N/A	N/A
WTO Agreement on Trade-Related Aspects of Intellectual Property Rights - TRIPS	WTO	1995	Y	1	1	2004	The TRIPS agreement applies to WTO members. Cambodia is a member of WTO since 13 October 2004.
WIPO Performances and Phonograms Treaty - WPPT	WIPO	1996	N	1	0	N/A	N/A
Brussels Convention Relating to the Distribution of Programme-Carrying Signals Transmitted by Satellite	WIPO	1974	N	1	0	N/A	N/A
Universal Recommendations and Declarations (soft law) whose content and principles have been explicitly incorporated/integrated into national laws and / or regulations						0.50	
UNESCO Universal Declaration on Cultural Diversity	UNESCO	2001	Y	1	1	1996, 2010	Law on the Protection of Cultural Heritage, 1996; Royal Decree on Living Human Treasures System in Cambodia, 2010
Declaration on the Right to Development	UN	1986	Y	1	1	1993	Constitution of Cambodia 1993, artt.5, 35, 52,53,55
Stockholm Action Plan on Cultural Policies for Development (Intergovernmental Conference on Cultural Policies for Development)	UNESCO	1998	N	1	0	N/A	N/A
Recommendation concerning the Status of the Artist	UNESCO	1980	N	1	0	N/A	N/A
Declaration on the Rights of Indigenous Peoples	UN	2007	Y	1	1	2009	National Policy on the Development of Indigenous People
Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace	UNESCO	2003	N	1	0	N/A	Note: The draft Cyber Law proposes to restrict internet freedoms
Binding regional instruments ratified						0.00	
Has your country ratified / adopted at least one binding regional treaty or instrument relating to culture and/or cultural rights (for example, in Europe, the European Cultural Convention of 1954 or the European Social Charter of 1962, revised in 1996; in Africa, the Cultural Charter for Africa of 1977; in the Americas, the 1988 Protocol of San Salvador; etc.)?			N	1	0	N/A	N/A
Bilateral cultural cooperation agreements signed						1.00	
Has your country signed a bilateral or regional cultural cooperation agreement with one or more countries in the last three years?			Y	1	1	N/A	Cultural cooperation agreements have been signed with several countries in Asia, EU and South America.

				Information from MoCFA.
SUPRANATIONAL OR INTERNATIONAL LEVEL			0.57	

National Constitution			0.57		
Recognition of cultural diversity and multiculturalism of the country	Y	1	1	1993	Constitution of Cambodia, art. 31 on the equality of Khmer citizens regardless of race, color, sex, language, religious belief, political tendency, birth origin, social status, wealth or other status; and art. 43 on freedom of religious belief
Incorporation of the obligation to respect linguistic and cultural diversity	N	1	0	N/A	Note: The Constitution rather recognizes primary importance to the preservation and promotion of Khmer language and national culture
Recognition of cultural rights in the constitution: right to an education that fully respects the cultural identity	Y	1	1	1993	Constitution of Cambodia, artt. 65, 66, 67
Recognition of cultural rights in the constitution: right to participate in the cultural life	Y	1	1	1993	Constitution of Cambodia, art. 35
Recognition of cultural rights in the constitution: right to benefit from scientific progress and its applications	N	1	0	N/A	N/A
Recognition of cultural rights in the constitution: free exercise of creative activity; a person's right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he or she is the author	N	1	0	N/A	N/A
Recognition of the cultural rights in the constitution: choice of and respect for cultural identities; access to cultural heritage; free and pluralistic information and communication; cultural cooperation	Y	1	1	1993	Constitution of Cambodia, art. 71 on heritage sites
National legislative and regulatory framework			0.26		
Existence of a "framework law" for culture	N	1	0	N/A	Note: What currently exists is the 'Action Plan' of the MoCFA for the timeframe 2009-2013, which sets objectives and priorities in the field of Arts&Culture in the current absence of a National Cultural Policy
Existence of a sectoral law on heritage	Y	1	1	1996	Law on the Protection of Cultural Heritage NS/RKM/0196/26, 25 January 1996
Existence of a sectoral law on books	N	1	0	N/A	N/A

and publishing					
Existence of a sectoral law on cinema	N	1	0	N/A	N/A
Existence of a sectoral law on television and radio	N	1	0	N/A	Note: So far, only the Press Law from 1995 exists in Cambodia. There are certain regulations issued by the Ministry of Information, but not yet specific laws/policies, according to DMC-RUPP
Existence of other sectoral laws dealing with culture (music, visual arts, performing arts)	N	1	0	N/A	Note: Legislation on the performing arts is in the process of being adopted, according to MoCFA information.
Existence of copyright legislation	Y	1	1	2003	Law on Copyright and Related Rights
Existence of neighbouring rights legislation	N	1	0	N/A	N/A
Existence of legislation on non-profit cultural bodies (cultural foundations and associations)	N	1	0	N/A	N/A
The budget legislation contains an item or items for culture	N	1	0	N/A	N/A
Existence of laws/regulations/decrees regulating public assistance and subsidies for the cultural sector	N	1	0	N/A	N/A
Existence of laws/regulations/decrees promoting cultural patronage and sponsorship	N	1	0	N/A	N/A
Existence of laws/regulations/decrees dealing with the tax status of culture (tax exemptions and incentives designed to benefit the culture sector specifically, such as reduced VAT on books)	N	1	0	N/A	N/A
Existence of laws/regulations/decrees to create a propitious and diversified environment for the development of local cultural industries (e.g. regulations on compagny ownership, broadcasting content and percentage, levels of concentration in cultural industries)	N	1	0	N/A	N/A
Existence of laws/regulations/decrees to create favourable environments for culture and creativity: promotion of arts education	N	1	0	N/A	N/A
Existence of laws/regulations/decrees to create propitious environments for culture and creativity: protection and promotion of artists' social status	N	1	0	N/A	N/A
Existence of laws/regulations/decrees to create favourable environments for culture and creativity: promotion of participation of minorities in cultural life, promotion of the cultural expressions and traditions of indigenous peoples.	Y	1	1	2009	National Policy on the Development of Indigenous People, Chapter 2 - multi-sector policy - Culture Sector

Existence of other laws/regulations/decrees to create propitious environments for culture and creativity: promotion of participation of young people in cultural life, access to cultural venues and infrastructures for disabled people, advancement of women in the field of culture.	Y	1	1	2009	National Policy on the Development of Indigenous People, Chapter 2 - multi-sector policy - Culture Sector
Existence of a system of regulation to develop and apply laws enacted in the cultural sphere (e.g. existence of regulations/decrees implementing copyright legislation)	Y	1	1	N/A	Regulations are often enacted following adoption of a legislation for the implementation of that legislation. Information MoCFA
NATIONAL LEVEL		0.37			

TOTAL	0.43
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2.2.2 Policy and Institutional framework for culture

Indicator: *Index of development of the political and institutional framework for the protection and promotion of culture, cultural rights and cultural diversity*

Data Sources: Constitution of Cambodia (1993), National Policy on the Development of Indigenous People (2009), Cambodian law, Cambodian law on Heritage, Poverty Reduction Strategy Papers (2002, 2005-2006), information from Ministry of Culture and Fine Arts.

This is a qualitative structural indicator that is presented as a checklist. To evaluate the degree of development of the policy and institutional framework for the formulation, implementation and management of cultural policies and measures, a number of basic components have been selected and classified into two major levels:

- policy framework (policies that exist to promote culture, cultural sectors, creativity and cultural diversity and the explicit integration of culture into development plans and strategies)
- institutional framework (institutional mechanisms that provide input into the country's public cultural policies)

A specific value has been assigned to each of the two levels of this indicator in consideration of their respective impact and their potential for producing practical effects. Thus, the policy framework has a total weighting of 40% of the final value, and the institutional framework a weighting of 60%. All components included in each of the two levels have exactly the same weighting or value. To construct the indicator, the table was completed by answering yes or no in the relevant cell, in light of the situation and context in Cambodia. This is a benchmark indicator with a final value ranging from 0 to 1, with 1 representing the ideal or optimum result, and the **result Cambodia is 0,36. Specifically, the result for the policy framework is 0,27 while the result for institutional framework is 0,42.** Desk research and face-to-face meetings with MoCFA officials were used to construct the indicator.

Table 7: Policy and institutional framework for culture

Answer	Weight	Year	Source
POLICY FRAMEWORK	0.27		

Existence of national policy/ strategic framework/action plan for culture with an allocated budget	N	1	0	N/A	Note: The first National Cultural Policy is in the process of being formulated
Existence of policies/measures to promote access to and participation in the cultural life by minorities and other groups with specific needs	Y	1	1	2009	National Policy on the Development of Indigenous People, Chapter 2 - multi-sector policy - Culture Sector
Existence of sectoral policies/strategic frameworks for the heritage	Y	1	1	1994, 1995, 2002	Sub-decree No 98 Concerning the Execution of the Protection of Cultural Patrimony, September 17, 2002; Sub-decree No 98 Concerning the Execution of the Protection of Cultural Patrimony, September 17, 2002; Royal Decree 0295/12 Establishing APSARA, February 19, 1995; Royal Decree 001/NS Establishing Protected Cultural Zones, May, 1994
Existence of sectoral policies/strategic frameworks for book and publishing	N	1	0	N/A	N/A
Existence of sectoral policies/strategic frameworks for the cinema	N	1	0	N/A	N/A
Existence of sectoral policies/strategic frameworks for music	N	1	0	N/A	N/A
Existence of sectoral policies/strategic frameworks for television and radio	N	1	0	N/A	N/A
Existence of sectoral policies/strategic frameworks for other cultural sectors (visual arts, performing arts)	N	1	0	N/A	Note: Legislation on the performing arts is in the process of being adopted, according to MoCFA information.
Existence of policies/strategic framework for action to promote cultural development and creativity (arts education, social status of artist)	N	1	0	N/A	N/A
Existence of policies/measures to promote cultural diversity (education and training of cultural audiences, promotion and appreciation of a variety of cultural programmes, encouragement for emerging forms of cultural expression)	N	1	0	N/A	N/A
Culture included in national development plans, e.g. poverty reduction strategy papers (PRSPs), the United Nation Development Assistance Framework (UNDAF), etc.	Y	1	1	2006	Note: In the PRSP, culture is mainly included in relation to Cultural Tourism
INSTITUTIONAL FRAMEWORK		0.42			
Existence of a Ministry of Culture or a Culture secretariat with ministerial status at the State level	Y	1	1	1996	Ministry of Culture and Fine Arts (MoCFA), established with Royal Kram, No. 0196/02 dated 24 January 1996
Culture is represented by a State ministry/secretariat in the Council of Ministers (present at regular meetings of the Government)	Y	1	1	1996	Royal Kram No. 0196/02, About the creation the Ministry of Culture and Fine Arts
Existence of a "culture committee " in the Parliament/main national legislature	Y	1	1	1994	Royal Kram No. 02/94, About the Council of Minister's preparation and the implementation
A number of cultural responsibilities are decentralized to regional/provincial authorities, which have a budget for this area (locally allocated or decentralized)	Y	1	1	2007	Sub-decree No. 24, About the Ministry of Culture & Fine Art's preparation and the implementation

A number of cultural responsibilities are decentralized to local/municipal authorities, which have a budget for this area (locally allocated or decentralized)	N	1	0	N/A	N/A
In cases of decentralization, the majority of the regional/provincial governments have established special institutional structures for culture (secretariat, department etc.)	Y	1	1	2008	Royal Krom No. NS/RKM/0508/017, Law on Administrative Management of the Capital, Provinces, Municipalities, Districts and Khans. Article 215 - the National Committee for Democratic Development, at sub-national level gives priority to issues related to tourism, historical sites, and cultural heritage.
In cases of decentralization, the majority of the local/municipal governments have established special institutional structures for culture (councillors, directors, etc.)	N	1	0	N/A	N/A
Existence of organizations dedicated to the promotion of one or more cultural sectors (music, dance, cinema, etc.) at the national level, with public funding in full or in part.	N	1	0	N/A	N/A
Existence of an authority that regulates audio-visual media (with responsibilities that include granting broadcasting licences, monitoring competition rules, penalizing publishers, distributors and operators of audio-visual services that fail to fulfill their obligations, advisory functions in the area of policies and regulations)	N	1	0	N/A	N/A
Existence of public systems of subsidies or financial assistance to support the culture sector	N	1	0	N/A	N/A
Existence of mechanisms and processes for monitoring, evaluating and reviewing cultural policy	N	1	0	N/A	N/A
Existence of training programmes for officials and/or workers in the public administration for culture in the last 12 months	N	1	0	N/A	Note: Officials of the MoCFA only receive an orientation at the beginning of their post

TOTAL	0.36
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2.2.3 Distribution of Cultural Infrastructures

Indicator: *Distribution of selected cultural infrastructures in respect to the distribution of the national population within the political-administrative units immediately below State level*

Data Source: Culture Statistics, 2012. Ministry of Culture and Fine Arts

This indicator assesses the degree of equity, in relation to the population residing in the 23 provinces and the municipality of Phnom Penh, of the coverage and distribution throughout the country of the selected cultural facilities and infrastructures for public use with a view to:

- Promote widespread cultural participation and broad, egalitarian access to culture and cultural life,

- Provide an enabling environment for culture professionals and business to create, produce, promote and disseminate their work.

The indicator takes into account the distribution of three selected categories of cultural infrastructure: museums, libraries and media resource centres, and exhibition venues dedicated to the performing arts. Data for the construction of the indicator was retrieved by the 2012 Culture Statistics from the MoCFA. The MoCFA began to produce cultural statistics in 2011. Criteria for data collection are rather unclear and the data presented might change from year to year. The quality of these statistics needs to improve considerably. The results highlighted in colours in Table 8 indicate the levels of equity in the distribution of the selected cultural infrastructures by province and by population.

Table 8: Distribution of cultural infrastructure, 2012

Country's administrative divisions	Population	Number of Museums	Number of exhibition venues dedicated to the performing arts	Number of Libraries and Media resource center	Population	Museums	Exhibition venues dedicated to Performing Arts	Libraries and Media resource center	Museums	Exhibition Venues dedicated to the Performing Arts	Libraries -
Banteay Meanchey Province	687033	3	0	1	5%	10%	0%	5%	2.00	0.00	0.94
Battambang Province	1036523	2	1	1	7%	6%	14%	5%	0.88	1.95	0.62
Kampong Cham Province	1680694	3	0	0	12%	10%	0%	0%	0.82	0.00	0.00
Kampong Chhnang Province	472616	1	1	0	3%	3%	14%	0%	0.97	4.28	0.00
Kampong Speu Province	716517	1	0	0	5%	3%	0%	0%	0.64	0.00	0.00
Kampong Thom Province	708398	1	0	1	5%	3%	0%	5%	0.65	0.00	0.91
Kampot Province	585110	0	0	0	4%	0%	0%	0%	0.00	0.00	0.00
Kandal Province	1265805	1	0	0	9%	3%	0%	0%	0.36	0.00	0.00
Koh Kong Province	139722	1	0	1	1%	3%	0%	5%	3.27	0.00	4.61
Kep Province	40208	1	0	0	0%	3%	0%	0%	11.37	0.00	0.00
Kratie Province	318523	1	0	1	2%	3%	0%	5%	1.43	0.00	2.02
Mondulkiri Province	60811	0	0	1	0%	0%	0%	5%	0.00	0.00	10.59
Oddar Meanchey Province	185443	0	0	0	1%	0%	0%	0%	0.00	0.00	0.00
Pailin Province	70482	0	0	0	0%	0%	0%	0%	0.00	0.00	0.00
Phnom Penh Municipality	2000064	5	3	10	14%	16%	43%	45%	1.14	3.04	3.22
Preah Sihanouk Province	199902	1	0	0	1%	3%	0%	0%	2.29	0.00	0.00
Preah Vihear Province	170852	0	0	0	1%	0%	0%	0%	0.00	0.00	0.00
Pursat Province	397107	0	0	0	3%	0%	0%	0%	0.00	0.00	0.00
Prey Veng Province	947357	2	0	0	7%	6%	0%	0%	0.96	0.00	0.00
Ratanakiri Province	149997	0	0	0	1%	0%	0%	0%	0.00	0.00	0.00
Siem Reap Province	896309	5	1	5	6%	16%	14%	23%	2.55	2.26	3.59
Stung Treng Province	111734	0	0	0	1%	0%	0%	0%	0.00	0.00	0.00
Svay Rieng Province	482785	1	0	1	3%	3%	0%	5%	0.95	0.00	1.33
Takeo Province	843931	2	1	0	6%	6%	14%	0%	1.0831	2.3982873	0

The **final indicator for Cambodia is 0,145**. This result reflects a low number of cultural infrastructures which are also unequally distributed. The breakdown for category of infrastructure is: **0,175 for museums; 0,128 for exhibition venues dedicated to the performing arts; 0,132 for libraries and media resources**. For a province to score 1, it would mean that if they have 10% of the population they would need 10% of museums, venues, and libraries. According to the data retrieved, there is no equal distribution of infrastructures in the kingdom and infrastructures are limited.

2.2.4 Civil Society participation in cultural governance

Indicator: *Index of the promotion of the participation of culture sector professionals and minorities in the formulation and implementation of cultural policies, measures and programmes that concern them*

Data Source: Interviews with different partners, including public authorities, international agencies, NGOs and civil society organizations

This indicator rates the degree to which public authorities promote participation by civil society in the formulation and implementation of cultural policies, measures and programmes that concern it, a number of basic components have been selected and classified into two major segments, then assigned an equivalent weighting:

- Participation by organized representatives of minorities analyses, both nationally and at the regional/municipal/local level, the existence of consultation and participation mechanisms for minorities and the main characteristics of these mechanisms,
- Participation by organized representatives of cultural sector professionals analyses, both nationally and at the regional/municipal/local level, the existence of consultation and participation mechanisms for culture sector professionals and the main characteristics of these mechanisms.

The **result for Cambodia is 0**. Partners were approached with the following Table 9 in order to obtain information for the construction of the indicator. In the case of participation of minorities, several face-to-face meetings were conducted with the Ministry of Rural Development, ILO, ISCO (NGO), and finally members of IRAM.

Table 9: Sample table of results for constructing the civil society participation indicator

	Option of reply
Participation of minorities	
<i>National level</i>	
Are there institutional mechanisms or organic structures (periodic meetings, committees) providing a framework or neutral forum for dialogue between representatives of minorities and administration officials in processes related to the formulation, management, implementation and/or evaluation of cultural policies, measures and programmes that concern them? <i>These mechanisms or structures could be exclusively dedicated to culture or could be dedicated to broader issues that may treat culture as a thematic or transversal issue.</i>	Yes _____
	No _____
Can they be considered active (official meeting held in the last 24 months)? Or not (no official meeting has been held in the last 24 months)?	Yes _____
	No _____
Are they permanent in nature (e.g. committees)? Or ad hoc (e.g. meetings)?	Permanent _____
	Ad hoc _____
Are their resolutions binding? Or are they consultative?	Binding _____
	Consultative _____
<i>Regional/municipal/local level</i>	
Same elements at the regional/municipal/local level	
Participation of cultural professionals	
<i>National level</i>	
Are there institutional mechanisms or organic structures (periodic meetings, committees) that provide for participation by representatives of cultural sector professionals (guilds, associations, networks, etc.) in processes related to the formulation and implementation of cultural policies, measures and programmes that concern them?	Yes _____
	No _____
Can they be considered active (official meeting held in the last 24 months)? Or not (no official meeting has been held in the last 24 months)?	Yes _____
	No _____

Are they permanent in nature (e.g. committees)? Or ad hoc (e.g. meetings)?	Permanent
	Ad hoc
Are their resolutions binding? Or are they consultative?	Binding
	Consultative
Regional/municipal/local level	
Same elements at regional/municipal/local level	

2.3 EDUCATION DIMENSION

This dimension allows a comprehensive overview about both the relations between arts & culture and education, as well as about the opportunities available to the Cambodian population from primary school to higher education level, including exposure to and promotion of multilingualism, cultural diversity and creativity. The dimension includes three sub-dimensions:

- Complete, fair and inclusive education for all;
- Valorization of interculturality, cultural diversity and creativity in the first two years of secondary school (promotion of multilingualism and promotion of creativity);
- Training of professionals in the cultural sector.

2.3.1 Complete, fair and inclusive education for all

Indicator: *Index of average years of schooling of the population between the ages of 17 and 22, adjusted to reflect existing inequalities*

Data Source: Education for All (EFA) Global Monitoring Report ‘*Reaching the marginalized*’, 2010.

Primary and secondary education enables individuals to acquire basic skills and competencies in order to become empowered citizens capable of actively taking part in their culture, society and economy. The indicator is constructed by combining together two indicators: the average number of years of schooling of the population aged 17-22 (baseline indicator), and the percentage of the population aged 17-22 with fewer than four years of education (education deprivation).

The average number of years of schooling of the population between the ages of 17 and 22 provides in itself important information on the levels of public investment in implementing the cultural right to education and on the people’s access to a sufficiently lengthy and complete education. However, as the situation of those marginalized or excluded from the education system and from enjoyment of the right to education is not addressed directly, this baseline indicator is not sufficiently indicative of any existing inequalities or of the inclusiveness of the national education system. A specific index has therefore been devised to adjust the baseline indicator’s result in proportion to the percentage of the target population living in education deprivation.

Accordingly, when there is no education deprivation at all, the result of the new adjusted index will be identical to that of the baseline indicator, that is, the average number of years of schooling of the population between the ages of 17 and 22. However, as the proportion of the target population living in education deprivation, and thus inequality in the implementation of the right to education, rises, the penalty system is triggered to make the final result lower than the baseline-indicator result. The adjusted index therefore reflects inequality by penalizing the baseline indicator (the target population’s average number of years in education) to reflect the

levels of inequality (measured through the average of the target population living in education deprivation). The new adjusted indicator thus represents the real level of implementation of the right to an education that is as complete, fair and inclusive as possible, while the baseline indicator can be seen as a benchmark or goal attainable nationally if inequality levels are reduced.

According to the 2010 GMR, which included data from 2006 for Cambodia, **the average number of year of schooling of the population aged between 17-22 years is 6 and the percentage of the population with less than 4 years of education is 26,8%. This makes for an adjusted index according to inequalities of 0,44.**

Table 10: Adjusted index according to inequalities

Average number of years of schooling (of the population between the ages of 17 and 22)	6
Percentage of the population with fewer than four years of schooling (17-22 years old)	27%
Standardized average number of years of schooling	0,6
Ajusted index according to inequalities	0,4392

2.3.2 Valorization of interculturality, cultural diversity and creativity in the first two years of secondary school

Awareness and appreciation of cultural diversity can be fostered through educational programs that are culturally sensitive and that emphasize the positive value of intercultural dialogue and cultural diversity. Bilingual (or multilingual) and arts education are examples of means by which individuals can be oriented to appreciate linguistic and cultural diversity.

▪ 1. Multilingual Education for interculturality

Indicator: *Index of promotion of multilingualism within language courses (grades 7-8)*

Data Source: Policy for Curriculum Development 2005-2009, Ministry of Education, Youth and Sports.

Multilingual education should be included as an essential component of intercultural education in order to encourage understanding between the different population groups and ensure respect for fundamental rights. In order to measure the annual percentage of instructional hours dedicated to promoting multilingualism in the first two years of secondary school (grades 7-8) in relation to the total annual hours of teaching dedicated to languages, the indicator calculates the annual percentage of instructional hours dedicated to local or regional languages and international languages.

According to the main source used to construct the indicator, the national Policy for Curriculum Development 2005-2009, still in use in 2012-2013, foreign languages are a priority in the National Curriculum and become a compulsory subject for all students in grades 7-8. In grades 7-8, six hours per week are dedicated to the teaching of Khmer language and four hours per week to the teaching of Foreign Languages, as shown in Table 11. This means that **40% of instructional hours for languages are dedicated to foreign languages** (namely English and French), 60% to Khmer language.

Khmer is the standard language of instruction and textbooks are published in Khmer except for Foreign Language textbooks. However, the teaching of indigenous or minority languages is not required in grades 7-8. Indigenous or minority languages may be used to facilitate teaching: “In schools where there are a large

The NC in Grades 7 - 9 comprises the following subjects. Each learning period consists of 50 minutes teaching, with the indicated amount of time allocated to each subject.

NC SUBJECTS	NO. of LESSONS
Khmer	6
Mathematics	6
Social Studies	6
Sciences	6
Foreign languages	4
Physical and Health Education and Sport	2
TOTAL NC	30
LLSP (incl. Art education)	2 - 5
TOTAL	32-35

number of speakers of minority languages, teachers may conduct some instruction of the class in the minority language and may translate key vocabulary contained in textbooks from Khmer to the minority language as a means of assisting student learning” (MoEYS, 2004).

Table 11: National Curriculum subjects in grades 7-8

- **2. Education that promotes creativity and the awareness and appreciation of culture among the public.**

Indicator: *Percentage of instructional hours dedicated to arts education in relation to the total number of instructional hours (first two years of secondary school)*

Data Source: Policy for Curriculum Development 2005-2009, Ministry of Education, Youth and Sports.

Arts education nurtures creativity and innovation, strengthens creative and artistic talent and provides a basis for the appreciation of cultural expressions and diversity by educating the public and broadening horizons for personal development and cultural participation. The CDIS methodology proposes to calculate the percentage of annual instructional hours intended for arts education in relation to the total number of instructional hours for all subjects in the first two years of secondary school (7-8 grades). Elective hours dedicated to teaching arts in grades 7-8 should not be considered for the construction of this indicator. Thus, when identifying the percentage of instructional hours dedicated to arts education only the compulsory instructional hours according to the official curricula were taken into consideration.

The indicator is based on the national Policy for Curriculum Development 2005-2009, still in use in the years 2012-2013. **In Cambodia, arts education is not a compulsory subject in grades 7-8 (Table 11)**, hence no hours are required for this subject in the National Curriculum. **The final results for Cambodia is therefore 0%**, meaning that 0% of instructional hours are dedicated to arts education in grades 7-8. However, as shown in Table 11 above, opportunities for acquiring arts education in grades 7-8 exist under the Local Life Skills Programme (LLSP) which supplements the national curriculum and offers from 2 to 5 hours per week to the

teaching of vocational subjects including arts education (as shown in Table 11).

Lower secondary education (second stage of basic education): weekly lesson timetable

Subject	Number of weekly periods in each form		
	I	II	III
Khmer language	6	5	5
Foreign language (English or French)	5	5	5
Mathematics	4	5	5
Science	5	5	6
History and geography	3	3	3
Moral-civics	2	2	2
Aesthetic education (drawing, music, songs, dances and plays)	2	2	1
Technology-home economics	3	3	3
Physical education and sports	2	2	2
Special activities (which help to improve students' real social life skills and personalities)	1	1	1
Total weekly periods	33	33	33

Source: *Ibid* (In principle, each teaching period lasts 45 minutes).

Under the previous national curriculum, before the 2004 reform, arts education was provided in grades 7-8 and included two hours of teaching per week, that is 6,06% of instructional

hours was devoted to arts education, as shown in Table 12.

Table 12: National Curriculum subjects prior to the 2004 curriculum reform

2.3.3 Training of professionals in the cultural sector

Indicator: *Index of coherency and coverage of the technical and vocational education and training (TVET) and tertiary education systems in the field of culture.*

Data Sources: Ministry of Education, Youth and Sports, information from Royal University of Fine Arts, Royal University of Phnom Penh, Cambodian Living Arts, and Cambodian Film Commission

This indicator aims to assess the extent to which public authorities invest in cultural training at the tertiary and/or professional level, thus allowing the emerging of a dynamic and competitive “creative class”. To this end, the existence of government-funded educational institutions, for technical or vocational, and tertiary or higher education in the five selected cultural fields (heritage, music, fine/visual/applied arts, cultural management and film/image) is used as a proxy.

The MoEYS provided most of the relevant information necessary for the construction of this indicator. A meeting with the Royal University of Fine Arts was also useful to obtain a better picture of the opportunities for higher education in the field of culture. Opportunities provided by NGOs are also included in the calculations. The **final result for Cambodia is 0,70**. This reflects opportunities for the training of professionals in all fields except cultural management and highlights the lack of vocational trainings in the field of Heritage.

2.4 SOCIAL PARTICIPATION DIMENSION

Cultural practices, assets and expressions are key vehicles for the creation, transmission and reinterpretation of values, attitudes and convictions through which individuals and communities express the meanings they give to their lives and their own development. These values, attitudes and convictions shape the nature and quality of social relationships, impacting individuals and communities’ sense of integration, tolerance of diversity, trust and cooperation.

The Social Participation Dimension examines the multi-dimensional ways culture influences the preservation and enhancement of an enabling environment for social progress and development by analyzing the levels of cultural participation, interconnectedness within a given society, a sense of solidarity and cooperation, and individuals’ sense of empowerment. Five indicators are included: participation in going-out cultural activities, participation in identity-building cultural activities, interpersonal trust, tolerance of other cultures and freedom of self-determination.

Only one indicator out of the five of the CDIS was possible to construct according to CDIS methodology. Other core indicators on participation in cultural activities, tolerance of other cultures, and freedom of self-determination were unable to be calculated at the national level at this time for lack of data/surveys. International and regional surveys and databases suggested in the CDIS methodology did not include Cambodia. Likewise, no regular surveys on cultural participation or other social issues are to be found at the national level at this time.

2.4.1 Trust

Indicator: *Degree of interpersonal trust*

Data Source: Asian Barometer, 2008

The source used was the Asian Barometer, with data for Cambodia from 2008, including the Rosenberg question. Cambodia has not yet participated in the World Value Survey and no survey at the national level is available. This is a benchmark indicator assessing the level of trust and sense of solidarity and cooperation within a given society, thus providing insight into its social capital. A result close to 100% of people replying to

[Online Data Analysis \(Step-3\): Question data](#)

Selected countries/samples: Cambodia 2008
 To see the different sections select the Text, Marginals, Crosstabs or Graphics tabs.

Sample/Country Selection Question Index

PREVIOUS (Q024) Most people can be trusted NEXT

Texts Marginals Cross-tabs Graphs

Most people can be trusted

Operations: Show Column % (without DK/NA) X<.>Y (exchange rows and columns)

Crossing variable-1: Gender of respondent Browse all variables

Crossing variable-2: -- Browse all variables

		Gender		
		Total	Male	Female
Most people can be trusted	You must be very careful in dealing with people	92.3 %	89.8 %	94.8 %
	Most people can be trusted	7.7 %	10.2 %	5.2 %
	Total	998 (100%)	500 (100%)	498 (100%)

		Age						
		Total	17-24	25-34	35-44	45-54	55-64	65 and more years
Most people can be trusted	You must be very careful in dealing with people	92.3 %	96.4 %	96.4 %	88.3 %	92.2 %	88.0 %	88.4 %
	Most people can be trusted	7.7 %	3.6 %	3.6 %	11.7 %	7.8 %	12.0 %	11.6 %
	Total	998 (100%)	163 (100%)	250 (100%)	263 (100%)	173 (100%)	101 (100%)	49 (100%)

‘most people can be trusted’ is the ideal. According to data from the 2008 Asian Barometer, the **final result for Cambodia is 7,7%**. This result indicates a low level of trust and solidarity as the average for countries having implemented the CDIS is situated at 19% of the population.

Table 14: Asian Barometer Survey 2008, Q024, breakdown for gender and age of respondents

2.4.1.1 Going further: Trust

Indicator: *Degree of trust in other people you interact with*

Data Source: Asian Barometer, 2008

An **additional indicator on trust** was also proposed. It is related to interpersonal trust, in particular to the ‘trust in other people you interact with’. It measures the degree of trust within a society towards other people than those closest to you (i.e. other than relatives, neighbours), whom you interact with. People of different cultural backgrounds are likely to be included in the counting.

The **final result for Cambodia is 32,8%**. This indicator suggests a higher degree of trust than the core indicator since it indicates that 32,8% of the population said that they have ‘quite a lot of trust’ or a ‘great deal of trust’ in the people they interact with. There are significant variations between men and women. Only 27% of women say they have quite a lot of trust or a great deal of trust in the people they interact with, while 38.5% of men say so. Results for different age groups vary from 32% of the people ages 17-24 to 40,8% for people 65+.

Table 15: Asian Barometer, 2008. QII26, breakdown per gender and age of respondents
Online Data Analysis (Step-3): Question data

Selected countries/samples: Cambodia 2008
 To see the different sections select the Text, Marginals, Crosstabs or Graphics tabs.

Sample/Country Selection Question Index

PREVIOUS (QII26) Trust in other people you interact with NEXT

Texts Marginals Cross-tabs Graphs

Trust in other people you interact with

BASE=1000 WEIGHT	Trust in other people you interact with				
	Frequency	Percent	Cumulative Percent	Valid percent	Cumulative valid percent
None at all	306	30.6 %	30.6 %	30.9 %	30.9 %
Not Very Much Trust	360	36.0 %	66.6 %	36.4 %	67.3 %
Quite a Lot of Trust	298	29.8 %	96.3 %	30.1 %	97.3 %
A Great Deal of Trust	26	2.6 %	99.0 %	2.7 %	100.0 %

BASE=990 WEIGHT		Gender		
		Total	Male	Female
Trust in other people you interact with	None at all	30.9 %	26.6 %	35.2 %
	Not Very Much Trust	36.4 %	35.0 %	37.8 %
	Quite a Lot of Trust	30.1 %	35.0 %	25.2 %
	A Great Deal of Trust	2.7 %	3.5 %	1.8 %

BASE=990 WEIGHT		Age						
		Total	17-24	25-34	35-44	45-54	55-64	65 and more years
Trust in other people you interact with	None at all	30.9 %	29.1 %	29.9 %	31.1 %	31.8 %	33.7 %	31.7 %
	Not Very Much Trust	36.4 %	38.9 %	41.3 %	35.8 %	31.9 %	33.7 %	27.5 %
	Quite a Lot of Trust	30.1 %	29.6 %	28.3 %	29.7 %	32.4 %	28.8 %	37.1 %
	A Great Deal of Trust	2.7 %	2.4 %	0.6 %	3.4 %	3.9 %	3.8 %	3.7 %
	Total	990 (100%)	161 (100%)	248 (100%)	261 (100%)	169 (100%)	101 (100%)	49 (100%)

2.5 COMMUNICATION DIMENSION

Communication is a platform for the building of social capital, since it allows individuals to freely participate in and benefit from their societies and cultures. As such, it plays an important role in the forming of identities, both individual and collective, and facilitating understanding between the members of a society. This is important for both culture and development, since good communication increases opportunities for cultural exchanges and helps to build bridges between the different social groups and cultures, thereby promoting and protecting social and cultural diversity.

This dimension comprised three sub-dimensions:

- Freedom of expression;
- Access and internet use;
- Diversity of media content.

2.5.1 Freedom of Expression

Indicator: *Index of print, broadcast, and internet-based media freedom*

Data Source: Freedom of the press Index, Freedom House, 2012

This sub-dimension assesses the right to freedom of expression in legal systems, both in terms of legislation, as well as practice. In addition to being a human right, the freedom of expression is an important factor of social capital. It allows all individuals in a given society to express their opinions and views and to access the diverse views available in a society, promotes social inclusion, especially of minority groups, and, for this reason, forms the basis for social and cultural diversity and intercultural dialogue.

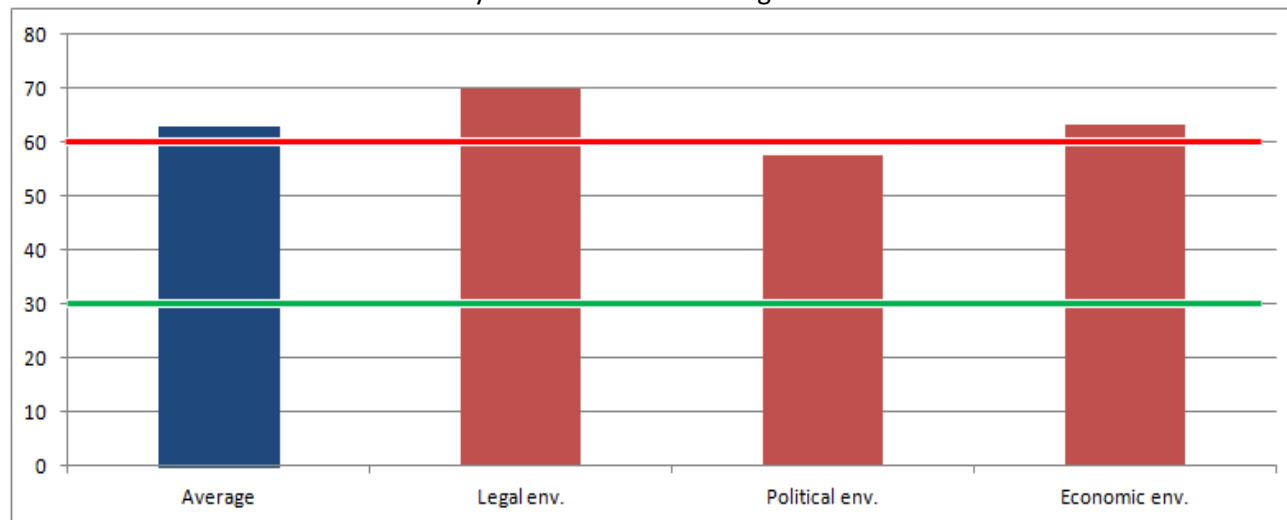


Table 16: Cambodia Freedom of the Press Index, 2012

The freedom of the press Index, by Freedom House, was used to construct this core indicator. The Index evaluates the degree of print, broadcast and Internet media freedom, measuring also three main areas in relation to the press: the legal environment (laws and regulations), the political environment (political control), and the economic environment (media ownership). This is a benchmark indicator. It provides a snapshot of the status of the print, broadcast, and internet-based media freedom at the national level, reflecting to what extent there is an enabling environment for free media to operate and if freedom of expression is respected and promoted. It also sets benchmarks or targets for improvement.

The result for this index can vary between 0 and 100, 0 being the ideal value and indicating complete freedom of the press. **The final result for Cambodia is 63**, meaning it is **considered as having ‘not free’ media** (countries with a score between 61 to 100 are ‘not free’, scores between 31 to 60 indicate ‘partly free’ media. Scores from 0 to 30 indicate ‘free’ media).

2.5.2 Access and Internet Use

Indicator: *Percentage of individuals using the internet*

Data Source: “Measuring the Information Society” Report, International Telecommunications Union, 2012

Based on the assumption that a greater use of new ICTs, including the Internet, by a larger segment of the population can contribute to the achievement of social, cultural and economic development goals, this indicator uses the percentage of Internet users as a proxy in order to assess the degree of promotion and

democratization of the use of digital technologies at the national level, and therefore the capacity of the population to have access to cultural and creative content and develop new forms of creativity and participation.

Economy	Percentage of individuals using the Internet	
	2010	2011
1 Albania	45.0	49.0
2 Algeria	12.5	14.0
3 Antigua & Barbuda	80.0	82.0
4 Argentina	40.0	47.7
5 Australia	76.0	79.0
6 Austria	75.2	79.8
7 Azerbaijan	46.0	50.0
8 Bahrain	55.0	77.0
9 Barbados	70.2	71.8
10 Belarus	31.8	39.6
11 Belgium	75.0	78.0
12 Benin	3.1	3.5
13 Bhutan	13.6	21.0
14 Bolivia	22.4	30.0
15 Bosnia and Herzegovina	52.0	60.0
16 Botswana	6.0	7.0
17 Brazil	40.7	45.0
18 Brunei Darussalam	53.0	56.0
19 Bulgaria	46.2	51.0
20 Burkina Faso	2.4	3.0
21 Cambodia	1.3	3.1
22 Cameroon	4.3	5.0
23 Canada	80.3	83.0

This indicator was constructed by obtaining data from the 2012 Annual Report of the International Telecommunications Union (ITU) 'Measuring the Information Society', as recommended in the CDIS methodology. For the calculation, number of Internet users is set against total number of population for the age group 16-74, following the definition of the ITU that explains an Internet user as any person aged 16 to 74 who uses the Internet during the year. This indicator uses the percentage of internet users as a proxy to assess the degree of promotion and democratization of the use of digital technologies at national level, therefore assessing the capacity of people to access new forms of creative content. **The result for Cambodia is 3,10% (2011).**

Table 17: Percentage of Individuals using the internet, ITU, 2012

2.5.3 Diversity of Media Content

Indicator: *Ratio of annual broadcasting time of domestic television fiction programmes out of total annual broadcasting time of television fictions programmes on public free-to-air television channels*

Data Source: National Television of Kampuchea, TVK. Week of 11-17 February 2013

This indicator offers a general picture of the public support offered to the development of domestic content as well as to local creators and cultural industries, which provide social and economic benefits for the development of a given country. Depending on the country, the ratio of foreign to local media content varies. Many countries define the equilibrium between the foreign and local content differently. However, given the above, it is important to see in percentage terms what the relationship between the two is in order to gain insights into the level of cultural diversity and pluralism, both key factors in intercultural communication and freedom of expression. The low level of foreign content ratio may constitute restrictions on the freedom of expression while, conversely, a low level of local content may reflect the extent to which the local industries are struggling to get public exposure, financial, and political support. The indicator takes into account only media content broadcasted on the national public TV channel(s).

In the case of Cambodia, the Ministry of Information, under which falls the only public free-to-air TV channel of Cambodia, TVK, was able to provide the UNESCO country team with a **weekly broadcasting schedule**. It was not possible to obtain a monthly or yearly schedule. The indicator therefore calculates the percentage of **domestic and co-produced fiction programmes** broadcasted out of the total weekly broadcasting time of television fiction programmes on TVK. The chosen week from 11-17 February 2013 was a week with broadcasting activities 'as normal as possible', far enough from events such as the King Father's funerals, which would have disrupted the broadcasting schedule.

The result for Cambodia is 31%. This is a descriptive indicator and indicates that 31% of the broadcasting time for fiction programmes is dedicated to domestic content. No co-production fiction programmes are aired on the national television channel TVK. Domestic production included music programmes, performing arts shows, fiction programmes with educational content (namely produced by NGOs), and only one Khmer film. Foreign content, which accounted for 69% of broadcasting time for fiction programmes, included Chinese film series, and also Korean and Japanese fiction programmes. Data as in TVK broadcasting schedule are shown in Table 18 (Annex).

2.6 GENDER EQUALITY DIMENSION

This dimension focuses on the reciprocal beneficial relationship between culture and gender equality, which has the potential to instigate social transformations of cultural values and norms. Gender equality is examined through a capacities and opportunities perspective: it looks at the capabilities and opportunities for both women and men to participate and actively engage in their culture and societies. Its underlying premise is that culture and gender equality can mutually reinforce human development by challenging gender inequalities, redefining gender relations, and opening up new opportunities for creating culturally rich and diverse societies that foster the equal participation of both women and men.

Two sub-dimensions are included:

- Levels of gender equality (objective output);
- Perception of gender equality (subjective output).

In the case of Cambodia, the subjective indicator was not possible to be constructed for lack of specific surveys at national or international level and, therefore, three additional indicators have been constructed instead.

2.6.1 Levels of Gender Equality

Indicator: *Index of the gaps between women and men in political, education and labour domains and in gender-equity legislation*

Data Sources: Inter Parliamentary Union, 2008; Barro and Lee, 2010; UNDP Human Development Report, 2011; OECD Gender, Institutions and Development Database, 2012

On the level of the objective output, the **result for Cambodia is 0,620**. This index is symptom of a situation in need of improvement. However, at a closer look the major gaps between women and men appear to be in political participation and gender equity legislation such as quota systems. Gaps also exist in education and labour, but are less wide. For the construction of this indicator, the following data and international sources were used:

- Political Participation: percentage of women in the lower house of Parliament, Inter-Parliamentary Union's Women in Parliaments Database;

Political Participation				
Political Participation				Average
male	female			
0.797	0.203			0.500
Education				
Education				Average
male	female			
0.618	0.543			0.581
Labour Force Participation				
Labour force participation				Average
male	female			
86%	74%			0.796
Targeted gender equity legislation				
Violence against women		Quota systems for women		Average
male	female	male	female	
1	0.83	1	0.10	0.64
FINAL				0.620

- **Education:** the average years of education of women (25 and over), the population (female, 25 and over), the average years of education of the total population (25 and over), and the total population (25 and over), Barro and Lee dataset, data for Cambodia from 2010;
- **Labour Force Participation:** labour force participation rates for females and males, 2011 Human Development Report (UNDP);
- **Gender Equity Legislation:** existence of legislation on violence against women, and existence of legislation/measures that introduce quota system for political participation, Gender, Institutions and Development Database (OECD).

Table 19: Levels of gender equality (objective output)

Political Participation: After the 2008 elections, 20,3% of the National Assembly (Cambodian lower house of parliament) are seats held by Cambodian women, and 14,8% in the Senate. This percentage appears to be low, though the situation has improved since the 1993 elections when only 5,8% of the elective representatives were women. Yet, women in Cambodia remain under-represented and the gap between women and men in the political framework is striking, as shown in Tables 19 and 20).

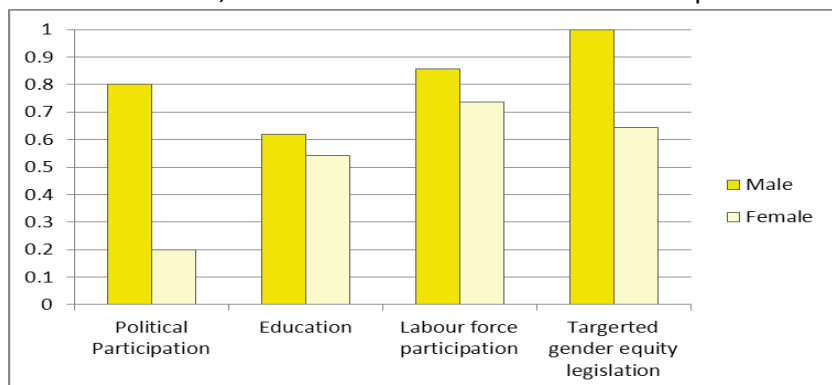


Table 20: Gaps between women and men in political, labour and education domains and in the national legislative framework (objective output)

Education: In Cambodia, the average years of education for females aged 25 and over is 5,43, while for males aged 25 and over it is 6,18. This results in an average of 6 years of education for the total population. There is no considerable gap between women and men in regards to education, but what is more striking is that the average years of schooling is quite low for both women and men. Notoriously, girls drop out of school more often than boys, and as NIS (2011) reported, for girls aged 6-17 the most common reasons to stop going to school are that they “must contribute to household income” and “must help with household chores”, while for boys “don’t want to go to school” is the most common reason. Fewer girls continue in higher education.

Labour Force Participation: The labour force participation rate was 74% for females and 86% for males. Also in this case, there is not a big gap between women and men. More men than women are in the labour force in all areas. NIS (2011) reported that more than half of all women and men in Cambodia work in primary sector (including agriculture, forestry and fishing). NIS (2011) also stated that the share of women employed in agriculture, fishery and forestry, retail trade and repairs sectors are higher than the share of men, while men are more employed in construction, education, health, social work and other industries sectors.

Gender Equity Legislation: There is gender equality legislation in place in Cambodia, with the notable exception of laws to promote political participation of women, such as quota system in public institutions. Indicators are rather satisfactory in regards to violence against women. Legislation exists in regards to domestic violence and sexual harassment although implementation and enforcement remains weak.

2.6.2 Going further: Perception of Gender Equality

This sub-dimension is intended to measure the extent to which gender equality is positively perceived and supported amongst members of a society (“bottom-up”), and to assess the degree to which there are gaps in the valorization of gender equality between public legislation and investments and individual perceptions.

It was not possible to construct the subjective indicator for gender as recommended in the CDIS methodology manual. Cambodia did not participate in the World Value Survey and no regional or national surveys existed that included questions identical to those suggested by the CDIS methodology manual. **Three additional indicators were constructed instead.** They aimed to assess the perception of gender equality as a positive factor for national development. For the construction of all three additional indicators the same source was used: the **2010 Cambodia Demographic and Health Survey (CDHS)**, which included relevant questions for gender equality. The 2010 CDHS collected information specific to women’s empowerment (such as receipt of cash earnings, the magnitude of a woman’s earnings relative to those of her husband, and control over the use of her own earnings and those of her spouse) as well as to women’s participation in household decision-making, and to women’s and their husbands’ attitude towards wife beating.

Additional Indicator: *Percentage of married women who feel that they have a say in how their cash earnings are spent*

Data Source: Cambodia Demographic and Health Survey (CDHS), 2010. Ministry of Planning and Ministry of Health

Table 21: Decision-making regarding earnings

	Total	
Year	2010	
Source	Demographic and Health Survey, Ministry of Planning and Ministry of Health	
Comment	Results for the percent of the respondents (married women that have earned cash in the last 12 months) that believe that they have a role in decision-making in regards to their cash earnings, according to the magnitude of the earnings of the women and their husbands.	
Responses	Mainly wife	Wife and husband jointly
Women earns more than husband	78%	21%
Women earns less than husband	70%	29%
Women earns same as her husband	61%	39%
Husband has no cash earnings	79%	18%
Don't know who earns more	59%	17%
Result	94%	

The percentage is calculated as the average of the five responses for ‘mainly wife’ + ‘wife and husband jointly’. Raw data are those presented in the 2010 CDHS, table 16.3 ‘Women’s control over their own earnings and over those of their husband’. As shown in Table 21, 94% of married women believe that they have

a role in decision-making concerning how their own earnings are spent. To be considered as having a role, they either agree that they decide solely how their earnings are spent, or that they decide jointly with their husband. Only 6% of married women believe that they have no say in how their earnings are spent, only their husband has a say. The indicator suggested that employment leads to empowerment. Women who earn more

than their husbands are more likely to decide how their cash earnings are used (78%) than women whose cash earnings are the same as their husband's (61%). Women who say they earn about the same amount as their husband are more likely to make joint decisions with their husband about how their cash earnings and those of their husbands are used.

Additional Indicator: *Percentage of married women who feel that they have a hand in making household decisions.*

Data Source: Cambodia Demographic and Health Survey (CDHS), 2010. Ministry of Planning and Ministry of Health

	Total	
Year	2010	
Source	Demographic and Health Survey, Ministry	
Comment	Results for the percent of the respondents (married women age 15-49) that believe that they have a role in decision-making on 3 distinct topics, either solely or together with her husband	
Responses	Mainly wife	Wife and husband jointly
Own health care	45%	45%
Major household purchases	18%	77%
Visits to her family or relatives	27%	69%
Result	93%	

Table 22: Decision-making regarding household decisions

The percentage is calculated as the average of the responses for mainly wife and wife & husband jointly. Raw data are those presented in the 2010 CDHS, table 16.4 'Women's participation in decision-making', as shown in Table 22. 93% of married women believe that they have a role in household decision-making on three distinct topics (on their own healthcare, on a major household purchase, or on visits to her family or relatives). To be considered as having a role, they either agree that they decide solely how their earnings are spent, or that they decide jointly with their husband. Only 7% of married women believe that they have no

say in household decision-making. The indicator shows that Cambodian women are usually involved in all three specific decisions, although the extent of their involvement depends on the issue being decided. About 45% of women said to make decisions solely about their own health care. However, decisions about major household purchases and visits to the wife's family or relatives are usually made jointly by husband and wife.

Additional Indicator: *Percentage of the population who believe that a husband beating his wife cannot be justified*

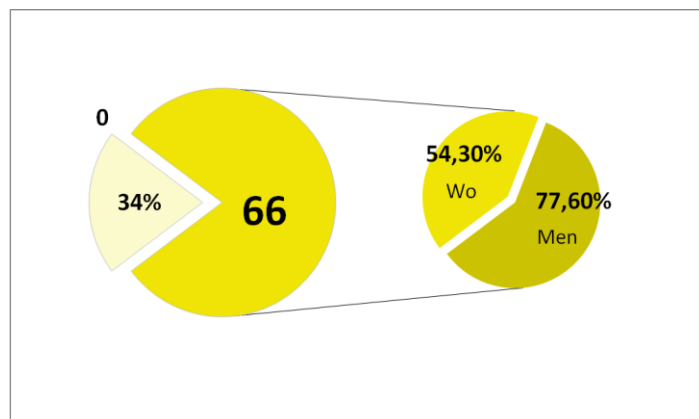
Data Source: Cambodia Demographic and Health Survey (CDHS), 2010. Ministry of Planning and Ministry of Health

The percentage is calculated as the average of the percentage of women and men who agrees that a man cannot be justified in beating his wife. As the 2010 CDHS reported, attitudes that view the beating of wives by husbands as justified are indicative of women's lower status. They signify acceptance of norms that give men the right to use force against women, which is a violation of (women's) human rights. Violence against women has serious consequences for their mental and physical well-being, including their reproductive and sexual health.

In Cambodia, **only 66% of the population agrees that a man cannot be justified in beating his wife.** Respondents were given 5 reasons for justification: 1) Burns the food, 2) Argues with him, 3) Goes out without telling him, 4) Neglects the children, 5) Refuses to have sexual intercourse with him, 6) Asks him to use a

condom. This implies that the other **34%** of the population agrees that one of these reasons justifies a man beating his wife. **54,3%** of women agree that this cannot be justified while **77,6%** of men agree.

Table 23: Attitudes towards wife beating



2.7 HERITAGE DIMENSION

2.7.1 Heritage sustainability

Indicator: *Index of development of a multidimensional public framework for heritage sustainability*

Data Sources: *UNESCO Phnom Penh, Ministry of Culture and Fine Arts.*

This dimension analyses the following aspects:

- The establishment and further development of national and international registers and inventories of heritage;
- The degree to which efforts are made to protect, conserve, and manage heritage while involving all stakeholders and fostering its sustainability; and
- The strategies established by the public authorities to raise awareness and mobilize support a in favour of safe-guarding heritage.

To construct the indicator, the Data Table was completed by answering yes “Y” or no “N”, according to the situation and context of Cambodia. The benchmark indicator is thus automatically constructed. **The indicator of Cambodia is 0.71** and shows the importance given to Heritage by Cambodian authorities.

Desk research was conducted to find the information requested (e.g., Inventory of Intangible Cultural Heritage of Cambodia, Archeological Sites in Cambodia, etc). Also, face-to-face meetings with the Ministry of Culture and Fine Arts were necessary to obtain further information such as the dedicated annual budget at the national level (for the identification, protection, safeguarding, conservation and management of natural, tangible and intangible cultural heritage), different programs implemented to increase heritage staff expertise, programs implemented to fight illicit trafficking, etc.

TABLE 24: Heritage Dimension Data Table

	Y/N	Data	Weight		Year	Source
1. REGISTRATIONS AND INSCRIPTIONS			30%	0.77		
International Level			33%	0.60		
Creation and submission of tentative lists or inventories of cultural and natural heritage to the UNESCO World Heritage Center in the last 5 years	Y	9	1	1	2013	UNESCO Phnom Penh
Inscription of cultural, natural or mixed heritage sites on the UNESCO World Heritage List (Number of inscriptions)	Y	2	1	1	2013	UNESCO Phnom Penh
Inscription of an element on the UNESCO's Representative List of the Intangible Cultural Heritage of Humanity (Number of inscriptions)	Y	2	1	1	2013	UNESCO Phnom Penh
Inscription of an element on the UNESCO List of Intangible Cultural Heritage in Need of Urgent Safeguarding (Number of inscriptions)	N	0	1	0	2013	UNESCO Phnom Penh
Programmes or projects selected as best safeguarding practices by the Intergovernmental Committee of the 2003 Convention for the Safeguarding of Intangible Cultural Heritage (Number of programmes or projects)	N	0	1	0	2013	UNESCO Phnom Penh
National Level			67%	0.86		
Existence of a national natural and cultural heritage registry or list (Number of items inventoried)	Y	3490	1	1	2013	UNESCO Phnom Penh; Ministry of Culture and Fine Arts
The national natural and cultural heritage registry or list has been updated at least once in the last 5 years (Date of the last update)	Y	April 2012	1	1	2013	UNESCO Phnom Penh
Existence of intangible heritage inventories at the national or sub-national level (Number of items inventoried)	Y	146	1	1	2013	UNESCO Phnom Penh; Ministry of Culture and Fine Arts
At least one of the intangible heritage inventories existing at the national or sub-national level has been updated in the last 5 years	Y	Nov-11	1	1	2013	UNESCO Phnom Penh

(Date of the last update)						
Existence of a list or inventory of protected cultural property including movable heritage (Number of items inventoried)	Y	at least 33104	1	1	2013	UNESCO Phnom Penh; Ministry of Culture and Fine Arts
The national list or inventory of protected cultural property including movable heritage has been updated at least once in the last 5 years (Date of the last update)	Y	2013	1	1	2013	UNESCO Phnom Penh
Existence of a database of cultural objects stolen from a museum, religious institution or public monument	N		1	0	2013	UNESCO Phnom Penh
2. PROTECTION, SAFEGUARDING AND MANAGEMENT			40%	0.86		
Conservation, Valorization and Management			33%	0.92		
Dedicated annual budget at the national level for the identification, protection, safeguarding, conservation and management of natural, tangible and intangible cultural heritage (Amount)	Y	32 494 400 000 KHR = 8 123 600 \$	1	1	2013	UNESCO Phnom Penh; Ministry of Culture and Fine Arts
Specific legislations/policies/measures for conserving and promoting inventoried cultural and natural heritage adopted in the last 5 years (Date(s) of adoption)	Y	2012	1	1	2013	UNESCO Phnom Penh
Specific legislation/ policies/ measures for safeguarding inventoried intangible heritage adopted in the last 5 years (Date(s) of adoption)	Y	2012	1	1	2013	UNESCO Phnom Penh
National legislation/policies/measures regulating archaeological excavation adopted: for example supervision of archaeological excavations, in situ preservation, reservation of areas for future archaeological research (Date of adoption)	Y	2012	1	1	2013	UNESCO Phnom Penh
Measures for preventing the illicit trafficking of protected cultural property adopted: for example measures to control the export of cultural property - such as certificates authorizing the export cultural property; measures to control the acquisition of cultural property -sucha as mechanisms to	Y	2010	1	1	2013	UNESCO Phnom Penh

prevent museums, cultural dealers and similar institutions from acquiring cultural property exported illegally, etc. (Date(s) of adoption)						
Existence of specialized units in the police and customs forces for the fight against the illicit trafficking of cultural objects and movable heritage	Y		1	1	2013	UNESCO Phnom Penh
Existence of museums holding permanent collections of 'movable heritage' (Number of museums)	Y	7	1	1	2013	UNESCO Phnom Penh; Ministry of Culture and Fine Arts
Management plan(s) elaborated or updated in the last 3 years for registered heritage sites at the sub-national, national or international level (Date(s) of publication)	Y	Angkor = Jan 2014 Preah Vehear = Jan 2010	1	1	2013	UNESCO Phnom Penh
Existence of Disaster Risk Management (DRM) plan(s) for major heritage sites in cases of hazard and vulnerability (Date(s) of publication)	Y	Angkor = 2013 Preah Vehear = 2010	1	1	2013	UNESCO Phnom Penh
Existence of documentation centres for natural, tangible or intangible cultural heritage (Number)	Y	at least 3	1	1	2013	UNESCO Phnom Penh; Ministry of Culture and Fine Arts
At least one scientific study identifying actions to address the dangers threatening natural, tangible or intangible cultural heritage conducted in the last 2 years	Y		1	1	2013	UNESCO Phnom Penh
Explicit reference to the role of cultural heritage for development integrated into the current national development plans (Date of the plan)	N	n/a	1	0	2013	UNESCO Phnom Penh
Knowledge and Capacity-Building			33%	1.00		
Existence of operational national centre(s) for capacity-building in heritage related areas and addressed to heritage professionals (Number of centres)	Y	at least 2	1	1	2013	UNESCO Phnom Penh; Ministry of Culture and Fine Arts

Existence of capacity-building and training programme(s) implemented in the last 3 years, to increase heritage site management staff's expertise in protection and conservation of tangible heritage (Number of programmes)	Y	at least 3	1	1	2013	UNESCO Phnom Penh; Ministry of Culture and Fine Arts
Existence of capacity-building and training programme(s), implemented in the last 3 years, to increase expertise in safeguarding and transmission of intangible cultural heritage by local communities (Number of programmes)	Y	at least 3	1	1	2013	UNESCO Phnom Penh
Existence of specific capacity-building and training programme(s), implemented in the last 3 years, for the armed forces on the protection of cultural property in the event of armed conflict. (Number of programmes)	Y	at least 2	1	1	2013	UNESCO Phnom Penh
Existence of capacity-building and training programme(s), implemented in the last 3 years, to increase expertise in the fight against the illicit trafficking of cultural property involving police forces, customs, museum staff, and governmental representatives (Number of programmes)	Y	at least 3	1	1	2013	UNESCO Phnom Penh
Community Involvement			33%	0.67		
Evidence of community involvement during the decision-making process of identifying tangible heritage elements and registering them.	Y		1	1	2013	UNESCO Phnom Penh
Evidence of community involvement during the decision-making process of labelling intangible heritage elements and inventoring them	Y		1	1	2013	UNESCO Phnom Penh
Measures and practices to strengthen the role of communities in the protection of cultural heritage and the fight against the illicit trafficking of cultural objects implemented in the last 2 years.	N		1	0	2013	UNESCO Phnom Penh
Existence of heritage site management committees with local community representation	Y		1	1	2013	UNESCO Phnom Penh
Measures and practices to involve minorities and/or indigenous peoples in heritage protection, conservation, safeguarding and	N		1	0	2013	UNESCO Phnom Penh

transmission implemented in the last 2 years						
Measures taken to respect customary practices governing access to specific aspects of intangible cultural heritage implemented in the last 2 years	Y		1	1	2013	UNESCO Phnom Penh
3. TRANSMISSION AND MOBILIZATION OF SUPPORT			30%	0.45		
Raising Awareness and Education			60%	0.75		
World Heritage sites and major national cultural heritage sites inscribed in national registries are clearly identified for visitors to recognize their status as heritage sites	Y		1	1	2013	UNESCO Phnom Penh
Existence of visitor interpretation centres or services for the transmission and presentation of cultural and/or natural heritage to the general public at the 3 most visited sites.	Y		1	1	2013	UNESCO Phnom Penh
Existence of community centres and associations created and managed by communities themselves intended to support the transmission of intangible cultural heritage and inform the general public about its importance for those communities.	Y		1	1	2013	UNESCO Phnom Penh
Existence of differential pricing for local visitors at heritage sites	Y		1	1	2013	UNESCO Phnom Penh
National educational and information programmes on cultural and natural heritage implemented in the last 2 years, informing the general public of the dangers threatening their heritage (including the illicit trafficking of cultural objects)	Y		1	1	2013	UNESCO Phnom Penh
Capacity-building and training activities intended to increase heritage expertise amongst teachers and educators implemented in the last 2 years (Number of programmes)	N	n/a	1	0	2013	UNESCO Phnom Penh
School programmes to raise awareness and promote all forms of cultural heritage among youth implemented in the last 2 years	N	n/a	1	0	2013	UNESCO Phnom Penh

(Number of programmes)						
Media campaign intended to raise awareness of heritage among the general public launched in the last 2 years	Y		1	1	2013	UNESCO Phnom Penh
Stimulating Support			40%	0.00		
Specific measures to involve civil society and/or private sector in heritage protection, conservation, and transmission implemented in the last 2 years (Date of adoption)	N	n/a	1	0	2013	UNESCO Phnom Penh
Existences of formal agreements with tour operators for the protection, conservation and transmission of heritage sites	N		1	0	2013	UNESCO Phnom Penh
Existence of private foundations or associations working for heritage advocacy and funding protection initiatives	N		1	0	2013	UNESCO Phnom Penh
TOTAL	0.71					

3 THE USE OF THE CDIS FOR ADVOCACY, POLICY-MAKING AND OTHER DEVELOPMENT PURPOSES

Throughout the CDIS implementation process in Cambodia, including workshops and subsequent advocacy meetings, the Indicator Suite has contributed to **expand the understanding of culture at the national level as to include the cultural industries** and it has been a **valuable tool to raise awareness about the relations between culture and development** among relevant stakeholders. For the very first time in the country, the presented indicators showed the economic contribution of cultural activities to the national wealth, while at the same time going beyond economics by showing how culture and other fields of social and human development are related.

The CDIS has both generated new data in Cambodia and given exposure to already collected data but not yet used by stakeholders in the culture sector, and in so doing it has shed light on the system and quality of cultural statistics in the country. For example, indicators on the governance of culture allowed having a comprehensive overview of the strengths and weaknesses of the legislative and institutional framework for the first time. Overall, the majority of data and results of the CDIS were new to the audience. Moreover, already existing data were given visibility. Whereas the NIS was holding data relevant to the economy of culture, these data had never been used before to account for the contribution of cultural activities to national GDP or employment in culture. Likewise, the cultural statistics produced by the Ministry of Culture and Fine Arts would have stayed within the Ministry if CDIS had not given them exposure by using them to build indicators and by showing their purpose for policy-making. During this exercise, strengths and weaknesses in national cultural statistics could

be identified and the Indicator Suite's methodology allowed to have a first, though incomplete, picture of the state of affairs in the culture sector in Cambodia.

Another positive outcome of the CDIS in Cambodia was the **promotion of inter-institutional dialogue between the NIS and the Ministry of Culture**. During the advocacy meetings that followed the final CDIS workshop, the two stakeholders have shown an actual interest to cooperate to have more regular data (based on the evidence that data on culture was often lacking or of low quality). The NIS suggested to set up a partnership in the form of a committee or working group within either the Ministry of Culture or the same NIS in order to work on data collection, improve cultural statistics and solve possible gaps. This partnership, which would include members from the NIS, MoCFA and APSARA Authority, is in the interest of improved cultural statistics in Cambodia and of the culture sector in general.

Finally, the **Indicator Suite has provided new evidence to inform the national Cultural Policy as this is in the process of being formulated**. Several of the Indicator Suite's findings give the cultural policy draft solid bases by means of quantitative and qualitative data, thus reinforcing previous efforts and identifying priorities. The UNESCO team also used the CDIS for advocacy and awareness of stakeholders. Key CDIS findings were presented to the Council for the Development of Cambodia (CDC), who showed an interest to look into the upcoming cultural policy draft and into the possible linkages to overall development strategies (CDC is the main actor behind Cambodia's National Strategic Development Plan). The Ministry of Culture and Fine Arts has also manifested the interest to continue working with the CDIS in cooperation with UNESCO, using the methodology to monitor progress/changes and to better fit the Cambodian reality. Overall, while future developments such as the evolution of partnerships and monitoring progress remain yet to become a concrete reality, the Indicator Suite has at least triggered public interest in culture (in its broadest meaning) and in its relationship to development in Cambodia.

ANNEX

Table 1: Added Value of Cultural Activities to GDP, ISIC Rev.4, 2011

ISIC Rev.4		Annual Sales	Annual Expenses	Annual Profit and loss (added value)
3211	Manufacture of jewellery and related articles	22,599,967	17,799,147	4,800,820
3220	Manufacture of musical instruments	17,744	12,490	5,254
4761	Retail sale of books, newspapers and stationary in specialized stores	11,670,979	8,501,752	3,169,227
4762	Retail sale of music and video recordings in specialized stores	1,126,327	835,683	290,645
5811	Book publishing	2,902,679	2,223,382	679,297
5813	Publishing of newspapers, journals and periodicals	1,908,732	2,339,108	(430,376)
5819	Other publishing activities	4,036,301	3,285,562	750,739
5911	Motion picture, video and television programme production activities	683,983	579,141	104,842
5912	Motion picture, video and television programme post-production activities	41,760	28,440	13,320
5913	Motion picture, video and television programme distribution activities	104,459	82,830	21,629
5914	Motion picture projection activities	308,949	114,302	194,647
5920	Sound recording and music publishing activities	213,296	103,406	109,890
6010	Radio broadcasting	6,007,569	5,585,522	422,047
6020	Television programming and broadcasting activities	14,696,530	12,119,770	2,576,760
6391	News agency activities	99,600	81,600	18,000
7110	Architectural and engineering activities and related technical consultancy	2,654,576	2,408,438	246,138
7220	Research and experimental development on social sciences and humanities	.	.	.
7310	Advertising	1,342,258	1,355,023	(12,765)
7410	Specialized design activities	442,013	369,661	72,353
7420	Photographic activities	6,816,405	4,649,832	2,166,572
7722	Renting of video tapes and disks	2,255,604	1,447,215	808,389
8542	Cultural education	608,860	517,941	90,919
9000	Creative, arts and entertainment activities	25,661,896	18,576,697	7,085,199
9101	Library and archives activities	78,450	66,920	11,530
9102	Museums activities and operation of historical sites and buildings	1,114,035	903,144	210,891
9103	Botanical and zoological gardens and nature reserves activities	1,202,476	823,455	379,021
1811	Printing	10,278,113	6,799,258	3,478,855
1812	Service activities related to printing	1,543,340	1,131,813	411,527
1820	Reproduction of recorded media	12,000	7,200	4,800
2640	Manufacture of consumer electronics	.	.	.
4742	Retail sale of audio and video equipment in specialized stores	38,769,505	32,056,244	6,713,261
5820	Software publishing	.	.	.
6110	Wired telecommunications activities	16,488,715	5,202,670	11,286,045
6120	Wireless telecommunications activities	501,546,140	521,370,162	(19,824,022)
6130	Satellite telecommunications activities	3,163,783	3,020,083	143,700
6312	Web Portals	148,324	127,270	21,053
	Total	680,545,367	654,525,161	26,020,207
		Total sales	Total expenses	Total added value
		12,678,385,624	10,978,911,872	1,699,473,752

Table 3: Employment in culture, ISIC Rev.4, 2011

ISIC Rev.4				
Four digits	Activity class (Central cultural activities)	Both sexes	Male	Female
3211	Manufacture of jewellery and related articles	3,555	2,516	1,039
3220	Manufacture of music instruments	13	12	1
4761	Retail sale of books, newspapers and stationary in specialized stores	2,080	680	1,400
4762	Retail sale of music and video recordings in specialized stores	252	101	151
5811	Book publishing	933	529	404
5813	Publishing of newspapers, journals and periodicals	368	265	103
5819	Other publishing activities	968	743	225
5911	Motion picture, video and television programme production activities	86	60	26
5912	Motion picture, video and television programme post-production	12	11	1
5913	Motion picture video and television programme distribution activities	41	20	21
5914	Motion picture projection activities	73	46	27
5920	Sound recording and music publishing activities	88	69	19
6010	Radio broadcasting	994	635	359
6020	Television programming and broadcasting activities	752	577	175
6391	News agency activities	42	33	9
7110	Architectural and engineering activities and related technical	117	76	41
7220	Research and experimental development on social sciences and	N/A	N/A	N/A
7310	Advertising	160	87	73
7410	Specialized design activities	49	40	9
7420	Photographic activities	2,275	1,346	929
7722	Renting of video tapes and disks	1,049	420	629
8542	Cultural education	547	94	453
9000	Creative, arts and entertainment activities	9,714	4,357	5,357
9101	Library and archives activities	22	8	14
9102	Museums activities and operation of historical sites and buildings	380	365	15
9103	Botanical and zoological gardens and nature reserves activities	125	85	40
	Subtotal central activities	24,695	13,175	11,520
Four digits	Activity class (Equipment and support materials)			
1811	Printing	3,399	1,584	1,815
1812	Services activities related to printing	454	294	160
1820	Reproduction of recorded media	4	2	2
2640	Manufacture of consumer electronics	N/A	N/A	N/A
4742	Retail sale of audio and video equipment in specialized stores	2,577	1,328	1,249
5820	Software publishing	N/A	N/A	N/A
6110	Wired telecommunications activities	107	86	21
6120	Wireless telecommunications activities	10,145	7,659	2,486
6130	Satellite telecommunications activities	37	28	9
6312	Web portals	35	23	12
	Subtotal equipment/supporting	16,758	11,004	5,754
	TOTAL	41,453	24,179	17,274
	%		58.33%	41.67%

Table 13: Training of professionals in the cultural sector

Tertiary Education		
Field	Public Institutions	Programmes
Heritage	RUFA (Royal University of Fine Arts)	Archaeology, architecture
	RUPP (Royal University of Phnom Penh)	History, Khmer literature
	Meanchey University	History
Music & Perform	RUFA	Music, Dancing & Ballet
Visual and Applied Arts	RUFA	Interior design, painting, drawing, modern sculpture,
Cultural management	N/A	N/A
Film and Image	RUPP	Media and communication (Journalism)
Technical and vocational Education		
Field	Public Institutions/NGOs	Programmes
Heritage	N/A	N/A
Music & Performing Arts	Cambodian Living Arts (NGO)	Cambodian performing arts (dance, music, singing, opera, shadow puppetry)
Visual and Applied Arts	Preah Vihea-Yalay Provincial Training Center	Wooden Sculpture
	Preah Kossomak Polytechnic Institute (PPI)	Graphic Design
	Cambodia-India Entrepreneurship Development C	Graphic Design
	Pursat Provincial Training Center	Graphic Design
	Banteay Meanchey Provincial Training Center	Graphic Design, flower decoration
	Prey Konkla VTC (Battambang Province)	Graphic Design
	Kratie Provincial Training Center	Graphic Design
	Rattanakiri Provincial Training Center	Graphic Design
	Kampong Speu Provincial Training Center	Graphic Design
	National Technical Training Institute (NTTI)	Textiles
	National Silk Center (Siem Reap Province)	Textiles
	Moldulkiri Provincial Training Center	Textiles
	Takeo Provincial Training Center	Textiles
	National Polytechnic Institute of Cambodia (NPIC)	Food creation
	Siem Reap Provincial Training Center	Food creation
National Polytechnic Institute of Cambodia (NPIC)	Publishing	
Cambodia-India Entrepreneurship Development C	Publishing	
Cultural management	N/A	N/A
Film and Image	CFC (Cambodian Film Commission (NGO)	Film Lab and Training Programme (Contents vary over the years and focus on the different film production phases)

Table 18: TVK Broadcasting programme schedule, 11-17 February 2013

Time M to F Date	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Time Sat to Sun Date
	11 Feb 2013	12 Feb 2013	13 Feb 2013	14 Feb 2013	15 Feb 2013	16 Feb 2013	17 Feb 2013	
06.15	Picture + music	Picture + music	Picture + music	Picture + music	Picture + music	Picture + music	Picture + music	05.45
							Program Opening	06.00
						Music Exercise	Music Exercise	06.02
06.27	Program Opening	Program Opening	Program Opening	Program Opening	Program Opening	Agriculture Program		06.18
							Kids Cartoon "Chop Pi"	06.30
06.30	Morning News	Morning News	Morning News	Morning News	Morning News	National Community News	Morning News	06.40
06.40						National Anthem	National Anthem	07.00
07.00						Good Morning Program	Good Morning Program	07.02
08.00	National Community News	National Community News	National Community News	National Community News	National Community News	You and Me Program	TVK in French Language	08.30
							ASEAN News	09.00
							Military News	09.20
08.20	Weekly National News	VOA English Studies	Smart Kids Program	Natural Voice Program	Smart Kids Program	Natural Voice Program DV	Japanese Education and Technology	09.30
08.30						Japanese Education and Technology		09.50
							National Job agent and career	10.00
08.40	Good City, Safe Traffic	Good City, Safe Traffic		National Job agent and career		Chinese Serial "Yuverchouk Chet Deak"		10.10
							Smart Kids	10.20
09.00	In the rice filed with farmers	Natural Voice Program	Cambodia Red Cross Program	French documentary	National Job agent and career	Environmental Discussion Dialog	Chinese Serial "Yuverchouk Chet Deak"	11.00
09.15		Cambodia Red Cross Program				News	News	12.00
09.20					French documentary	News in English Language		13.30

09.30			True Career Program			Chinese Serial "Kamhourng Pi Phovp Kun"	Chinese Serial "Kamhourng Pi Phovp Kun"	14.00
09.45	Chinese Serial "Yuverchoung Chet Deak"	Chinese Serial "Yuverchoung Chet Deak"	Chinese Serial "Yuverchoung Chet Deak"	Chinese Serial "Yuverchoung Chet Deak"	Chinese Serial "Yuverchoung Chet Deak"	Life and Music Program	Documentary "Once River for all"	15.00
09.50						Chinese Serial "Nak Brodal"	Chinese Serial "Nak Brodal"	16.00
10.30	Education Serial by CHASE nonprofit organization "Chock Krong Boeng Phock"	Education Serial by CHASE nonprofit organization "Chock Krong Boeng Phock"	Education Serial by CHASE nonprofit organization "Chock Krong Boeng Phock"	Education Serial by CHASE nonprofit organization "Chock Krong Boeng Phock"	Education Serial by CHASE nonprofit organization "Chock Krong Boeng Phock"	National Anthem	National Anthem	17.00
11.30	Kids Serial "Vireak Neary Anema"	Kids Serial "Vireak Neary Anema"	Kids Movie "Vireak Neary Anema"	Khmer Children Music	Kids Serial "Vireak Neary Anema"	Cambodia Red Cross Program	Knowledge on Laws and Discussion Dialog	17.02
12.00	News	News	News	News	News	VOA English Studies	Khmer Movie "Back Sey Cham Krong"	18.00
13.30	Buddhist Education	News in English Language	News in English Language	News in English Language	News in English Language	Education Serial by Women Media Centre "Chon Ron Kros"		18.20
14.00	Chinese Serial "Kamhourng Pi Phovp Kun"	Chinese Serial "Kamhourng Pi Phovp Kun"	Chinese Serial "Kamhourng Pi Phovp Kun"	Chinese Serial "Kamhourng Pi Phovp Kun"	Chinese Serial "Kamhourng Pi Phovp Kun"	News	News	19.00
15.00	Cambodia Red Cross program	TVK in French Language	Agriculture Program	Environmental Discussion Dialog	Buddhist Education connected to society	Tourism and Development	Good City, Safe traffic	20.00
15.30	You and Me Program	Education Serial by Women Media Centre "Chon Ron Kros"	Life and Music Program			Bassac Theater "Er Na Bosabar"	Life and Music Program	20.30
16.00				Natural Voice Program	Chinese Movie "Nak Brodal"	National Community News	Weekly News Contents	21.30
16.30	Buddhist Education connected to society	In the rice filed with farmers	Buddhist Education connected to society	Buddhist Education connected to society		ASEAN News		21.50
17.00	Japanese Education and Technology	Smart Kids	Japanese Education and Technology	Japanese Education and Technology	Japanese Education and Technology	Chinese Serial "Thiang Ti Pram Pi"	Cha Pei Doun Veng Show (Khmer Guitar)	22.00
17.30			Natural Voice Program	VOA English Studies		Program Closed	Program Closed	23.00
18.00	Kids Serial "Tryston and Esell"	Japanese Education and Technology	Kids Serial "Tryston and Esell"	Kids Serial "Tryston and Esell"	Kids Serial "Tryston and Esell"			

19.00	News	News	News	News	News			
20.00	King Sihanouk Movie "Cha Ya Lor Angkor"	Korean Serial "Orti Reacheny Chet Den"	Korean Serial "Orti Reacheny Chet Den"	You and Me Program	Environmental Discussion Dialog			
21.00	National Community News	National Community News	National Community News		National Community News			
21.20				National Community News				
21.30	One Corner News	Safety for Society	News in English Language		Safety for Society			
21.40	News in English Language							
21.50		News in English Language		News in English Language	News in English Language			
22.00	Chinese Serial "Thiang Ti Pram Pi"	Chinese Serial "Thiang Ti Pram Pi"	Chinese Serial "Thiang Ti Pram Pi"	Chinese Serial "Thiang Ti Pram Pi"	Chinese Serial "Thiang Ti Pram Pi"			
23.00	Program Closed	Program Closed	Program Closed	Program Closed	Program Closed			Total hour per week
Total hour	5h15m=315m 1h=60m	5h15m=215m 1h30m=90m	5h15m=315m 1h30m=90m	3h45m=225m 1h30m=90m	4h45m=285m 1h=60m	3h50m=230m 2h40m=160m	3h=120m 2h20m=140m	30h05m=1,805m 11h30m=690m 41h35m=2495m