Doing Research in Cambodia:
Making Models that Build Capacity

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Principal Investigator	POU Sovachana
Co-principal Investigator	SOK Serey (left the team October 2015)
Associate Researcher	Courtney WORK
Associate Researcher	Alice BEBAN
Associate Researcher	Kevin NAUEN
Research Assistant	KHOUN Theara

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The Cambodian Institute for Cooperation and Peace (CICP) is an independent, neutral, and non-partisan research institute based in Phnom Penh, Cambodia. Since its formation in 1994 as an independent, non-governmental organization in Phnom-Penh, CICP has been conducting research, organizing forums, and developing strategies in regional integration and economic development. CICP's mission is take part in the building of Cambodia and the region through strategic thinking.

The aim of CICP is to cultivate broader interests concerning the development of Cambodia and to promote wider attention among a vast community of scholars to engage in research within the fields of social science, diplomacy, history, and socio-economics in order to better understand the current and future prospects of Cambodia, Southeast Asia and Asia as a whole.

Ultimately, CICP seeks to offer insightful analysis and critical investigations— under a careful academic lens — in order to enhance public perspectives about socio-economic as well as political and security challenges about Cambodia, and Southeast Asia. Today, CICP has become an active member of various regional "Think Tanks" in terms of international cooperation, regional security, and economic integration.

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GDN is a network of networks across the various continents. It connects researchers globally. It partners with universities, research institutions, international and local NGOs and donor institutions willing to promote research capacity building. GDN supports and manages research projects aimed at improving the stock and quality of policy-relevant research in developing and transition countries.

Building research capacity is a long-term, multi-fold process. In order to accomplish its mission, GDN supports research programs aimed at producing policy-relevant and high-quality research outputs finding their ways into published articles, discussion papers, seminars, workshops, or media as well as policy debates and policy-making processes.

GDN's Annual Global Development Conference is held every year in a different region and on a different main theme. This global annual provides developing country researchers with a unique opportunity to interact with their peers and with the most-renowned researchers in a global setting highly conducive to academic and policy exchanges.

The Research Team

Pou Sovachana is the Deputy Director of Research and publication at the Cambodian Institute for Cooperation and Peace (CICP). He holds an MA in Curriculum and Instruction and an Advanced TESOL (Teacher of English to Speakers of Other Languages) degree from Portland, Oregon, USA. He taught Ethics and Political Science at Paññāsāstra University of Cambodia from 2009-2013. He is the author of the books 'The Voices of Change in Cambodia' and 'Human Security and Land Rights in Cambodia' with Alice Beban (CICP, 2015). He also published various book chapters and articles concerning the development of Cambodia in the field of education and human security. His research interest includes human capital development, human security, social cultural community building, and political security of Southeast Asia.

Sok Serey is a full-time lecturer at the Royal University of Phnom Penh. He was a Visiting Professor at the Center for Studies in Demography and Ecology, University of Washington, Seattle, USA and will be a Vising Scholar at Central European University, Budapest, Hungary. He was involved in several quantitative researches as well and worked to provide technical advice and support for various national and international NGOs. Now, he is an SPSS and research support consultant at Sahmakum Teang Tnaut (STT) and also provides many consultancies for government agencies and NGOs. He is now leading several research projects including: 'Chinese agricultural investment in Cambodia: opportunities and challenges for poverty reduction' funded by Oxfam Hong Kong; 'Livelihood development and public participation in fishery management in the Lower Mekong Basin: a comparative study among ethnic minorities in Cambodia and Lao PDR' funded by Water, Land and Ecosystem (WLE): 'Tools for the Sustainable Development and Management of Transboundary Mekong Water and its Resource in Cambodia and Lao' funded by UNESCO/KEIZO OBUCHI Research Fellowship. Sok Serey earned his PhD from Hong Kong Baptist University (Hong Kong) in 2013. Note: Dr. Sok Serey resigned from his role as a co-principal investigator in October 2015 due to current work and family responsibilities.

Courtney Work is a Senior Research Fellow at the Cambodian Institute for Cooperation and Peace (CICP) since January 2014. She is also a Postdoc Fellow and Senior Researcher for the MOSAIC project, administered through the Regional Center for Sustainable Development (RCSD) at Cheang Mai University, Thailand, and through the Institute for Social Studies at Erasmus University, the Hague. She completed her PhD at Cornell University in 2014, where she taught the following courses: Anthropology of Religion, Anthropology of Development, and Academic Writing from 2007-14. She has published articles in peer-reviewed journals in the fields of Southeast Asian Studies, Religion, and Development and has two book chapters and conference proceedings awaiting publication. Her research interests include the Anthropology of Religion, Development, and the Environment; the History of Southeast Asian political formations; Contemporary Political Economy; and the study of regional flows of people and power in Southeast Asia.

Alice Beban started traveling and working in Cambodia in 2005, and has conducted research in Cambodia on organic agriculture development projects, local level responses to

land appropriation, and land reform. Her Master's Degree in International Development Studies is from the Massey University in New Zealand. She is currently a PhD Candidate at Cornell University in New York, in the Department of Development Sociology. Her PhD looks at the implications of land reform for men and women in rural Cambodia. She has conducted research with the Cambodian Institute for Cooperation and Peace on a JICA-funded project on perceptions of human security; and on a UK Foreign Office-funded project on Human Security and Land Rights. She has also spent several years working in other countries in Asia, and as a researcher and project officer for a development NGO in New Zealand, conducting research on social and environmental justice issues in the Pacific and Asia.

Kevin Nauen is an Associate Professor of Social Sciences and International Relations at Pannasastra University of Cambodia. He has an MA in Ideology and Discourse Analysis from the University of Essex, and has taught at State University of New York at Binghamton and Northern Arizona University. At PUC he specializes in courses on Human Rights, United Nations, Democratization, Globalization and Political Theory. He is also Senior Research Fellow at CICP where he contributes to projects on Responsibility to Protect and Security Sector Reform. His current research centers on social accountability and democratic ownership of development programming.

Theara Khoun is a Research Fellow at the Cambodian Institute for Cooperation and Peace (CICP) and is currently pursuing his Master's Degree of Public Policy at the Australian National University, Australia. He earned his BA in International Studies and graduated with honors from the Department of International Studies, Royal University of Phnom Penh (RUPP) and he graduated in Law from the University of Cambodia (UC) in 2012. Over the past four years, KHOUN had been employed as a Foreign Affairs and Political Reporter for the Voice of America (VOA) Khmer Service, and most recently he was appointed a Political Research Officer for the Australian Embassy in Cambodia. He has authored and co-authored of several books, journal articles, working papers and online publications concerning the over-arching issues of transitional justice, Khmer Rouge genocide, media landscape and reform, regional security, political and economic development, and power relations.

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List of Acronyms

ACC	Accreditation Committee of Cambodia
ASEAN	Association of South East Asian Nations
BA	Bachelor of Arts
CCHR	Cambodian Centre for Human Rights
CDRI	Cambodian Development Research Institute
CICP	Cambodian Institute for Cooperation and Peace
CKS	Center for Khmer Studies
CSO	Civil Society Organization
DBA	Doctor of Business Administration
DK	Democratic Kampuchea
HE	Higher Education
HEI	Higher Education Institutions
HEQIP	Higher Education Quality Improvement Project
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant of Economic Social and Cultural Rights
IFL	Institute of Foreign Languages
MA	Master of Arts
MCU	Mean Chey University
MEF	Ministry of Economy and Finance
MoEYS	Ministry of Education Youth and Sport
MoLVT	Ministry of Labor and Vocational Training
MoP	Ministry of Planning
NGO	Non-Governmental Organization
NSDP	National Strategic Development Plan
NUM	National University of Management
PAI	Public Administrative Institution
PUC	Pannasatra University of Cambodia
RUA	Royal University of Agriculture
RUFA	Royal University of Fine Arts
RUPP	Royal University of Phnom Penh
SPSS	Statistical Package for the Social Sciences
STEM	Science, Technology, Engineering and Mathematics
SRU	Svay Rieng University
UBB	University of Battambang
UC	University of Cambodia
UDHR	Universal Declaration of Human Rights
USEA	University of Southeast Asia
ZU	Zaman University Cambodia

Interview Coding Key:

Interviews all include an institution name (the universities, CSOs or public institutions included in the above list of acronyms), followed by their positions. For the detailed key see Annex 5.

Foreword

One of the most important methods to help the public understand the difference between rumors and facts, propaganda and hard data is to give them the ability to conduct valid research and to disseminate these scientific findings within the society. Shakespeare wrote; *"To thine own self be true"*. Following this line of thought, we need to know the truth about our society before we can truly know ourselves and our nation. After all, Cambodia is ranked very low in terms of innovation. According to a research project of Cornell University, INSEAD &WIPO in 2014, Cambodia ranks 106th out of 143 countries regarding levels of innovation. Moreover, the expenditure of the Cambodian government on research and development is minimal; 0.05% of the GDP was allocated to this cause between 2000 and 2010 (World Bank, 2013). The low levels of innovation is reflected in the low number of researcher in Cambodia. This number was determined to be 17 researchers per 1 million people between the year 2000 and 2010. Overall, Cambodian graduates lack technical skills and critical thinking and research at Cambodian universities remains mainly donor-driven (Kwok et al., 2010). Therefore, in order to act in our own best interest we need to gather reliable information from an independent media and the research community as the hallmarks of a society unafraid to face discomforting facts.

This research project explores research activities conducted by Higher Education Institutions (HEIS), Non-Governmental Organizations (NGOs) and Think Tanks, and investigates the individual and institutional factors that impact the culture of doing social science research in Cambodia today. This in-depth study pioneers novel approaches to research, including an 'action research' component that involved training young Cambodian students to assist in the research design and data collection, and the construction of a national interactive database and online community bringing together scholars to collaborate and share publications and research opportunities. We also draw on a mixed-methods approach including survey data, interviews and focus groups from multiple sources - HEIs, NGOs, Key Government Ministries, Think Tanks, major donor organizations –to illustrate the challenges and opportunities in Cambodia's unique research environment. Our results show that Cambodia's research environment is in transition. Most of the previous research on this topic utilizes exclusively qualitative methodologies, consisting mainly of case studies. This research project uses a mixed methods approach to access textured qualitative data and triangulate those findings with quantitative data analysis, allowing us to draw meaningful conclusions supported by a large body of data.

We proudly present this report of "Doing Research in Cambodia: Making Models that Build Capacity" with the hope that it will serve as a stepping stone and as a foundation for future generations of researchers in Cambodia. The length of the report is influenced by the decision to include in-depth respondent quotes which provide a concrete understanding of the current research environment, as well as recommendations for further research and policy initiatives. It is our hope that this research project will contribute to the Cambodian research environment in transition, including encouraging training, funding and networking opportunities among researchers, so that young people will not only think of research as a set of academic requirements, but rather as an opportunity for creative and independent thinking.

Acknowledgements

Executive Summary

"Research has a return effect on the society. Not only does the individual work on the project, we also have the record which is available to society. Each time another research project is done you can see how each works together and influences each other."

(Female student, Phnom Penh)

This quote is from an undergraduate student at the Institute of Foreign Languages at the Royal University of Phnom Penh. We use it to open our Executive Summary because it highlights a number of key findings of this report. The first is that students and researchers are very interested in research and have a clear understanding about the value of research. This fact, recorded throughout our interviews, focus group discussions, and survey instruments directly contradicts the sentiments expressed by administrators and ministry officials, which is that research has little value and students are not interested in research. This gap between young researchers and the older generation of administrators and policy makers suggests a research environment in transition. While social science research training, production and dissemination is still limited in Cambodia, this report takes account of donor driven programming but also details emerging research initiatives occurring from the grassroots.

Cambodian ministers and administrators are accustomed to an environment where research is undervalued, capacity is low, and privileged students are not interested in doing work. However, what we found on the ground is a group of vibrant and very interested students and researchers, and in some cases innovative department heads and rectors who are attempting to forge a space where research that is already valued can be conducted with integrity.

The opening quote points towards the importance of building on foundations that are already present. Our study reveals a growing number of educated and interested faculty members who are ready and willing to engage in research activities, but they are constrained by heavy workloads and institutional structures that are only just beginning to compensate and reward research activities. Our study also finds a vibrant research environment in the NGO/CSO sectors whose funded activities could serve as an arena for practical research training and capacity building. In this transitional environment, we identified many educated and able Cambodians ready to contribute to research efforts; the challenge is to connect them with opportunities for funding, collaboration and capacity building, and to minimize bureaucratic roadblocks.

The fact that this quote was spoken by a woman also speaks to the transitional nature of Cambodia's research environment. The composition of the participants in our study reveals a strong male bias, with one HEI offering zero female respondents to either interviews or surveys. Overall, both being male and holding an international degree, seem to be factors which confer professional status and recognition among Cambodian researchers. This bias

enables inequality regarding the access to senior administrative and faculty positions, and disregards the expertise offered by women and researchers educated in Cambodia. Student Focus Groups were more gender balanced and the young women involved were outspoken, having achieved recognition from both their institutions and their peers. Structural challenges arising from gender inequality remain a reality for female researchers, but the participation of women in research activities is on the rise and should be the focus of further research.

Other aspects of the research environment, however, are not transitioning. Among them is the problem of access to information. The opening quote of this chapter expresses the vital importance of having an effective means to make research available for others to access, reflecting a common frustration among researchers. The results of research findings are not meant to be private documents held behind the closed doors of government ministries or behind the "elite only" access system of academic journals. Research is a public activity and it is only through open access to available data that quality research can be produced anywhere.

In addition to a lack of quality research among researchers, quality research is lacking at the institutional level to evaluate policies and their effectiveness. We find no mechanisms directing research toward institutional self-evaluation in any of the detailed policies outlined by both MoEYS and those HEIs that have them. In certain cases, it is clear that existing policies lack implementation because of an insufficient capacity to execute them. Proper research into the realities on the ground can help to formulate policies that are attainable and decrease the negative effects of failure. In addition, policies based on critical research into capacities will result in better allocation of funds to reach desired outcomes.

The issue of research quality is especially important in the Cambodian context. Our study highlights three important elements that continue to hinder the emergence of quality research. The first of these is the short-term timeline of research initiatives typically funded by international donors. These projects can range from one month to five years and can over-emphasize donor concerns at the expense of researcher concerns and questions. A second obstacle in research instigated by donor organizations is the reliance on consultants to conduct research. Consultants generally have less personal investment in a given research project and are often not named on the report. This not only affects quality of research, but also obstructs avenues for domestic capacity building. The third obstacle is that the English language dominated research environment, which marginalizes many capable Cambodian researchers, can render dissemination of results to Cambodian communities ineffective when these are produced only in the English language.

Research dissemination and the research-policy connection are also limited. Our study reveals three effective methods for enhancing the interaction between research and policy. The first is advocacy and the public dissemination of policy inadequacies based on empirical and hard evidence gathered through primary source research. This is the NGO method. The second effective method is to befriend policy makers and provide them with research that is useful, but does not challenge their objectives. This is the Think Tank method. The third effective method is to ply policy makers with funding and also provide

them with research that does not challenge their objectives. This is the Donor method. Researchers at HEIs generally have very weak connections with policy makers. Social media is improving the ability for HEIs to disseminate research, and some researchers are publishing, or presenting their work, but the link with policy makers is still very limited.

Workshops are an excellent vehicle for getting research findings out to stakeholders and policy makers. For training and capacity building, however, they are not producing the desired results. While workshops may be cheaper and less labor intensive, they do not produce results because they lack the experiential process where learning actually happens. It is in the doing of research that capacity is built (CDRI:FD). Students are aware of this and clearly state that physical engagement in research is a "*transfer from the theoretical to the practical*" (SRU:SRT).

Our action research approach to training young Cambodian researchers confirms this. Providing avenues for students to undertake the research for this project revealed that encouraging young people's active participation in research activities can help to build the next generation of researchers. As one group of students in a roundtable discussion told us; "*After joining the round table discussion, it encourages students to be more willing to conduct research*" (SRU:SRT).

Our Key Findings are as follows:

Research as Process: Our intimate qualitative research method allowed our research team to be active participants in the creative emergence a vibrant research environment. Fomenting this process requires furthering the collaboration between the key actors in the research community.

Environment in Transition: Through intimate discussions with students and researchers we discovered that contrary to the assessment of administrators, they were very interested in research. This suggests that things are changing from the bottom up. Nevertheless, increasing the tolerance for diversity of views in the public space and improving responsiveness of policy-makers, the utility of research will continue to be in question by civil society actors, academics, and the youth.

Cambodian Institutions have 'Research Hungry' Instructors: Part of the transition we see is in the diverse makeup of contemporary educators. More externally educated Cambodians are returning with advanced degrees and more private institutions have money to hire well-educated faculty from abroad. These people want to do research.

Gender Imbalance: Our research revealed a powerful gender imbalance. The large number of female students currently enrolled have few mentors or role models.

Donor Objectives Inhibit Research: Short term projects with specific objectives inhibit investigative research. In addition, research consultants have a negative effect on the local research environment. Donors must find ways to meaningfully actualize their own rhetoric regarding the transition from emphasis on outputs to prioritizing outcomes, and in accepting a greater degree of local ownership regarding development programming.

Workshops Disseminate data, but do not Build Capacity: Workshops are an excellent vehicle for getting research findings out to stakeholders and policy makers. For training and capacity building, however, they are not producing the desired results. Action research with practical application and an experience of outcomes related to specific research projects are needed to redress the deficiency.

The government does not share the same Research Objectives as Researchers and Students: Government (and donor) sponsored research shows a strong preference for business and agriculture related research. Students and researchers show interest in the social improvement aspects of research. There is a lack of centralized commitment to develop strong standards for research that are compulsory for HEIs and that reflects a long-term view of research development.

HEI / CSO Collaborations Suggested by both sides: There is often a traditional gap between applied research, as practiced by CSOs, and academic research coming out of universities. In Cambodia, however, both NGO and academic researcher are amenable to pooling their collective limited resources in order to build research capacity in Cambodia.

Funding and Capacity Problems are nuanced: The lack of funds for research activities was a consistent theme in our interviews. However, even when there are funds available, often research projects do not get executed. Our report discusses the many factors that contribute to this phenomenon. A bottom-up approach to assess the research capacity provides a voice to members in the research community, while the resulting dialogue sets a foundation for augmenting collaboration between its members. Empowerment follows from the manner in which seemingly objective obstacles are made relative and malleable when viewed from different perspectives of the various actors involved in the research community. To some extent, ingrained habits of blame and passivity limit proactive building of endogenous capacities at the national, institutional, and individual levels.

Policy Uptake rests on Research Dissemination: Our study reveals three effective methods for enhancing the interaction between research and policy: the NGO method, the Think Tank method, and the Donor method. Each effective and inadequate in their own ways.

Recommendations

All interview and survey participants were asked to give their recommendations for improving the research environment in Cambodia. Overall, the vast majority of recommendations can be separated into three categories:

Actions by the state. The state can play a role in the formulation of research standards, rankings, requirements for research production at university level, and research experience at primary and secondary school. In addition, they can provide greater financial resources through national funding competitions.

Actions by universities. Universities can incentivize research through professionalizing full-time research positions, funding, and they can encourage collaboration within and

between universities, and with NGOs, businesses and government agencies. Universities can provide more learning opportunities for researchers such as courses, conferences/seminars, help with research design and analysis and with English. They can formulate better policies for disseminating information related to their own activities.

Actions by NGOs. NGOs can provide improved training of staff in order to diminish reliance on external consultants. NGOs can improve the quality of their networks in order to achieve better results in policy uptake, more coordination with HEIs (turning competition for human resources into collaborative cultivation of human resources). NGOs should aim towards a reduction of donor driven definitions of research utility and improved collaboration with government agencies balanced with continued efforts to normalize critical analysis of political policy.

The following are our own recommendations based on the findings from our research.

Donor states and organizations

- Create long-term projects that can actually build capacity through consistency and development of key infrastructures. These projects must include salaries for local researchers and key mentorship positions.
- General sectoral support is needed, but to do so donors must improve coordination; donor activities can complement and build off one another across institutions to achieve long-term results despite short-term projects.
- Ensure that calls for proposals support mechanisms that promote more timely dissemination of sound research results prior to publication. There is a need for increased frequency and quality of engagements such as workshops bringing together academics, NGOs and policy makers.
- Ensure access to current academic journals. This could be achieved through direct funding for subscriptions as part of long-term capacity building, issuing a database subscription at the national level, for example that could be used by all universities. It could also be achieved through initiatives that pressure publishers to alter their subscription terms, by allowing well-endowed universities to 'share' subscriptions with universities in developing nations, for example, or providing 'free' subscriptions for universities in developing nations that can demonstrate strong research capacity.
- Fund post-graduate research posts at local universities or various NGO's. This would provide a tangible incentive to the most promising students and provide financial prospects after graduation.
- Provide adequate funding and mechanisms for research dissemination in the language of the host country. Dissemination must also reach policy makers in the host country.

Ministry of Education Youth and Sport (MoEYS)

- Institute policies that confirm professorial ranking and commensurate salary packages for advanced scholars to incentivize research. There should be a clear commitment to develop a research policy with strong standards set out by central authorities, including a comprehensive list of targets and indicators by which to assess HEIs.

- Procure funds and manage their distribution in support of research and capacity development in universities. Initial funding must specifically address four current challenges: 1) Institutional capacity to manage research funds 2) Researcher capacity to design and implement research projects 3) Excessively difficult funding procurement forms 4) Effective dissemination of research findings. These challenges can be addressed through a focus on mentorship initiatives that allow seasoned researchers and institutions to collaborate with less developed institutions, promoting collaboration between public and private institutions.
- Research policy development is lacking in two key areas. 1) Include self-evaluation and research into ministry practices as part of research policy development. 2) Include social and self-improvement initiatives as part of the policy language. This latter issue is reported by students to be the most important aspects of research, yet it is missing from ministry policy, which directs attention to solely economic concerns.
- For cost-effective research capacity building MoEYS can formalize NGO internship initiatives for university students to provide them with practical research experience. Such an initiative will increase both research capacity and research quality in Cambodia.

Other Line Ministries
- Make your data available for public use. Government bodies, CSO advocacy, academics, and commercial researchers have all indicated significant problems stemming from a lack of information from government (either because state agents do not have it or because they are not willing to provide it), as well as difficulties accessing information from private businesses
- Publish research findings on your websites. The failure to develop practices of responsiveness including providing information on ministry activities or the results of ministry research upon request, is a fundamental obstacle to both data collection and policy uptake, and more collaboration between HEIs, CSOs and state agencies in research production could improve links to policy making.

Higher Education Institutions (HEIs)
- Designate funding for research sabbaticals for top research faculty. Limited research activities of faculty may be from low capacities, but may also follow from structural constraints, especially time limitations. In addition to providing funding for research projects, time to do research must also be funded.
- Promote academic freedom for lecturers and students in order to empower them to think critically and do research on important issues pertaining society. Increase intra-institutional dialogue, allowing for critical evaluation of institutional achievements and obstacles, increasing the space for instructor input in the design and implementation of institutional policy, and prioritizing critical self-evaluation related to research outcomes.
- Make sure your incentives to do research bear the desired fruit. All institutions that provide incentives for publication, as lump payments or incremental salary increases tied to publications, should research its impacts. How many faculty members have received benefit; what are the criteria for application; how are applications

publicized; and are there any factors hindering use?

- Develop and implement formal research policies that reflect institutional capacity rather than administrative desire. Research into institutional and human capacities should precede all policy documents in order to allocate funds appropriately.
- Begin research related courses in the Foundation Year (core courses mandated by ACC to first year student). This gives students adequate time to learn and practice their skills and produce a research project in their final year. Third-year research courses do not allow enough exposure to foster engagement.
- Put dissemination plans at the forefront of research projects. Use university websites to disseminate research and promote the research quality of your university.
- Research is a desired quality among students and has social capital. If a university has the money to hire international PhD students as teachers, encourage (and facilitate) their research activities and students will seek out that university for its quality reputation and their learning potential.
- Emphasize collaboration and strengthen partnerships between public and private universities, as well as international institutions, on research capacity building. Each institution has their strengths and areas of focus, combining skills increases capacity.
- HEIs must take seriously their obligation to train students and make them better equipped to enter the workplace and contribute to society by supporting the existing eagerness and motivation already evident in the youth, to do research with real benefits for the community.
- Proactively utilize the enthusiasm and motivation of the youth to learn about and conduct research activities and strengthen capacity building in English language.

CSO/NGO/Think Tanks

- Make all documents including the website available in the local language.
- Foster relationships with university students and researchers to build their capacity and make use of their skills in formal research methods.
- Develop research protocols and institute research methods training.
- Reach out to HEI to invite students to discussions, workshops, and presentations on a regular basis.
- Acknowledge, in policy and practice, that students provide an important source of additional human resources, a means to improve public outreach and dissemination, and are key to further fomenting a culture where the utility of research is recognized more broadly.
- Focus on improving communication and collaboration with other CSOs in order to improve communication and collaboration within communities. Improve strategies for outreach and capacity building at the grassroots level.

HEI/CSO Collaboration

- We see potential pathways for capacity development through collaboration between HEI and CSO. HEIs are well suited to incorporate scholarly literature and contribute to the theoretical and methodological components of NGO research projects.
- In turn, CSOs can provide real-world training for students to learn research skills in active projects. This type of collaboration can improve policy uptake and also contribute to practical capacity building in cost-effective ways.

- Local ownership begins with shifting the locus of control, empowering individual researchers and institutions. This can occur through improved dialogue based on bottom-up understanding and assessment of obstacles limiting the conduct and dissemination of research activities.

"Research should be done to help the researcher and stakeholders see a bigger world"

(Student, Zaman University)

I. Introduction

Cambodia remains a developing country with a poor research environment. This is partly due to the destruction of scholars and academic infrastructure in the 1970's by the Khmer Rouge regime and the many subsequent years of rebuilding riddled with political and social instability. It is further exacerbated by the contemporary political environment of fear and mistrust that discourages open public participation in political processes and hampers productive research. The majority of the research conducted in Cambodia is sponsored or carried out by national and international NGOs, foreign academics, or consultants working for donor organizations, who all note the difficulties associated with gathering reliable and high quality data in this environment. There are other structural challenges that inhibit high quality data and a vibrant research environment, related to international donor research initiatives, which we will discuss in this report. The most pressing deficit in Cambodia's research environment, however, remains the lack of well-trained local researchers and the limited academic infrastructure. Our project attempted to contribute to capacity building in Cambodia by furthering research training efforts already begun at the Cambodian Institute for Cooperation and Peace (CICP) in which local university students are mentored through participation in active research projects at the institute and provided with training in research methodologies, analytical strategies, and research design. The following report combines this effort at capacity building with research into the research environment in Cambodia and the relationship between research and policy uptake.

Challenges

Overall, the single biggest challenge in the research environment remains the lack of well-trained researchers with a supportive academic infrastructure. Part of this limitation is visible in the missing older generation, many of whom were executed during the Khmer Rouge years. It is also visible in the insufficient documentation and mapping of the Cambodian research environment and limited information flow between policy makers and researchers. There is an overabundance of donor-driven agendas and short-term, limited-scope projects, which constrains research activity and lowers researcher credibility. Finally, there is a limited uptake of research to influence policy and a limited availability of governmental data that could serve to enhance research.

Specific policy outcomes of the encounters between policymakers, researchers, and other stakeholders remain under-documented and scattered. Through close attention to the institutionalization of training, the formalization of supportive legislation and policy, and the building of supporting infrastructure, we contribute here to both the documentation and naturalization of the process of research-dissemination-uptake. The interactions

between the production of quality research, its effective dissemination, and its uptake for institutional and social development rests on the infrastructures of training and policy, but moves through the deliberate actions of committed individuals.

Scope of Research

This project uses empirical data collection with three primary data collection techniques: key 'targeted' interviews, focus group discussions, and surveys. We use sampling procedures and research protocols designed to reveal aspects of the structures, norms, activities, progress, challenges, and opportunities that make up the Cambodian research environment today. This provides for a hermeneutically rich and statistically significant body of information related to the experience and understanding of research of key actors in the field. In Cambodia, this field goes beyond academic institutions as key research activities are performed by NGOs, Ministries, and Donor Organizations.

In addition to data-collection, this research contributes to the Cambodian research environment through three tangible outputs. We developed a practical training program for new researchers that can be used by key actors such as universities and CSOs. We established a web-based platform that will house locally produced research, lists of researchers and research institutions, and forums in which researchers can connect to one another in both the domestic and international arenas. In addition, the website will be a place where researchers can post and find new research opportunities, and gain access to up-to-date sources of funding. We will use this web platform to disseminate portions of our research findings and make space for others to post recent research findings and provide policy briefs in an effort to make research findings easy to retrieve. Finally, we investigate the research environment through key laws and policies, through important norms and actors, as well as through the structural institutional systems of research production at the various institutions in our study. By utilizing qualitative and quantitative methods, and research instruments that include both open and closed-ended questions, we are able to access and tabulate the research environment in terms of its macro-level structures and also to gather textured data about key actors and research production.

Key Actors

During our research, we focus on six key institutions that play an important role in the development of research in Cambodia:

- Government
- Ministries
- Universities
- Think Tanks
- NGO/CSO organizations
- Donor organizations
  [for institutional profiles, see Annex 1]

The interactions of these different bodies, all producing research, illuminate some of the intricate pathways through which research and policy interact. While the direct impact of research on policy is difficult to determine in any circumstance, our findings indicate the

considerable power of donor organizations and CSOs to impact policy and the relative ineffectiveness of HEIs to produce policy-relevant research. This interaction remains an area in need of further research, but we explore these dynamics in the following report.

Objectives and Questions

The research seeks to make a comprehensive mapping of the research environment in Cambodia by detailing the policy frameworks and by registering the needs of individual researchers. In addition, the project will record, organize, and disseminate information related to our key questions:

- *What type of research is being done in Cambodia, by whom, for what purpose, and with what resources?*
- *What are the mechanisms through which research capacity building takes place?*
- *What are the key obstacles to producing quality research in Cambodia?*

In order to answer these questions, we examine the relationship between key ministries, donor organizations, CSOs, and HEIs and the internal challenges faced by each.

Summary of Key findings

Research as Process: Our intimate qualitative research method was an important vehicle for evaluating the research environment in Cambodia. With it, we gained access to actors within research institutions and elicited frank disclosures regarding their own success and failures. More importantly, however, with this method we were active participants in the creation of a vibrant research environment. During student round table discussions students who were previously unaware became not only aware of the research environment in their university, but also became aware of the idea that there was such a thing as a research environment to which one could direct personal energies.

Environment in Transition: Through intimate discussions with students and researchers we discovered that what they said and how they approached research contradicted the assessment made by some administrators. Administrators told us that students are "*not generally involved in research and do not make use of the library*" (Z:Dean1), or are "*afraid*" of research (UBB:DR), and further that Cambodian scholars lack the "*understanding of giving value to research*" (PUC:Dean2). We suggest that this gap between perception and reality, which is an emerging theme in our data, suggests a research environment in transition. This is an environment that is becoming stronger and while many administrators still fret over Cambodia's lack, those administrators who can attentively watch the emerging research environment here can begin making policies from the ground up, policies that reflect the current needs of research activities and their national initiatives.

Cambodian Institutions have 'Research Hungry' Faculties

Part of the transition we see is in the diverse makeup of contemporary educators. More externally educated Cambodians are returning with advanced degrees and more private institutions have money to hire well-educated faculty from abroad. While these institutions still lack the infrastructure to support a research environment, their faculty are producing research on their own and are both expecting and demanding that this be supported, valued, and recognized.

Gender Imbalance

Our research revealed a powerful gender imbalance. The imbalance is less pronounced in the NGO sector where 2 of the 4 participating institutions were run by women. Only one of the 6 lead researchers we interviewed, however, was female. Student focus groups were very balanced with often more women than men. Key Informant interviews however were almost exclusively held with men, and survey respondents showed a strong male bias (see page 27). Gender cannot be contained in a section and the implications of gender imbalance are at once invisible and stark. The gender imbalance at HEI was so pronounced that at the only participating institution with a female rector, her gender was a matter of comment by department heads. Challenges also came out among women in Student Focus Group Discussions and included issues with transportation, traffic, and distance research (USEA:SRT; RUA:SRT). The fact that women feel constrained in their abilities to travel and conduct research independently reflects both the male bias in higher education, with a lack of role models and encouragement, and also the global issue of male bias that is only more visible in less developed nations.

Donor Objectives Inhibit Research

The vast majority of research conducted in Cambodia today is funded by donor organizations. This donor-driven environment takes on certain characteristics in Cambodia and we find two key ways that it inhibits, rather than enhances, effective research in Cambodia.

First, donor projects are short term projects with specific objectives. Such projects inhibit investigative research because collecting and analyzing primary source data is not easy, not fast, and not cheap. It is, however, the most reliable form of information for the knowledge economy and often prohibited by the time constraints of donor funds. In addition, our study found that donor funds focus dissemination on donor reports with less emphasis on broad communication. The second donor-driven hindrance to research in Cambodia is the impact of consultants on the local research environment. Ministries report not being adequately funded to perform raw data collection, but having sufficient funds to pay expensive external consultants. This consultant dependency decreases capacity building, creates a culture of dependency, and produces research of questionable quality.

Workshops Disseminate data, but do not Build Capacity

Workshops are an excellent vehicle for getting research findings out to stakeholders and policy makers. For training and capacity building, however, they are not producing the desired results. While workshops may be cheaper and less labor intensive, they do not produce results because they lack the experiential process where learning actually happens. It is in the doing of research that capacity is built (CDRI:FD). Students are aware of this and clearly state that physical engagement in research is a "*transfer from the theoretical to the practical*" (SRU:SRT).

The government does not share the same Research Objectives as Researchers and Students

Government (and donor) sponsored research shows a strong preference for business and agriculture related research, studies that have practical application, based in science and

technology. Students and researchers more often focus on the social and self- improvement aspects of research that is lacking from much of the policy discourse.

HEI / CSO Collaborations Suggested by both sides

There is often a traditional gap between applied research, as practiced by CSOs, and academic research coming out of universities. In Cambodia, however, both NGO and academic researchers have expressed desire to pool their collective limited resources in order to build research capacity in Cambodia. NGOs have more funding and active, ongoing research activities. These activities can provide practical experience for students, who can bring some of their theoretical training to the exercise. In addition, it can give more voice to academic researchers, who are constrained by Cambodia's political environment.

Funding and Capacity Problems are nuanced

The lack of funds for research activities was a consistent theme in our interviews. It is true that researchers and academics in Cambodia do not have great salaries, and students and faculty must fund their own research. However, even when there are funds available, research projects do not get executed. One issue is with the intense workload of academics, which is related to funding, but is a deeper structural problem that implicates salaries and incentives (such as Professorships) as well as course loads. Even those who have the energy to engage in independent research do not know where or how to access available funding. Another issue is that researchers do not yet have the capacity to execute independent research projects, and many capacity building efforts by institutions have resulted in the loss of staff rather than enhancements to their institutions. Capacity in Cambodia also requires proficient skills in English, which is often a key challenge for researchers.

Policy Uptake rests on Research Dissemination

Our study reveals three effective methods for enhancing the interaction between research and policy. The first is advocacy and the public dissemination of policy inadequacies based on empirical and hard evidence gathered through primary source research. This is the NGO method. The second effective method is to befriend policy makers and provide them with research that is useful, but does not challenge their objectives. This is the Think Tank method. The third effective method is to ply policy makers with funding and also provide them with research that does not challenge their objectives. This is the Donor method. Researchers at HEIs generally have very weak connections with policy makers. Social media is improving the ability for HEIs to disseminate research, and some researchers are publishing, or presenting their work, but the link with policy makers is still very limited.

II. Conceptual Framework and Methodology

Research Objective and Aims

The overall objective of this research project was to document and improve the research environment in Cambodia. This broad objective can be further specified into terms of seven main aims: 1) measure social science research activities and classify research organizations; 2) investigate the manner in which this is successfully translated into public policy; 3) assess the degree to which research organizations are themselves involved in the capacity-building of researchers; 4) utilize the student mentoring program to evaluate the potential for student participation as a means to increase human resources in research; 5) understand the best practices of research organizations that contribute to public-policy and the development of able young researchers; 6) gain an understanding of the quantity and quality of research being produced while creating a network to connect researchers and disseminate findings; and 7) finally, through utilization of the web-based resource network, to identify some mechanisms for gauging and improving both the publicizing of research to relevant stakeholders and the inclusion of research results into the public policy process.

Conceptual Framework: Three Inter-linked Activities:

Broadly, the project entailed three areas of activity: an in-depth empirical study of the quantity and quality of social science research being conducted in Cambodia; a student research and mentoring component; and, the development of a professional forum for the publication of research opportunities and results.

In-depth empirical study: Due to the limited prior research on the Cambodian research environment, this project focused primarily on an empirical study that assessed the social science research environment in Higher Education Institutions (HEIs), CSOs, donor organizations, think tanks and public sector institutions. We employed both quantitative and qualitative dimensions at HEI in order to understand the objective aspects of research production (through a survey administered in both urban and provincial institutions) and in-depth qualitative interviews and roundtable discussions to understand structural constraints and actor interests and incentives. At CSOs and public sector institutions, we conducted in-depth qualitative interviews. The empirical research also asked if a mentoring/training program and web- based forum can be used to build research capacity and improve uptake of research results in policy-making.

Student research and mentoring. A key component of the project was an 'action research' approach, utilizing student research and mentoring in both the development of the sample and in the primary and secondary data collection. We developed an innovative research training program combining intensive classroom-style learning and practical field experience that we are now making available through the web forum for other Cambodian research institutions to use. The two-day classroom seminar focused on various data collection tools and techniques. Students received training and demonstrated both an increased understanding and an increased appreciation of research. They gained both skills and confidence in the following areas: research protocols, interviews, survey, focus groups, observation, literature review (finding and citing documentation), archival data collection,

data management, and data analysis.

The training program was extremely successful. Expected training outcomes included fomenting students who can ask critical questions and conduct effective research to answer them; who know the various components of research projects, from conception to dissemination; and who can conduct and lead independent research projects in the future. Of the 16 students we trained, 2 have received oversees scholarships, 1 is currently working as a research assistant in an active research project on climate change, 3 became regular participants in research activities at CICP, 1 has begun his own research project on public policy, and 7 have worked intermittently on the 'Doing Research Project' as they continue their studies. Only 2 students have not responded to the research opportunities offered by the project. This indicates a high rate of interest and demonstrates both student capacity and desire for engagement.

Development of a professional forum and web-based resource for research and training opportunities and dissemination of research findings. One of the key challenges to improving the research environment is the lack of access to secondary research, and limited collaborative networking and knowledge of research opportunities among scholars. This will be the first website in the country which strives to compile all available research articles in social science and provide a platform for registered users to post their comments and any inquiries in the forum, to showcase themselves in Researchers profiles, and keep themselves posted with funding, research, and networking and collaboration opportunities. The website layout is as follows:

Main menus: **Home, About us, Publication, Researchers, Opportunities, Forum**
1. Home
2. About us
   ❖ About us (briefly describe the objectives and research outcomes of GDN
3. Publication (only social science fields)
   ❖ Politics
   ❖ Economics
   ❖ Society and Culture
   ❖ Environment
   ❖ Law
   ❖ Foreign Affairs
4. Researchers
   ❖ Researcher profiles
   ❖ Institutional profiles
5. Opportunities
   ❖ Research training/seminars
   ❖ Call for proposal
   ❖ Research positions
6. Forum (interactive platform)
   ❖ project)
   ❖ Contact

One aim for the project was to have stakeholders (including researchers and policy makers) involved in designing and testing this website from the beginning. In line with this, we held roundtables and informal meetings to gather feedback and re-direct the approach as needed. The website is in the final stages of production and goes live by the third week of December 2015.

Methodology

Justification for Mixed-Methods Approach

The project has successfully developed and employed a sound sampling and research technique. The sampling strategy is discussed more fully below. The project collected primary data through qualitative methods (roundtable discussions with students; semi-structured interviews with key informants including officials in relevant state ministries; university administrators; university faculty; CSO project coordinators); and a quantitative survey administered to university faculty. This mixed-methods approach was vital for information gathering as it enabled respondents to express opinions and   experiences in their own voice through in-depth narratives consistent with the overall capacity-building aims of the project, as well as collecting a larger quantitative data set to understand both the quality and quantity of academic and non-academic research.

Sampling strategy

The list of our selected institutions and their institutional profiles can be found in Annex 1. To arrive at this list, we first compiled a list of universities using the internet and publicly available directories (primarily the database at http://www.4icu.org/kh/, and a list of active universities published by the Ministry of Education Youth and Sports). We ranked universities in terms of their research production output (low, medium, and high). We also created a list of think tanks and NGOs conducting research, largely garnered from their websites. Given the large number of universities and CSO currently active in Cambodia that show little or no activity in research development, we then triangulated this approach by gathering expert opinion through a Roundtable Discussion held at CICP on March 20, 2015. The lists were provided to the group of roundtable participants, composed of academics, think tank researchers, and informed government officials from the Ministry of Planning. The ensuing discussion generated an 'expert opinion' based list, which we checked against the results of the web search to determine the viability and usefulness of our sample, and to ensure that the final sample reflected:

For HEIs the sample includes:
- The sample includes both public and private universities involved in research
- Sample universities must include research as part of the thesis process and/or or as an expected component of faculty tasks.
- The sample includes universities that were judged through initial web-based search and expert opinion to be 'high' research producing, 'medium', research producing, and 'low' research producing.
- The sample includes universities in the capital city of Phnom Penh and in the provinces, thereby addressing the urban-rural divide which characterizes Cambodian society.

- The final choice of universities (a sample list of 13 higher learning institutions), is based on the above considerations, on the recommendations of actual researchers that participated in the CICP Roundtable Discussion, and on the results of web-based research into the activities of all registered universities.

Within the universities, key informants were targeted on the basis of their titles (President, Director of Academic Affairs, Director of Research, Dean of Social Sciences). From the information gathered in qualitative interviews with key actors, a list of faculty was determined for interviews.

For CSO the sample includes:
- Institutions engaged in research with visible public dissemination of their activities
- Institutions engaged in research that implicates policy
- Institutions with well-educated, English language proficient Cambodian staff
- Institutions that gather empirical, primary-source data

The CSO environment was very difficult to research because these individuals are extremely busy and because our interviews took time away from their advocacy work. After email contact with institution directors, we were directed to qualified informants. We conducted key informant interviews with 1-2 Project Officers at each selected institution.

For Think Tanks the sample includes:
- Institutes that have current (2014) research and publication activities
- Research programs that include mentorship and/or training initiatives
- Institutes that produce research with policy impact

In the Think Tanks Key Informants were targeted on the basis of their title (Director). Because these individuals had critical time constraints, we sent them our questions via email and they responded to our questions in writing.

For Government Ministries the sample includes:
- Ministries relevant to our project design
- Ministries that conduct primary source data collection
- Ministries with whom we can conduct research

Interviews were conducted in person after the appropriate formal letters were sent to each ministry, outlining our project and providing a list of sample questions.

For Donor organizations the sample includes:
- Conducting research and publishing publically available reports
- Conducting research with policy relevance
- Conducting research on Social Science issues

Donor organizations were the most difficult to contact for interviews. After repeated attempts, we were able to conduct Key Informant interviews with one project officer from two of the three organizations selected for our study.
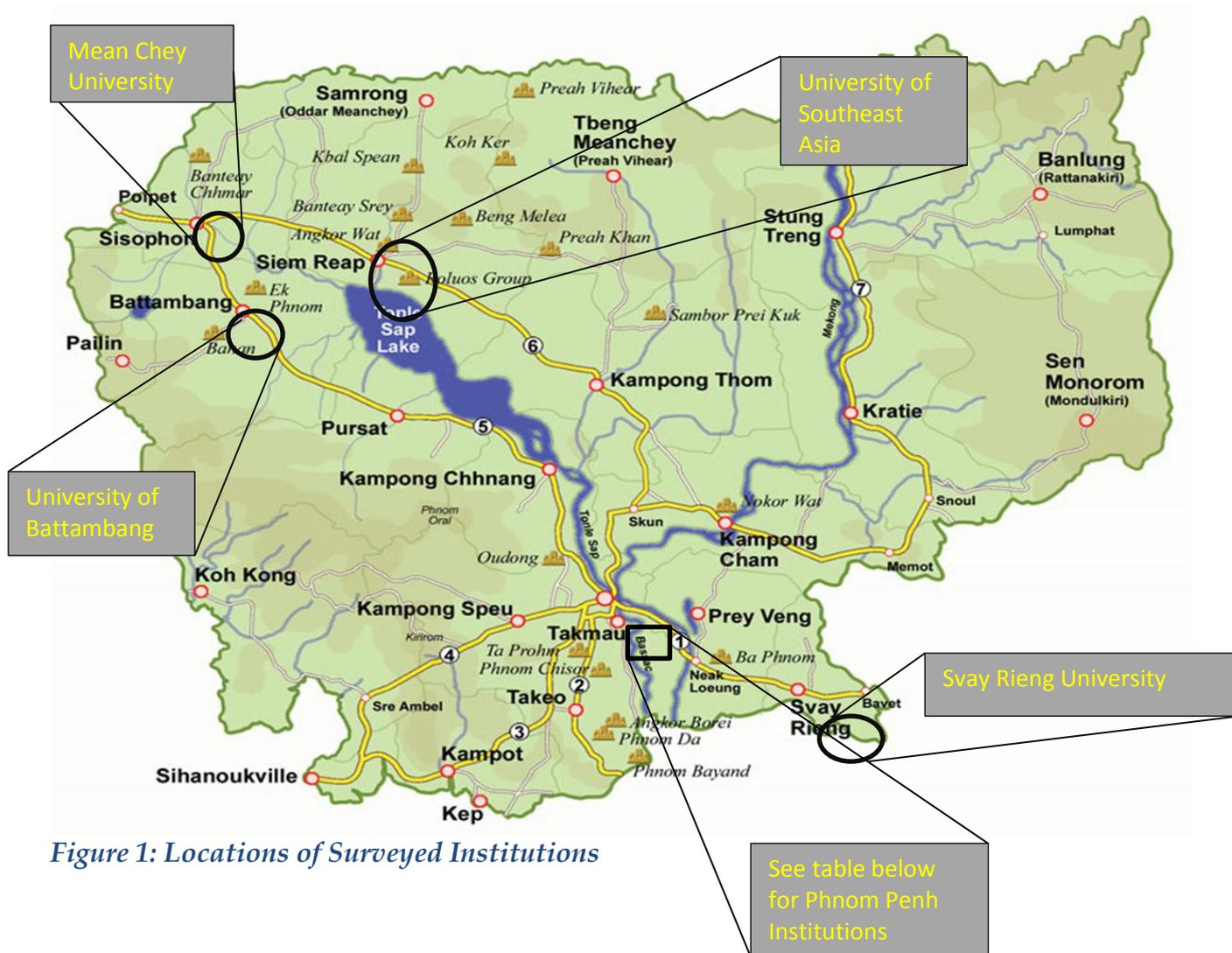
Figure 1: Locations of Surveyed Institutions

Table 1: Phnom Penh Universities and Institutions:

Universities	CSO	Think Tank	Donor	Ministry
Royal University of Phnom Penh	Equitable Cambodia	Cambodia Development Research Institute	World Bank	Ministry of Education Youth and Sports
Zaman University of Cambodia	Cambodian Center for Human Rights	Center for Khmer Studies	Asia Development Bank	Ministry of Planning
Royal University of Law and Economics	Committee for Free and Fair Elections	Sleuk Rith Institute/ DC-Cam		
Royal University of Agriculture	Cambodian League for the Promotion and			

	Defense of Human Rights			
Paññasastra University of Cambodia				
National University of Management				

Data and Survey Instruments

We designed 4 different research protocols to gather different types of information from our respondents (Annex 3). These protocols combined qualitative and quantitative analysis, and included both open-ended and closed-ended questions:

1. Key informant interview questions for HEI administrators and Ministers were broad questions designed to:

- Get the overview of the organization and to offer them space to expand on their operations.
- Understand the challenges they face conducting quality and effective research.
- Learn their ideas for improvement and change.

2. Key informant interview questions for department heads, faculty, NGO, and development organizations were more detailed and designed to provide checks on what administrators and ministers claimed and what these claims look like in practice. We wanted to learn about organizational objectives with regard to research practice, funding sources and challenges, methods for conducting research, training initiatives, availability of resources, quality assurance, publication, dissemination, and use of research. We asked about overall challenges to doing research and recommendations for improvement or change.

3. Student round table discussion engagement was designed to get the perceptions of the upcoming generation about research and also to understand how the university's policies and practices enter the actual practices of students. We asked for ideas for change and improvement.

4. The quantitative survey was designed to reach more department heads and lecturers than we could with key informant interviews, and to complement the qualitative component with more emphasis on questions pertaining to the amount and type of research published, research communication, access to research, and demographic information. This also provided a place for lecturers and department heads to answer anonymously.

The survey responses were collected on paper and entered into a computer to be analyzed with SPSS software. The interviews were transcribed by notetakers, and then entered into a computer and coded into emergent themes.

Limitations of the research design

We attempted probability sampling for the survey component with faculty but this proved too difficult. Many faculty members had no time to be interviewed or were unavailable because they are only at the university while teaching and otherwise are working other jobs.   The difficulties we experienced meeting with university faculty underscore the financial challenges they face, which we explore more fully Chapter 5. In light of this issue, we shifted approach in favor of snowball sampling for both survey and key informant interviews.

For this reason, it is not possible to characterize the research population as randomly chosen, which leads to a non-representative sample.   In addition, the number of respondents is not evenly distributed among the universities nor is the division weighed based on the size of the university. This means that the university with the most respondents is not necessarily the largest university. The division of respondents among the universities is simply based on the level of access that was available at the different universities.

Table 2: Survey Data Respondents

University	Frequency	Percent
Royal University of Phnom Penh	28	15,3
Royal University of Agriculture	15	8,2
Royal University of Law and Economics	22	12,0
Pannasastra University of Cambodia	12	6,6
Zaman University	9	4,9
Svay Rieng University	11	6,0
University of Battambang	38	20,8
National University of Management	5	2,7
University of Southeast Asia	26	14,2
Mean Chey University	17	9,3
Total	**183**	**100,0**

Because of the limited number of respondents per university and because of the method that was used to collect data, the outcomes of the data analysis cannot be extrapolated towards the whole respective university or towards Cambodian universities in general. However, the quantitative and qualitative analysis together do provide triangulation of results, and strongly suggest similar core themes that form the foundation of the report.

The questionnaire responses can be used to test the extent to which the respondents have understood the questions. Table 5 compares two questions. Question 23 asks if the respondent has been involved in research. Question 28 asks how many research projects the respondent has been involved in. Logically, if the respondent declared not to have been

involved in any research projects, their answer to question 28 should be zero. However, there are 10 people who are involved in one or more research projects but at the same time said not to be involved in research. This inevitably casts doubt over the accuracy of the data. The reason for the disparity is not to be found in output of the questionnaires. Only qualitative research can provide an answer to this problem.

Possible answers are that respondents have not understood the questions fully. There might be a language barrier because the questionnaire was written in English, a topic that permeates our report and is treated specifically in Chapter 5. The concept of 'research' can also be understood only as primary data collection ('fieldwork'), and those involved in secondary data analysis may not think of themselves as researchers. Perhaps the reason for the disparity is a combination of the factors listed above. Therefore, it is important to keep in mind that the data is not one hundred percent accurate. However, the high level of correlation between similar questions, and the triangulation with interview and focus group data does suggest that the survey data still provides insight into the general opinions of the respondents and roughly outlines their engagement in research activities.

A further bias in the sample is the over-sampling of men across all of our research instruments. From tables 2 and 3 above, we see a strong gender bias across all fields except student round table discussions and 7 out of 10 universities offered no female respondents to key informant interviews. Our survey instrument produced a similar bias and at 3 participating universities women were completely excluded from the survey sample.

Table 3: Number of publications (Q28) and Involvement in research (Q23)

Number of research projects	Involved in research		
	Yes	No	Total
0	46	60	106
1	33	8	41
2	19	1	20
3	8	0	8
4	4	0	4
5	3	1	4
Total	113	70	183

Table 4: Survey Instrument Gender division

	Frequency	Percent
Male	159	86,9
Female	24	13,1
Total	183	100,0

This bias is mainly due to the gendered nature of leadership roles in Cambodia; most senior university administrators were men, the vast majority of researchers we met were men, and this was also the case for public sector officials. This was not always the case however, as noted with student participants, and we highlight the cases of women's roles in leadership in the report such as the Rector of the University of Battambang.

Our data is also lighter than expected from donor institutions and CSOs. We had hoped to

obtain 4 key informant interviews from each of these institutions, but obtained less than half that amount. Donor institutions were particularly difficult to gain audiences with and one donor was not present for two scheduled interviews with our researcher. Even after gaining access to one project coordinator from two institutions we were able to generate no 'snowball' effect at these institutions. Nonetheless, the data we collected from the sources we were able to connect with was rich and we feel confident with the claims we make. Further research suggests an email survey instrument may be a better vehicle to reach this community.

Despite the challenges with the survey instrument, snowball interview limitations, gender imbalance, and fewer respondents than desired, we are confident in the data we collected. Some of our data challenges, like gender, are environmental, and others like probability sampling, while less than ideal do not significantly skew our findings. One of the many strengths of a mixed method is that our survey confirmed the strength of the gender bias beyond administratively chosen interviews, and our qualitative data does not deviate strongly from the responses received in our quantitative survey. We met with a large number of respondents and the data we have collected is rich. There do remain limitations in the extent to which respondents were willing to frankly discuss structural limitations to effective research (particularly on the topic of political censorship, which we discuss in Chapter 5).

III. Literature Review

This literature review is divided into three main parts: civil society, higher education, and conclusion. The first two sections discuss two key actors in the research community, Civil Society Organizations (CSOs) and Higher Education Institutions (HEIs), and their role in relation to government in research production and dissemination, and in capacity building. The first section seeks a comprehensive overview of the historical development, contributions, and challenges faced by civil society in broadening its role in research production resulting in effective policy uptake. This section is purposefully extensive and detailed to provide researchers with a primer to Cambodian civil society and its overall structure. It seeks to support the position that Cambodian civil society extensively contributes to the research environment, but is challenged by limited impact at the grassroots level and problems with policy engagement, which could be improved by emphasizing the potential contribution of HEIs to the research community. A more detailed analysis is reserved for the conclusion, part three, which links the main ideas found in the literature review to the CICP project.

Civil Society

A functioning civil society is necessary in all three spheres of the community—the social, economic, and political—in order to successfully negotiate power structures to effect progressive change. However, in Cambodia as well as many other states, the "political space" in which civil society can operate and have an impact is shrinking.[1] The UNDP finds "shrinking democratic space at the national level", including restrictions on key rights needed for mobilization and dissemination integral to a strong research community such as expression and association, and weak rule of law and corruption which enables a large gap between policy and its implementation.[2] The ADB describes these conditions as a "decreased tolerance of political opposition" that impacts civil society operations (including research, dissemination, advocacy, and policy engagement) across all sectors perceived of being critical of government, especially in relation to human rights. Although it is important to avoid a cultural determinism that concludes that traditional modes of social accountability and autocratic governance are unsurpassable, such conditions do demand questioning whether Cambodia is moving toward or away from democracy.[3]

Accounts of the NGO sector in Cambodia arrive at two contrasting conclusions regarding its efficacy and impact. On the one hand it is discussed as active and influential, but on the other hand can be labeled dependent and donor-driven, overly centralized, and limited in its ability to influence government policy. According to one scholar, "Time and again two quasi-universal truths have been conveyed about Cambodia. First, the country is aid-

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[1] Ruth Bottomley, The Role of Civil Society in Influencing Policy and Practice in Cambodia: Report for Oxfam Novib, 2014. Available at: www.worldcitizenspanel.com. See also Carlo Merla, *UNDP Cambodia Report: Strengthening Democracy and Electoral Processes in Cambodia focused on Civil Society Empowerment and Democratic Governance in Cambodia by Civil Society*, 2010.

[2] Merla, 2010, p. 9.

[3] Asian Development Bank, Civil Society Briefs: Cambodia, 2011. Available at: www.adb.org/publications/civil-society-briefs-cambodia; K. Un, "Cambodia: Moving away from democracy?", *International Political Science Review*, 32, 2011.

dependent. Second, the civil society sector is young and weak."[4] UNDP research on democratization in Cambodia also indicates that that civil society has not sufficiently developed to have broad-based impact on improving the responsiveness and policy-uptakes processes needed for a strong and sustainable research environment.[5] As such, efforts to strengthen research capacities in this sector, to improve coordination with other key actors in the research community (HEIs and government), and to generate a more fluid and effective policy uptake of research results, must address the simultaneity of civil society's "vibrancy and weak foundations".[6] This dynamic of vibrancy and weakness derives in part from the transition to endogenously driven capacities within civil society, a move the Cooperation Committee for Cambodia describes as "a tentative but welcome trend in the interest of reducing donor dependency…and increasing funding diversification and autonomy."[7] However, the World Bank identifies a lack of citizen organization and mobilization as a fundamental weakness of contemporary Cambodian civil society and views it to be derived from low levels of trust and social capital.[8]

Key Concepts:

Notwithstanding the assertions that civil society should be approached as an essentially ambiguous or contested concept[9], some working definitions are available, reflecting consensus in the development and social science research communities. For the purposes of this report, we define Civil Society Organizations (CSOs) as[10]: "organizations that are neither state, market (profit-oriented) nor private (family) entities; have some type of formal structure; practice at least a measure of self-governance; and have a coherent, non-profit agenda to generate some social good." Oxfam further defines civil society as: "the arena, distinct from the state and the market, where people promote their common interests and seek to shape governance and policies for the benefits of all in society, without the promise of commercial profit or official power."[11] According to the Asian Development Bank, Civil Society is: "distinct from the government and the private sector and consists of a diverse range of individuals, groups and nonprofit organizations. They operate around shared interests, purposes, and values with a varying degree of formality and encompass a diverse range—from informal unorganized community groups to large international labor unions organizations. Of particular relevance to ADB are nongovernment organizations, community-based organizations and people's organizations, foundations, professional associations, research institutes and universities, labor unions, mass organizations, social

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[4] Jörn Dosch, "The Role of Civil Society in Cambodia's Peace Process: Have Foreign Donors Made a Difference?", *Asian Survey*, Vol.52, No.6, 2012, pp. 1067-1088, at 1067.

[5] United Nations Development Program (UNDP) Cambodia. 2010. *Civil Society Empowerment and Democratic Governance in Cambodia -- Draft Report*. Phnom Penh. Cited in Asian Development Bank, supra note 4.

[6] Ibid.

[7] Cooperation Committee for Cambodia, CSO Contributions to the Development of Cambodia 2011, Phnom Penh 2012.

[8] World Bank, *Cambodia: Linking Citizens and the State: An Assessment of Civil Society Contributions to Good Governance in Cambodia*, 2009. Available at: siteresources.worldbank.org

[9] See for example, S. Khilnani, *The Development of Civil Society*, Cambridge University Press, 2001.

[10] Cooperation Committee for Cambodia (2012), CSO Contributions to the Development of Cambodia 2011, p. 8. Available at: www.ccc-cambodia.org

As the major coordinating organization for civil society in relation to engagements, as a whole, with the donors, this definition reflects a tacit and working consensus among at both the CSO and IO levels.

[11] Bottomley, supra note 2.

movements, and coalitions and networks of civil society organizations (CSOs) and umbrella organizations.[12]

Historical Foundations

This duality between state and civil society becomes more understandable if the youth of civil society is taken into consideration. On the one hand, literature tends to look at Cambodian civil society in terms of the growth of donor-funded organizations and activities that began with the United Nations Transitional Authority for Cambodia and continues today. NGOs and the CSO sphere of society in Cambodia are young, with several core organizations being established in the 1990s and the majority of organizations established after 2000. The first local NGO in Cambodia was established in 1991, following only about a decade of involvement by international civil society, which itself followed a period of civil conflict and failed social experimentation which resulted in the decimation of Cambodian civil society. Notably, during the 1980s international NGOs focused mainly on service delivery in supported of absent or nascent state institutions and bureaucracy. Along with the United Nations Transitional Authority in Cambodia (UNTAC) period, several other local NGOs were created. Most of these focused on democracy (elections) and human rights, but since that time, many have either disbanded or shifted to development related activities in pursuit of external resource support by donors.[13] CCC research into the composition of civil society in Cambodia shows approximately 58 percent founded post-2000, and approximately 36 percent founded in the 1990s.[14] In this period, the number of local NGOs grew much more quickly than the number of international NGOs,[15] and not surprisingly, a 2008 study found that only 45% of 1,500 local NGOs were active, while 93% of 316 international NGOs were active.[16]

This conception of civil society usefully shows the rapid increase in formal association, but disregards the grass roots level and traditional civil society in Cambodia. This disregard may partly explain why the donor-driven NGO sector has failed to make a broader impact on political socialization and mobilization. In his study on access to information, Leos links the current political culture and understanding of authority to long-held traditional practices. He notes that throughout various time periods and very different ideologies of subsequent regimes, there is a consistent lack of transparency or 'open government' in the Cambodian political system.[17] The real foundation of civil society in Cambodia, above the level of the family unit, is the Pagoda or 'Wat' system. This traditional system, pre-dates modern Cambodia, both its independence and its bureaucracy, and the civil conflicts and failed social experiments which proved so disruptive to Cambodian democracy and development. This mode of association promoted volunteerism and participation at the local or village level.[18] Nevertheless, it is indicative of the overall structural weakness of

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[12] Asian Development Bank, *Strengthening Participation for Development Results*, Manila, 2012.

[13] ADB, supra note 4.

[14] CCC, supra note 8, p. 35

[15] Ibid.

[16] Ibid.

[17] Raymond Leos (2009), Access to Information in Southeast Asia and Cambodia, 16. Available at: http://www.cchrcambodia.org/admin/media/report/report/english/2009-01-08-%20Access%20to%20Information%20in%20Southeast%20Asia%20and%20Cambodia-%20EN.pdf

[18] J. Ehlert, "Proto Civil Society: Space, Pagodas and the Socio-religious Realm in Rural Cambodia", in G.

Cambodian civil society that the Pagoda system is not effectively linked through collaboration mechanisms to development programs, decentralized government activities, or the NGO sector.[19] Of significance, only tenuous ties have developed between the donor supported civil society that followed the UNTAC period and traditional and grassroots forms.[20] At the grassroots level there are also a significant amount of community-based organizations (CBOs) which are often tied into to development related activities and projects. CBOs may be geographically based (village), interest based (area of economic activity), or based on a specific constituency (special needs or at risk groups). While both the formation and aims of CBOs are endogenous, they are dependent upon external material and financial support.[21] Dosch describes the traditional Cambodian civil society as one held together by the threads of pagoda communities, but based on a governance or authority structure reflecting embedded patronage networks.[22]

Cambodian democracy has been driven from the outset of post-conflict conditions by the international community. The UN became the dominant influence in the democratization effort following 1993. This led to a variety of local understandings of democracy and a process which took twenty years for the Cambodian people to become aware that democracy is not limited to elections: voting, registering and completing the ballot. The hybrid form of democracy that has taken form in Cambodia has been influenced by local and traditional factors as well as the international community. The understanding of democracy at present is conditioned, in part, by the experiences of past and traditional forms of rule.[23] The traditional and local relations that form the backdrop on which liberal democracy has been set out are 'patron-client' relations. Chandler defines these as interpersonal, negotiated and responsive, taking form as a "shifting network of control, chosen or imposed, benevolent or otherwise." The everyday impact on individuals distinguishes patron-client relations from abstract and remote forms of authority such as the monarchy.[24]

Other scholars argue that patron-client systems have been the historical norm in Cambodia supporting the traditional political structure. As such, the accountability practiced or

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Waibel, J. Ehlert, and H.N. Feuer eds., *Southeast Asia and the Civil Society Gaze: Scoping a Contested Concept in Cambodia and Vietnam*, Routledge, 2013. For a discussion on the latent potential of the Pagoda system for development see World Faiths Dialogue, *Faith-Inspired Organizations and Development in Cambodia*, Berkely, 2010.

[19] United Nations Development Program (UNDP) Cambodia. 2010. Civil Society Empowerment and Democratic Governance in Cambodia -- Draft Report. Phnom Penh. Cited in Asian Development Bank, Civil Society Briefs: Cambodia.

[20] Sivhouch Ou and Sedara Kim, "20 Years' Strengthening of Cambodian Civil Society: Time for Reflection", *CDRI Working Paper Series* No. 85, 2013, pp. 7-9.

[21] Ibid.

[22] Dosch, supra note 5, at 1071. For a discussion of the political system as the institutionalization of patronage networks see: Markus Karbaum, *Kambodscha unter Hun Sen: Informelle Institutionen, Politische Kultur, und Herrschaftslegitimität*. Münster, Germany: Lit, 2008.

[23] B. Widyono, *Dancing in Shadows: Sihanouk, the Khmer Rouge, and the United Nations in Cambodia*, Rowman & Littlefield, 2007; A. L. Hinton, Why did they kill? Cambodia in the shadow of genocide. Berkely University Press, 2004.

[24] D. Chandler, *A History of Cambodia*, 2nd ed., 1996, p. 106.

expected is to individual politicians as persons, rather than to political parties.[25] As such, the elections in 1993 and 1998 were interpreted in terms of a competition to ensure the leader which would provide rewards for loyalty, as would be the case in traditional *khsae* networks. *Khsae* link individuals and families, and can extend to institutions and politics, including a family or group of families linking individuals through lasting patron-client relationships.[26] Patron-client relations are both hierarchical and "multistranded", since they extend to economic, social and political activities. The patron offers protection and economic benefits, while prioritizing clients for positions or candidacies. Clients have the obligation of loyalty and support.[27]

In Cambodia, traditional *khsae* networks overlap and combine with networks built on the state bureaucracy.[28] This impacts representation and gift giving. Gift giving reflects traditional modes of authority in two ways:
   1) By verifying the 'meritorious benefactor' since by giving contributions (charitable acts) the donor receives individual merit, such that the leader can adopt the image of a "disinterested guardian of national good".
   2) By providing the material basis for the patron-client *khsae* networks.
Caroline Hughes argues that: "mobilization of the first tradition erects a notion of innate and unassailable spiritual power, portrayed as clinging particularly to the person of the Prime Minister Hun Sen, as a means of elevating the CPP to the status of natural power-holder and disinterested guardian of the national good. Mobilization of the second tradition draws upon a secular ethic of reciprocity as a means of garnering votes among the population and consolidating the power of the party through personal links of protection and favor which underpin and harness the considerable coercive powers of the modern state, and backing this with the deployment of a palpable sense of menace."[29]

Note that the normative dimension of tradition is essential to the actual practice of the material dimension of tradition in that it is necessary for clients to ultimately accept their position. Jacobsen points out: "Clients accept their position within this framework because elite status is perceived as giving that person natural rights over others due to their higher levels of *bunn* [merit], or the power that results from the performance of meritorious acts."[30]

According to Hughes, the key to the power structure of Cambodian democracy is the institutionalization of traditional networks into the bureaucracy. Through being bureaucratized, they become mechanisms of domination used to buttress the state.[31] A 2003 Asia Foundation survey found that whereas almost 66% of individuals ranked

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[25] CDRI, *Accountability and neo-patrimonialism in Cambodia: A critical literature review*, Cambodian Development Research Institute, Working Paper 34, 2007.

[26] T. Jacobsen, *Lost goddesses: The denial of female power in Cambodian history*. NIAS Press, 2008, p. 7.

[27] J. Ovesen, T. Ing-Britt, and J. Öjendal, *When every household is an island*. Uppsala Research Reports in Cultural Anthropology, 1996.

[28] M. Eastmond, *Reconstruction and the politics of homecoming: Repatriation of refugees in Cambodia*. University of Gothenburg, 2002.

[29] Caroline Hughes "Politics of gifts: Tradition and regimentation in contemporary Cambodia. *Journal of Southeast Asian Studies*, 37, 2006: 470.

[30] Jacobsen, supra note 28.

[31] Hughes, supra note 31.

material rewards as a main reason for choosing a political party, only 28% indicated the importance of the parties' views and ideology.[32] In terms of ideology, several points can be taken into consideration, illustrated by the response of a key informant in a study by Baaz and Lilja[33]:

"People do not know what democracy is. Is child labor wrong here? But children must work. We cannot afford their schools. Democracy does not fit here. We do not know anything about it […] People here get no salaries so corruption is not corruption. Corruption is their salary. That is how we get the system to work. People are very stressed up when things, such as corruption, suddenly are "wrong" because of the implemented system."

This response suggests that the key to the personalization of politics in Cambodia, in contrast to the dominant model of liberal democracy, is the existing social norm that understands 'favoritism' as natural and good rather than illegitimate (biased and unfair).[34] For such a worldview the concentration of material benefits following patron-client networks is acceptable because it is ethical to prioritize one's family and friends.[35] Given that one should prioritize one's own family and network, it is again apparent that what is important is the identity of the decision-maker, rather than what they may actually decide or the legitimacy of the outcome itself. Liberal democracy has been transformed and practiced in variance with its original intentions. Patronage networks have become extensive and permeate all major branches of government, such that loyalty to parties and party leadership consistently overrules loyalty to constituents.[36]

However, problems significant for capacity development, conditions of democratic ownership and accountability, follow from the personification of politics. First, the poor are not seen as acceptable representatives according to the merit based and patron-based framework. Second, the notion of authorities as validated on the basis of merit is in contradiction with the general understanding of democracy (and authorization through consent). Third, the traditional modes of political authority are in tension with the idea of popular participation in policy formation and the idea of general equality among citizens.[37] As a result, "Cambodian civil society does not comply with the mainstream notion of civil society as a largely independent third sector, distinct from government and business. Rather, it is best understood as a state-tolerated, and, in some cases, state-coopted, loosely organized, collective actor that comes into play wherever and whenever the government

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[32] Caroline Hughes and Joakim Öjendal, "Reassessing tradition in times of political change: Post-war Cambodia reconsidered", *Journal of Southeast Asia Studies*, 37, 2006.

[33] Interview with civil society representative, April 2007, quoted in Baaz and Lilja. The researchers take this as an indication that public confusion regarding democracy is increasing. Mikael Baaz and Mona Lilja, "Understanding Hybrid Democracy in Cambodia: The Nexus Between Liberal Democracy, the State, Civil Society, and a 'Politics of Presence'", *Asian Politics and Policy*, Vol. 6, No. 1, 5-24. 2014.

[34] CDRI, supra note 27, p. 54.

[35] J. Ledgerwood and J. Vijghen, "Decision making in rural Khmer villages", in J. Ledgerwood ed. *Cambodia Emerges from the past, eight essays*. University of Southeast Asia Publications, 2002, p. 128.

[36] CDRI, supra note 27, p. 59. See also M. Calavan, S. Diaz-Briquets, and J. O'Brien, *Cambodia Corruption Assessment*, USAID 2004.

[37] Ovesen et al., supra note 29, pp. 70-71.

does not, or cannot, get involved."[38]

Typology and contributions:

NGOs significantly contribute to stability and social welfare by actively and consistently doing the 'work' of civil society or functioning as an important monitor and collaborator with the state[39]. The Asian Development Bank categorizes both international and local NGOs in Cambodia. International NGOs are grouped into five types in terms of activities or function: infrastructure and reconstruction oriented organizations capable of providing service delivery on a large-scale with the support of bilateral and multilateral funding from donors; organizations that partner with the national government to provide service delivery, and which operate at the local level, in part to generate institutional capacity development; community development by large organizations focusing on poverty alleviation strategies at the local level; local specialized and professionalized NGOs and CBOs which are derived from the support of international NGOs; and, research related activities or organizations and the linking of research to advocacy issues. In terms of local NGOs, there are also five types: liberalization (rights) and democratization organizations; development organizations with a broad range of areas of interest; support organizations oriented towards human resource development; community-based organizations (CBOs) and research or analysis in connection with advocacy issues.[40]

These CSOs vary in both organizational size and scope of activities. As of 2001, Community-based organizations had an average annual budget of 20,000USD, smaller and medium NGOs had an average annual budget of 150,000USD, and larger international NGOs had an average annual budget of 390,000USD.[41] Sources of CSO funding are categorized into four types: grants and donations, commercial activities, government funding and support, and other. The data demonstrates that grants and donations far exceed all other categories of funding. However, it does not allow for clarifying which of the two is the more important resource provider. Moreover, government funding only minimally supports organizations. There is a "trickle-down funding" effect resulting from the organization receiving the funding in turn funding other civil society organizations. In the CCC research survey two-thirds of CSOs stated that they did provide funding to other civil society organizations, sometimes to CBOs, but mostly to local NGOs or associations. The CCC estimates that there was a total annual budget for the CSO sector of 550 million USD in 2011. Estimating the impact of this funding on the grassroots level, composed of CBOs and local associations, the CCC concludes that approximately 44 million USD of this funding supports grassroots civil society. The estimate of 550 million USD for the CSO sector means that it significantly contributes to overall resources for social and economic welfare and development. The 2012 Budget Law of the Royal Government of Cambodia set out a total budget of USD2.678 billion with USD594 million for the social sector and USD132 million for the economic sector. The CCC uses a conservative estimation to calculate the number of beneficiaries of CSO activities in one year at 1,035,000 across all

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[38] Dosch, supra note 5.

[39] T. Frewer, "Doing NGO Work: The Politics of being 'Civil Society' and Promoting 'Good Governance' in Cambodia, *Australian Geographer*, 44, 1, pp. 97-114.

[40] ADB, supra note 4.

[41] CCC, supra note 8, p. 39.

kinds of CSO and all areas of operations.[42]

Dorsch also looks at the financing of civil society through international aid, but arrives at different conclusions regarding its overall strength or endogenous capacities. He points out that Cambodia is a major recipient of official development assistance (ODA). Between 2003 and 2008, Cambodia received approximately 600 million USD per year in ODA, and the amount is increasing due to added support from non-traditional donors such as China and South Korea. In 2010, the total reached 1.075 billion USD and in 2011 it reached 1.235 billion USD.[43] The four largest donors, providing more than 100 million USD each are China, the EU, the Asian Development Bank, and Japan. Together they contribute 55% of ODA to Cambodia. ODA is equal to the amount of 9.4% of GDP, with 78USD per capita, making Cambodia the second most aid-dependent country in Southeast Asia.[44] According to Dorsch, there are 3000 NGOs registered with the Cambodian government, but only 350-400 are considered operational. NGOs are heavily dependent upon foreign funding and external support, resulting in ingrained "upward accountability" in relation to donors. Dosch points out that the role of NGOs to independently impact ODA distribution is minimal, given that only one-tenth of ODA is distributed by the NGOs. Nevertheless, NGOs are the preferred partners for many international donors who seek to foment the NGO sector as the foundation of civil society in conditions where entrenched corruption makes direct collaboration with the state undesirable for donors.[45]

Oxfam maps the engagement between civil society and government in Cambodia to 1995 and the participation of the Cooperation Committee of Cambodia and the NGO Forum of Cambodia with the International Committee on the Reconstruction of Cambodia (ICORC). They have also participated in Consultative Group meetings since 2002, and the Cambodia Development Cooperation Forum (CDCF) since 2007. In terms of the structure, engagement between civil society and government at the highest level occurs in the CDCF. In this forum the various stakeholders discuss progress and set goals as well as indicators to monitor progress. The RGC is seeking to reform the mechanism so as to effectively include the private sector as well. In 2004, the Government Donor Coordinating Committee (GDCC) was established.

Below the CDCF there are Government-Development Partner Joint Technical Working Groups (JTWGs). Beginning in 2004, these groups serve as the primary "technical coordination mechanism" to unite donors, government and civil society. These groups involve a chair from the relevant government ministry, development donors facilitating, and include representatives from CSOs, which were included as observers since 2007 and as participants since 2010. There are 19 JTWGs related to 12 sectors. The involvement of civil society in the Technical Working Groups is coordinated by the Cooperation Committee for Cambodia and the NGO Forum. These two umbrella organizations also represent civil society as a whole in the two key forums, the CDCF and GDCC, as well as serve as the mechanisms to channel civil society inputs for the National Strategic

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[42] Ibid, p. 45.
[43] Ibid.
[44] Dosch, supra note 5, p. 1068.
[45] Ibid.

Development Plan. As umbrella organizations, both the CCC and NGO Forum conduct Development Issues Forums to get feedback and input from CSOs at both the national and sub-national level, which is then incorporated into the drafting of the NSDP, as has now occurred with the NSDP of 2014-18. The civil society representatives estimate that 27% of their recommendations were accepted by the government in the final NSDP.[46]

There have been some "invited spaces" established by the government which formalize the participation and engagement of civil society in the policy making process. However, the ability to engage has been limited by the government decision to suspend the JTWG and GDCC meetings for a period of almost two years from 2012-13. Civil society actors also express reservations regarding the ultimate impact and benefits of this engagement, making clear that their superficial impact on policymakers decisions reduces the quality of engagements. Both the number of civil society participants and the quality of their participation in the invited spaces are minimal.

Indeed, as the capacity of civil society in Cambodia to engage and advocate increases, there is a corresponding increase in repression and restriction on the part of the state that increasingly utilizes the judicial system to enforce policy and pursue political aims. As a result, civil society actors concur that the space of expression and participation in Cambodia is decreasing.[47] Marshall et al have found that many CSOs (57%) feel that they have a strong working relationship with the government. However, at the same time, approximately half of CSO respondents surveyed noted challenges to collaborative action with the state due to lack of trust and poor communication, restrictive legislation, and limited capacity, or insufficient will. This is furthered by recent legislation that limits the operational space and voice of CSOs, such as the Law on Associations and Non-governmental organizations, the Cybercrime Law, the Law on Status of Judges and Prosecutors, Law on Organization and Functioning of Courts, Laws of the Supreme Council of Magistracy, Law on Management and Use of Agricultural land, and the Law on Trade Unions.[48]

Despite its potential to be subjected to the direction of donor-determinations, civil society has developed an extensive network among organizations which serves as the basis for information sharing regarding NGO activities, including the publication and dissemination of related research. This becomes a primary driver of capacity building at the national level.[49] As such, broad and complex system of communication and coordination links NGOs into more than 60 coalitions.[50] Two main umbrella organizations for CSOs are the Cooperation Committee for Cambodia (CCC) and the NGO Forum. Other networks operate in support of sectors of NGOs, such as Star Kampuchea, or as thematic networks, such as NGO Education Partnership (NEP) and MEDiCAM. The CCC conducts information

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[46] Bottomley, supra note 2.

[47] Ibid, p. 21.

[48] For a discussion of the potential negative impact of this legislation on democratic space, see CCC, Transparency International, API, *Common Advocacy Strategies to Improved Enabling Environment in Cambodia*, 2014.

[49] D. Suárez and J. H. Marshall, "Capacity in the NGO Sector: Results from a National Survey in Cambodia", *Voluntas*, 25, 2014.

[50] ADB, supra note 4.

exchange between member NGOs, maintains a resource center open to the public, and provides assistance to CSOs in relation to engaging with the government or internal best practices. The NGO Forum includes more than 60 NGOs and operates with an advocacy focus.[51] Almost three-quarters of civil society organizations surveyed by the CCC indicated their membership in a civil society umbrella organization. According to Marshall et al, 80 percent of CSOs belong to such an organization. The most significant umbrella organizations in Cambodia, according to data provided by survey respondents are, in order of importance, the Cooperation Committee for Cambodia, the NGO Forum on Cambodia, MEDiCAM, and the NGO Education Partnership.

According to the Cooperation Committee for Cambodia, NGOs have given voice to a variety of challenges that they face, and ultimately negatively impacting upon the capacities to carry out research end engage with government authorities so that the research carries over into policy. These challenges are: insufficient funding for long-term projects and sustainability of organizational presence; lack of coordination among donors in relation to reporting on projects; an inability to access essential information from government bodies; difficulties in fomenting local or community ownership for projects; lack of coordination between CSOs; low capacities for governance; and, exclusion from a development discourse that is dominated by other actors.[52]

Civil Society is Transitioning:

Trends in NGO activities and capacities, as well as dynamics in the relationships between CSOs and donors and between CSOs and the state, support the conception of a transitioning civil society in Cambodia.[53] Drawing on the work of the organization Act Alliance, the CCC argues that there has been a rapid increase in the size, scope and capacity of civil society in recent decades at the global level.[54] The World Bank estimates annual budget expenses of 1.3 trillion and the employment of over 40 million people for non-profit civil society organizations globally.[55] Cambodian civil society demonstrates a capacity development based on increasing transnationalism[56], which is less dependent on specific links between civil society and key donors or on the international reach of certain large INGOs. This is evident in the participatory role that civil society actors have in collaboration with their counterparts, both regionally and globally. Cambodian CSOs were participants in the process of establishing the Open Forum for CSO Effectiveness. Cambodian CSOs were involved in the meetings and decision-making of the first CSO Global Assembly that resulted in the development of the Istanbul Principles, and then hosted the second Global Assembly that resulted in the Siem Reap CSO Consensus on the International Framework for CSO Development Effectiveness. Representatives of Cambodian civil society also subsequently participated in the process that resulted in the

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[51] Ibid.

[52] Ibid.

[53] This is partially evident as early as 2001 according to some studies. See R.F. Catalla and T. Catalla, *Cambodia: A Situation Analysis*. Action-Aid Asia, 2001.

[54] ACT Alliance, *Shrinking Political Space for Civil Society Action*, 2011. Available at: www.actalliance.org

[55] www.worldbank.org

[56] For a discussion of this trend in relation to IOs and INGOs globally, see Karns, Margaret P. and Karen A. Mingst, *International Organizations: The politics and processes of global governance*, Lynee Rienner, 2010, pp. 222-6, 250-1.

Busan Outcome Document.[57] Throughout this process, beginning in 2008, the CCC has sought to improve discussion and practice related to aid effectiveness through organizing workshops and consultations at the national and sub-national level.[58] This reflects the recognition by civil society at both national and international levels of the problems of dependency and the obstacles to a self-sustained civil society in developing and non-democratic states.

At the regional level, the CCC is a leading participant as the Asia Regional Coordinator for Beyond 2015 which seeks to further the commitment to the MDGs in the region. Beyond 2015 includes more than 1,000 CSOs from 130 states. The CCC also represented Cambodian civil society at the High Level Panel on the Post-2015 Development Agenda which took place in Indonesia in 2014. A national forum and workshop was also organized by the CCC and the United Nations in 2014 which resulted in an agreement on five key themes to the Post-2015 development strategy. These are: social inclusion, economic development, environmental protection, good governance, and human rights.[59] Oxfam can conclude:

"Involvement in these processes has made civil society in Cambodia more aware of and active in global civil society developments and has created an enhanced understanding of measures that need to be taken to strengthen civil society in Cambodia. This includes not only government providing a more enabling environment for civil society, but also donors. A key demand of civil society was to advocate for changes in the way donors fund and require reporting, advocating for a move from project-based to program based funding."[60]

Nevertheless, tensions between civil society and government remain throughout the SE Asia region. This is demonstrated by the example of the ASEAN People's Forum (APF) of 2012. Regional civil society organizations refused to endorse the ASEAN Human Rights Declaration on the grounds that it was inferior to already existing international standards. Also, during the APF civil society mobilization was actively limited by government influence resulting in the closing of venues for assemblies to take place. Finally, at the same time as the APF grassroots civil society organized the ASEAN Grassroots People's Assembly (AGPA) which demonstrates that civil society is active and unrestricted to some degree at the grassroots level, but also that some division and tension exists between grassroots civil society and more formal established NGOs.

Comparative studies on the role of CSOs in Southeast Asia find that they perform functions ranging from basic service provision, to capacity building and human resource development, to humanitarian relief and disaster response, to advocacy. CSOs are generally recognized as important components for social improvements, from basic service provision to structural adjustments including political economy, development, good governance, and democratization[61], and are integral to overall governance through activities ranging from

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[57] See: www.naa.org.kh; www.ccc-cambodia.org
[58] CCC, supra note 8.
[59] Ibid.
[60] Bottomley, supra note 2.
[61] Chong, T and Elies, S. eds., *An ASEAN Community For All: Exploring the scope of civil society engagement*, Friedrich-Ebert-Stiftung, Office for Regional Cooperation in Asia, 2011.

basic service provision, humanitarian relief, capacity building, and advocacy.[62] Chong, Elies et al. elaborate upon different relationships between civil society and government, which vary from the tension of CSOs challenging policies and proposals, to the collaboration of CSOs being recognized by governments as necessary for successful development. Their model sets out three dimensions to CSO-government engagement. First, there is 'tacit understanding' and mutual interests or benefits in areas of basic service delivery. Second, there is the 'mediated' relations in the sense that CSO autonomy is confined by the legal and policy framework set out by the state. Third, there is tension or conflict when CSOs are actively involved in advocacy of marginalized groups. [63] Tensions between civil society and the state in Cambodia exist in a variety of areas. Most are areas in which improved social science research capacity and data is required. These include economy, democracy, governance, rights, land and natural resources, and in addressing inequalities resulting from growth. Civil society is faced with the difficult task of both informing or advising government policy and challenging government policy.[64]

In terms of regional trends in CSO activities and capacities, Chong, Elies et al. indicate increased capacity for policy engagement in areas such as agriculture, climate change and environment, sustainability of development, and human rights. The key question that arises is how best to manage the 'dynamic flux' of the civil society-state matrix. In the context of an evolving norm of recognition and inclusion of civil society, evidenced by the Paris Declaration, the Accra Agenda for Action, the Istanbul CSO Development Effectiveness Principles, and the Busan Partnership, it becomes increasingly imperative to implement and normalize recognition by states. As civil society increases its capacities, the engagement with the state will necessarily become more complex.

The CCC describes CSO contributions in Cambodia as ranging from providing social and economic rights to ensuring and supporting governance through rights, accountability, and participation fostering progressive change. According to the OECD Development Assistance Committee CSOs and NGOs offer comparative advantage in working more directly with target beneficiaries, rapid response capacity, fundraising in civil society, and raising awareness for priority issues. The World Bank holds that civil society engagement should follow from strengths such as grassroots relations, field experience, creativity and adaptability, a process orientation to development, participatory methods, a long-term focus or sustainability principle, and efficiency of outcomes.[65]

NGOs significantly contribute to governance in Cambodia. "International and local NGOs play a major role in providing or supporting basic social services, often in remote areas and communities, and are present in every province and major sector of Cambodia. NGOs also bring alternative models and approaches to development—emphasizing participation, equity, gender sensitivity, and environmental sustainability."[66] It is important to consider

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[62] Ibid.

[63] Ibid.

[64] World Bank, *Poverty Profile and Trend in Cambodia: findings from the 2007 Cambodia Socio-Economic Survey*, 2009. Available at: documents.worldbank.org

[65] World Bank, *The World Bank and Civil Society* (webpage), Washington DC: World Bank. http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/CSO

[66] Nicolas Platt, former President of the Asia Society, statement made at the Asia Society panel discussion,

that in certain areas the resources provided by the CSO sector exceed that of the government, such as community development and gender. The CCC concedes that more in-depth research is required to clarify the degree of compatibility between government programs and aims and the priorities of CSO activities, and to improve strategies towards complementarity. This problem follows from the monopolization of programming by NGOs following a division of labor separating NGOs from civil society more generally.[67] The weak links to grassroots civil society, a traditional culture of disengagement from participatory politics and social activism and deference to authority, as well as a significant degree of donor dependency and concentration of activities within the NGO sector, structure the limitations for increased capacity building and policy uptake of NGO research.[68] Moreover, limited access to information and impact of independent media[69] and low social capital[70] place top-down and bottom-up restrictions on further strengthening and engagement of research uptake and dissemination. These conditions, in part, explain the overall narrative of a transitioning civil society that is articulated in the literature.

The key transition for CSOs, from the perspective of donors, is articulated by the EU as a movement from CSOs as primary partners in implementation of development programs, to CSOs collaborating with states and increasingly offloading responsibilities to the state. Ultimately, CSOs are most in touch with the interests and needs of the priority target groups.[71] CSO activity increases public awareness and public participation on issues, creating social expectation and demand for good governance, understood in general terms as a process of public-decision making where the results the decision are reflected in policy and its implementation. To accomplish this, CSOs and NGOs can and must offer expertise and accurate information, grassroots connections and experience based know-how, decision making and recommendations. This can increase the understanding and involvement of the citizenry, opening channels of inclusion for marginalized voices, and monitoring policy implementation and giving feedback to authorities. Engagement with policy-makers and effective policy uptake may follow from formalized avenues of mediation, or through social mobilization based on raising public awareness and advocacy, or both.[72]

"Cambodia Civil Society: Challenges and Prospects", June 24, 2000, transcript. Available at: http://asiasociety.org/countries/conflicts/cambodian-civil-society-challenges-and-prospects. For a detailed discussion of the weaknesses of civil society that accompany the monopolization of activities among a select core of NGOs, see Ou and Kim, supra note 22.

[67] See R. Henke, "NGOs, People's Movements and Natural Resource Management" in C. Hughes and K. Un eds., *Cambodia's Economic Transformation*. NIAS Press, 2011.

[68] R. Christie, *Peacebuilding and NGOs: State-civil society Interactions*. Routledge, 2013.

[69] Advocacy and Policy Institute, *Access to Information in Cambodia: Past Reflections, Future Directions*, 2012; Cambodian Center for Human Rights, *Freedom of Information in Cambodia: A right to know or a culture of secrecy?*, CCHR, 2012; Cambodian Center for Human Rights, *Freedom of Expression and Academic Freedom*, CCHR, 2012.

[70] Affiliated Network for Social Accountability, *Evolving Meaning of Social Accountability in Cambodia* 2010; M. Babovic and D. Vukovic, "Social Accountability in Cambodia", *JSRP Paper 19*, Justice and Security Research Programme, 2014. See also the discussion by C. Chea, I. Nang, P. Whitehead, and A. Thompson, *Decentralized Governance of Irrigation Water in Cambodia: Matching Principles to Local Realities*. CDRI, 2011.

[71] European Union: Civil Society—a Vital Development Partner. http://ec.europa.eu/europaid/who/partners/civil-society/index_en.htm

[72] CCC, supra note 8, p. 12.

A key trend supported by research analysis is the potential for decreasing dependency that follows from a shift from donation and grant driven activities to commercially funded operations. There is evidence of an expectation by a significant portion of the respondents of a shift to commercial revenue sources in the next five years. Sectors of civil society have successfully developed sustainable and endogenous human resource and capacity development as well as sources of revenues. Nevertheless, it is not clear how this may be restricted to certain sectors of CSOs (for example, tourism and hospitality training organizations). More troubling is the absence of a clear recognition of support from civil society itself in the form of charitable donations and the absence of an expectation of any increase in funding support from the state.[73] According to the CCC, while a significant amount of CSO activities and resources are dedicated to service delivery, even in related areas CSO activities strongly emphasize capacity building and systemic and institutional strengthening. The CSO contributions in addition to service delivery should be taken as an indicator of an overall trend for civil society from implementing partner in service delivery to playing a key role in democratic governance. Notably, researchers find improvements in aid monitoring by donors but insufficient attention paid to local ownership and democratic accountability.[74] The CCC admits:

"The CSO emphasis on supporting and embedding progressive social change, through building capacities, systems and institutions, as well as monitoring public policy and practice – supporting social accountability, or the demand side for good governance, in a role recognized in the government's own National Strategic Development Plan, the Rectangular Strategy – suggests that this evolutionary process may be underway, but this would need to be interrogated further in future research before drawing any firm conclusions."[75]

The World Bank evaluation of civil society finds that the civil society, as a result of the impact of historical events, is mostly derived from the support and resources of international donors, and that it remains highly donor dependent with limited grassroots foundations. However, the World Bank also concludes that Cambodian civil society has become more diverse and healthy, as professional NGOs share the sector with unions, networks, CBOs, and grassroots movements. This change is due, in part, to the efforts of NGOs to raise awareness about rights and democratic accountability at the grassroots level. The Bank concedes that the change has been slow and real mobilization linking actors across the sector has only been evident following the 2013 elections.[76]

Oxfam describes this process of transitioning in relation to persistent challenges for civil society. The transitioning to a capable and autonomous civil society is also evident in relation to CSO collaboration, which still suffers from a lack of overall cohesion within the sector. The primary causes of insufficient cooperation are donor policies and funding systems, competition between CSOs for resources, and personalities and public image (CSO politics). Problems for mutual support and mobilization among CSOs follow from the

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[73] Bottomley, supra note 2, p. 42.

[74] M. Nowaczyk, *Democratic Ownership in Cambodia: Progress and Challenges*. Alliance 2015, 2011.

[75] CCC, supra note 8, p. 52.

[76] World Bank, supra note 9.

donor-driven agenda of programming, short-term funding (projects over programs), an overall reduction in resources available by donors, and lack of capacity to respond to novel initiatives. NGO have indicated that it is necessary that donors collaborate on standards and communicate on projects to avoid increasing competition among CSOs, and that donors should shift from funding projects to funding long-term programs. The CCC has sought to develop in consultation with diverse civil society actors, a common strategic CSO vision that would improve coordination among sectors harmonize their policy efforts.[77]

Other changing factors that impact the civil society environment include: rural mobility and urbanization; technology (mobiles, internet, social networking); an increased capacity for the formation of social movements; an increase in public will for expression despite a consistent climate of fear[78]; and, an increase in both the number of community organizations and in the awareness of the importance of coordination between organizations.[79]

The Asian Development Bank also finds both an evolution of the civil society sector, and continuing basic service delivery as symptomatic of persistent problems advancing. On the one hand, the NGO sector has evolved, in that it has professionalized, shifted in part to long-term development and democratization rather than humanitarian relief, and transferred some areas of service delivery to the government through cooperative programs. On the other hand, some NGOs continue to work with a short-term focus that utilizes program approaches appropriate to humanitarian relief, as many organizations continue to engage in "parallel service delivery and informally seconding government staff into projects".

In terms of progress, the ADB describes the NGO sector in Cambodia as strong in the area of advocacy. Moreover, there are well-established collaboration relations between international and local NGOs through both funding and capacity-building efforts. As noted, some NGOs take a long-term approach to development, and this requires more self-sustained viability and financing, along with a decrease in dependency on external support. Finally, there are well-established and capable research organizations which are able to conduct sound projects and quality results suitable for policy uptake.[80]

Nevertheless, there are significant obstacles confronting the development of a optimum mechanism of exchange between NGO research and policy makers. First, the grassroots foundation of civil society in Cambodia is weak, and professional NGOs are derived from strong external human and financial resources rather than from an endogenously driven process of democratization. The supporting culture of volunteer activism is largely absent, along with an organized charitable middle-class. Second, although in many areas NGOs

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[77] Bottomley, supra note 2, pp. 16-17.

[78] A World Citizen's Panel survey results found that 30% said they could substantially express themselves and 64% responded that they could express themselves to a certain extent. See Oxfam Novib, *Preliminary Results of the Impact Survey in Cambodia*, 2014.

[79] The WCP survey found that almost 72% of respondents felt that the potential for CSOs to influence policy was increasing along with the pressure on the government, and that government was increasingly acknowledging the need to reform to be more responsive to civil society and the public.

[80] ADB, supra note 4.

continue to work cooperatively with the government, in specific areas NGOs are perceived by the government as being overly critical, while analysts indicate an overall trend towards decreasing tolerance on the part of the state. Finally, following from the conjunction of these first two challenges, policy dialogue and uptake remains elusive for Cambodian NGOs. Effectively, "overall coordination and cooperation between government, donors, and civil society is weak and dependent on specific sectors."[81]

According to analysis by Oxfam, "the key change observed has been the strengthening of active citizenship at the local level through awareness raising and education, mobilizing, linking for collective action and supporting with strategies for advocacy." This indicates that there has been a fundamental shift in the self-perception of many Cambodian citizens regarding their relationship to the State and their ability and capacity to influence government."[82] At the same time, the report concludes that this stronger civil society does not directly impact upon policy, and still interpreted by the government as confrontation and invalid criticism, and so the state responds with dismissal or even intimidation and violence. In some cases legislation is needed, in other cases the law is not implemented fairly and effectively. Moreover, decisions at the local level are overruled by national level decision-making, limiting decentralization and responsiveness of sub-national government. Both the lack of legislation and lack of implementation of existing laws is derived more fundamentally from a lack of political will and the absence of an independent judiciary operating on the principles of rule of law, transparency, and full disclosure.

According to the Oxfam Novib analysis, Cambodia is now at the "tipping point"[83] where it has the potential to further democratize or return to authoritarianism. A two-pronged approach is needed to tip the balance toward democratization: increasing civil society input in policy, and strengthening communities, or mobilizing on the basis of best practices and capacity-building. This links civil society involvement in top-down and bottom-up approaches.

A key transformation in civil society has been an increase in building capacities at the local and grassroots level, in addition to the provision of services for beneficiaries in relation to donor supported project implementation. They keys to this are increasing knowledge and improving access to information, and this in turn requires dismantling the culture of fear and secrecy which occurs on the basis of real experience and participation a broader spectrum of the community, through collective problem-solving and the information collection and analysis it entails. The key infrastructural and material element to this process is the network or coalition. The approach has resulted in partial success, but persistent problems working with government authorities remain, deriving from the a command structure of decision making rather than rule of law and the lack of an independent judiciary which limits the utility of the law for civil society. In such conditions,

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[81] Ibid. See also Ou and Kim, supra note 22.
[82] Bottomley, supra note 2, p. 40.
[83] "The Oxfam Novib theory of change suggests that when civil society is strengthened, this leads to a stronger voice of citizens on issues relating to poverty and injustice. This stronger voice of citizens in turn contributes to changes in policy and practice, and these changes in policy and practice contribute to a reduction in poverty and injustice." Ibid.

the coalition or network enables creative collaborations which must be further cultivated. These are mobilizing across sectors to get groups to support identity based rights claim of other groups; providing technical skills and logistical support to communities' efforts to mobilize; ally with supporting private sector actors; increase engagements with the youth; and, improve outreach and collaboration with universities.[84]

Although already demonstrating a consistent contribution to capacity building through civil society networks, overall levels of knowledge transfer and awareness to the broader public remain low. Although expanding network reach and resources could improve this, new approaches are needed which take participation, manifest in such forms as social capital and democratic accountability, both at the group or organizational level and in the broader public sphere. NGO networks must be utilized but the basic understandings of capacity building must move beyond basic technocratic understandings of organizational effectiveness.[85]

Another indicator of transitioning is found at the level of self-governance[86] as good governance, or best practices for CSO internal operations which are necessary for developing overall endogenous capacities. The NGO Good Governance Project (GPP) of the Cooperation Committee for Cambodia is a voluntary system for certification for NGOs which is the first process in Cambodia for setting out minimum standards of best practices for civil society organizations. The GPP project also provides capacity development for CSOs so that they can meet certification requirements and publicizes relevant documentation on the website. The Oxfam study on CSO contributions to policy found that the GPP project has not had a significant impact among civil society actors. It found that of 300 INGOs and 3,000 local NGOs, only 40-50 had completed the certification process. CSOs have indicated that certification is beneficial for attracting donor funding, but not for improving engagements with policy-makers. Moreover, CSOs have indicated the process supports accountability to donors as a priority over accountability to affective communities and beneficiaries. Moreover, although relevant for larger NGOs the certification process may be overly restrictive for smaller and less formal CBOs.[87] Some organizations indicated that they would need more resources to fulfill certification requirements, raising the possibility that resources are directed towards fulfilling formal requirements rather than towards concrete beneficial outcomes for project beneficiaries.

According to the CCC's research survey on the topic,[88] overall results are mixed in terms of both awareness and autonomous policy implementation at the level of individual institutions. This in turn partly reflects the weaknesses of the top-down model to network

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[84] Ibid, pp. 42-3.

[85] K. Banyopadhyay and T. Khus, "Changing Civil Society in Cambodia: In search of relevance", *Development in Practice*, 23, 2013; Suárez and Marshall, supra note 52; Nowaczyk, supra note 78; Babovic and Vukovic, supra note 74; J. Clark, "The State, Popular Participation and the Voluntary Sector" in D. Hulme and M. Edwards eds., *NGOs, States and Donors: Too Close for Comfort?* Basingstoke, 1997.

[86] Autonomy and consent-based cooperation are essential predicates for some conceptions of civil society. See, Aisha Gaus-Pasha (2004), *Role of Civil Society Organizations in Governance*. Presentation of the 6th Global Forum on Reinventing Government Towards Participatory and Transparent Governance, 24-27 May 2005, Seoul. Available at: unpan1.un.org

[87] Bottomley, supra note 2, p. 18.

[88] CCC, supra note 8, p. 49.

development elucidated in the review of the literature on CSO contributions and the infrastructure for engagement with policy-makers.

One the one hand CSOs must evolve and improve. On the other hand, a healthy civil society requires an enabling environment. In terms of CSOs improvement, advances must be made in terms of both results and accountability. The Istanbul Principles include emphases on focusing on empowerment and participation of democratic ownership, on transparent and accountable operations, on sharing knowledge and learning, and on the sustainability of positive and progressive social change. However, both CSOs and donors should stress potential multiplier effects of capacity building and networking and resist evaluating programming a limited set of impacts.[89] This follows from the recognition of the principles of autonomy and consent-based participation defining 'civil society'. NGO efforts to be more responsive to the grassroots base and engaging their participation in relation to practical issues aimed at the sustainability of the engagement beyond the limited scope and agency of donor supported NGOs.[90] At the same time, consistent measures must be taken to avoid empowering corruption or already existing modes of autocratic decision-making.

Further impact and engagement of civil society will depend, in part, on redressing the lack of collective effort to foment political will and infrastructural inadequacies related to democratic representation and accountability. Note that research capacity building is essential for both efforts, and provides sustenance to a bottom-up development of capacities and engagement beyond the reach of specific donor programs.[91] At this point, it is pertinent to turn to the higher education system in Cambodia and the potential to fortify HEIs as catalysts for improving capacity building and policy uptake efforts by civil society.

Higher Education

The academic research community Cambodia continues to recover from the decapitating impacts of civil conflict.[92] The research community is limited by a failure to acknowledge the importance of human capital for public good and national goals.[93] A large degree of intersect occurs across key research actors, via complex and diffuse networks of engagement, but it has not decidedly improved the overall quality of the transitioning research community or met the requirements of employment.[94] In the first section of this

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[89] Babovic and Vukovic, supra note 74; World Bank, supra note 9, p. 63; ANSN, supra note 74; Banyopadhyay and Khus, supra note 90.

[90] Ou and Sedara, supra note 22.

[91] C. Hughes and T. *Conway, Understanding Pro-poor political change: The policy process Cambodia*, Overseas Development Institute, 2003; See also the discussion in T. Donais, "Inclusion or Exclusion? Local Ownership and Security Sector Reform", *Studies in Social Change*, Vol. 3, Issue 1, 2009.

[92] Ayres, David, "Modernity and the Development of Education in Cambodia", *Comparative Education Review*, Vol. 44, No. 4, 2000; Kwok, K. W., Chan, S., Heng, C., Kim, S., Neth, B., & Thon, V., *Scoping study: Research capacities of Cambodia's universities*, CDRI, 2010.

[93] V. In and T. Dash, "Growth of Higher Education and its Relationship with Per Capita Gross Domestic Product in Cambodia", International Journal of Business and Social Science, Vol. 2, No. 12, 2011.

[94] Kwok et al, supra note 97. S. Khieng, S. Madhur, and R. Chhem eds., *Cambodia Education 2015: Employment and Empowerment*. CDRI, 2015. For another example see C. Chealy, "Higher Education in Cambodia", in Y.

literature review we sought a comprehensive assessment of the structure, contributions, avenues of engagement, and persistent challenges faced by civil society. In this section we turn to a specific focus on the higher education system in Cambodia and the institutional and regulatory foundations for capacity building through higher education institutions (HEIs).

Historical Development of Higher Education in Cambodia

Accounts of the development of the Education system often begin with the restoration of peace in the early 1990s and the final political stabilization following in 1997.[95] The destruction of the education system as well as any research capacity occurred with the elimination of the upper and middle-classes including any educated persons. The wholesale destruction of the education system, including most importantly the accumulated human resources of the country, eliminated progress in developing a modern education system in coordination with effective governance mechanisms of a modern state.[96] Rany, Zain, and Jamil conclude: "In short, the failures of DK's extreme communist ideology and its educational policy brought Cambodia to year zero of the destruction of education in the country."[97]

The restoration of an education system can policy came through Soviet support demonstrated in the Faculty of Medicine and Pharmacy, established in 1979.[98] It is difficult to assess the advances in research in both social and natural sciences during this period. The emphasis given by the institutional framework created seems to be more in technical areas with social application shown by the universities established.[99] On the one hand technical advance and capacity development seems to be very limited given the poor assessments the research community and civil service capacities receive in the 1990s and after. On the other hand, given the vast vacuum of human resources capacities created by KR policy, it any advancements in education, research capacity building, and evidence-

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Hirosato and Y. Kitamura eds. *The political Economy of Educational Reforms and Capacity Development in Southeast Asia: Cases of Cambodia, Laos, and Vietnam*. Dordrecht, 2009.

[95] Leang Un and Say Sok, "Higher Education Governance in Cambodia", *Leadership and Governance in Higher Education*, Vol. 4, 2014. Berkvens et al., "Improving adult learning and professional development in a post-conflict area: The case of Cambodia", *International Journal of Educational Development* 32 (2012) 241-51, at 241-2.

[96] There is ample historical literature documenting the dismantling of the social and educational capital during the Khmer Rouge period. See: D. Chandler, The tragedy of Cambodian history: Politics, war and revolution since 1945. Silkworm Books, 1993; B. Kiernan, The Pol Pot Regime: Race, power and genocide in Cambodia under the Khmer Rouge, 1975-1979.

[97] Literature related to International Organization involvement in support and governance through funding, policy recommendations, and technical assistance is partly documented in this review. However, a full accounting the enormous amount of aid and projects that have occurred Cambodia since UNTAC, or even the current projects ongoing from ODA support, would require a research investigation of much larger scope and capacities. Moreover, specific contributions to education and research development are often found in capacity building programs enacted during UNTAC and discussed in peacekeeping and UN literature.

[98] Un and Sok, supra note 100.

[99] These were: Faculty of Medicine, Teaching Training College, Khmer-Soviet Friendship Higher Technical Institute, The Institute of Economics, and Institute of Agriculture. Rany Sam, Ahmad Nurulazam MD Zain, and Hazri Jamil, "Cambodia's Higher Education Development in Historical Perspectives (1863-2012)," *International Journal of Learning and Development* 2, no. 2 (2012), pp. 234-235.

based policy-making could be considered a significant achievement. With the growth of the economy, HEI expansion has occurred at a steady rate along with enrollment, allow us to expect certain trends to continue along with economic growth. However, key problems have not been resolved by past growth, such a deficiency of coordination between government and stakeholders and a disparity between urban and provincial zones.[100]

Recent research presents the trend of increased Higher Education Institutions (HEIs) from 1980-2014. From this data the number of HEI is measured[101]:

Year	Number public HEIs	Number private HEIs
1980	2 Public	0 Private
1990	8 Public	0 Private
1997	8 Public	1 Private
2000	8 Public	6 Private
2005	13 Public	32 Private
2011	38 Public	59 Private
2014	39 Public	66 Private

An important shift occurred in 1997, when private institutions were permitted and fee-paying schemes were permitted at public universities, with the Faculty of Business and Management and the Faculty of Law and Economics adopting this policy early. This may account for their eventual independence as they were transformed into The National University of Management founded in 2004 and the Royal University of Law and Economics founded in 2003.[102] This ushered in rapid growth of the higher education sector with expansion in the number of private institutions far outpacing that of public institutions. The institutional landscape has altered from 9 HEIs in 1997 with 1 private, to 45 HEIs in 2005 with 32 private, to 105 HEIs in 2014 with 66 private.[103] Another source holds that in 2011 there were 97 HEIs, with 59 private.[104] Notably, the percent of total HEIs that are private declines from 71.1 percent in 2005 to 62.8 percent in 2014. This means that for the last decade the growth of both public and private HEIs has occurred at a similar rate.

The transformation in the higher education system in the last two decades can be viewed in terms of the broader process of reconstruction and nation building with a growth in the stability and capacity of the state correlating with mass access to education. Mass access is demonstrated in the change in gross enrollment rates at the tertiary level of education, from 1% in the early 1990s to approximately 16 % in 2014. Total enrollment remained at 10,000

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[100] In and Dash, supra note 98.
[101] Un and Sok, supra note 100.
[102] Un and Sok, supra note 100.
[103] Bunlay Nith and Leang Un, "Trends of Cambodian Higher Education Institution in Response to ASEAN Integration 2015," (Phnom Penh, 2014) cited in Un and Sok, supra note 100.
[104] Leang Un, "Academic Promotion of Higher Education Teaching Personnel in Cambodia", in ERI-Net Expert Meeting on Academic Promotion of Higher Education Teaching Personnel", Penang, Malaysia, 2014.

total students from 1993-97, however this increased to 30,000 by 2005. Between 2005 and 2012 total enrollment increased rapidly, with 255,791 total student enrolment in HEIs for the 2012-13 academic year. The number enrolled in public HEIs was 105, 455 (40, 348 female). As such, the remaining 150,336 students enrolled in private HEIs, but of that, only 1,063 students pursued doctoral degrees.[105] Particularly significant for its particular effect on higher education is the low level of overall human resources in the public secondary school system. The percentage of primary teachers without and upper secondary school diploma in 2013-4 was 48.18 %. The percentage of lower secondary teachers without upper secondary school diploma was 21.15 %.[106] The foundation of research must root in the resolution of a nation-wide challenge to channel research skills, methods, and use value to lower learning levels so that research capacity development can begin at an earlier age. However, for those teaching transmission and communication skills to develop, the instructors must have some solid background understanding in higher level material. Currently, this is clearly not the case in Cambodian public education.

The Royal Government of Cambodia provides statistics related to the student body at the tertiary level through the Directorate General of Higher Education. This information indicates a significant gender imbalance at all levels, a glaring disparity between enrollment numbers and actual graduation rates, and very low levels of doctoral students. The data is summarized in the following table[107]:

Level	Number of students in 2012–2013			Number of graduates in 2011–2012		
	Total	Female	% of female students	Total	Female	% of female students
Associate degree	23,678	7,944	33.55%	10,395	3,887	37.39%
Bachelor's degree	216,053	86,235	39.91%	34,978	14,432	41.26%
Master's degree	14,997	2,884	19.23%	1,296	367	28.32%
Doctoral degree	1,063	57	5.36%	34	1	2.94%
Total	255,791	97,120	37.97%	46,703	18,687	40.01%

Table 1   Number of Students Enrolled in 2012-2013 and Graduates in 2011-2012[6]
(Source: Statistics from the Directorate General of Higher Education, 2014.)

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[105] Un and Sok, supra note 100; Kwok et al, supra note 97.
[106] RGC Ministry of Education, Youth and Sport, Department of Personnel (HRMIS), *Education Staff Indicators* 2013-4. It is notable that the published indicators include recognition of support and Cooperation with EU, Sweden aid, UNICEF, and the CDPF.
[107] Statistics from the Directorate General of Higher Education, 2014. Available at: www.moeys.kh/en/higher-education.html#.Vlr63cn-LqB

Trends and Contemporary Institutional Components

Two trends may have the potential to significant impact this landscape. These are the credit transfer or swapping system that has been put in place, and the gradual increase in web-based learning. Both of these changes make the education path toward a HE degree more flexible and accessible for students that face significant time and resource constraints from the imperatives of employment, but their impact has yet to be documented in the literature on higher education, human resources for CSOs, or overall levels of research capacity building. The credit transfer system in place follows from the 2004 Decision on Credit and Credit Transfer Systems.

The use of e-learning technologies for HE degree is so far limited in Cambodia, but recent research indicates a potential for successful instruction.[108] Moreover, the economic factors behind the success of this approach in other countries are present in Cambodian conditions such as high competition among education providers for market share in conditions where tuitions are already low compare to average tuition levels in other states. Adaptive use of new technologies faces many challenges, some of which are related specifically the creating a culture of research, such as research techniques, quantitative methods and analysis, a sedimented belief in the use of research, and generating multiplier effects for capacity building beyond specific workshops and training programs.[109] The literature reviewed does not mention any policy or specific activities at the ministry level to utilize web-based learning. There is more ample documentation regarding overall trends in internet access and use.[110] It is important that this learning be used to build networks, opportunities, and collaborative engagements which cultivate skill development through skill transfer.

E-learning may offer some opportunities, such as allowing for more flexible study schedule for those student who also work and increasing student's organizational capacity by through the management and presentation of course and a student forum for ongoing discussion to increase student opportunities for participation and feedback.[111] The drawback is that it risks distancing students from important social experiences where learning is a process of both increasing information retention, and also collective problem-solving and proactive development of 'self' through a sense of one's personal potential for growth as well as responsibility for one's community.   A more concrete and measurable externality would be empowering already existing tendencies towards centralized decision-making and control over policy-making. Given that the labor market seeks improved technical capacity and capacity development categorized as 'vocational' training[112], e-

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[108] Abdon, Buenafe R., Seishi Ninomiya, Robert T. Raab, "e-Learning in Higher Education Makes Its Debut in Cambodia: The Provincial Business Education Project", *The International Review of Research in Open and Distributed Learning*, Vol. 8, No. 1 (2007). Available at: www.irrodl.org/index.php/irrodl/article/view/333; For a detailed discussion of internet use and trends in Cambodia see Indochina Research, *The Media Index 2013*. Available at: www.indochinaresearch.com

[109] Richardson, Jayson W. "Technology Adoption in Cambodia: Measuring Factors and Impacting Adoption Rates", *Journal of International Development*, 23, 2011.

[110] Michelle Bruni, Likanan Luch, Somean Kuoch, "Skill shortages and skill gaps in the Cambodian Labor market: Evidence from employer skills needs survey", *ILO Asia-Pacific Working Paper Series*, ILO, 2013.

[111] Abdon, Ninomiya, and Raab, supra note 113.

[112] See "Higher Education and Skills for the Labor Market in Cambodia", HRINC, unpublished draft, 2010.

learning technologies could assist in developing technical capacity shortages 'demanded' by the supply-side of the economy.[113]

Information regarding the composition of the human resources of HEIs can also be found in statistics regarding the lecturers. The Ministry of Education Youth and Sport Education Congress found that in 2014, there 10,842 lecturers at HEIs, including both public and private institutions and national and non-national lecturers. Key weaknesses include a very low percent of lecturers with doctoral degrees. Most lecturers hold at least an MA degree, but approximately 1/3 of all BA level lecturers hold only a BA degree.[114] There is not accurate accounting provided of the how lecturers are divided between public and private HEIs or between urban and rural HEIs.[115] Public institutions have some lecturers on contract and some that are civil servants in government bureaucracies, while private HEI lecturers are all contract-based employees. The information does not account for this difference within public institutions. These statistics do not provide information contrasting public and private institutions or the gender balance within national and non-national groupings.

Lec-turers	Academic Year 2011-2012				Academic Year 2012-2013			
	Bachelor's Degree Holders	Master's Degree Holders	PhD Degree Holders	Total	Bachelor's Degree Holder	Master's Degree Holders	PhD Degree Holders	Total
National Lecturers	3,439	6,027	700	10,166	3,470	6,032	700	10,202
Expatriate Lecturers	251	284	108	643	250	285	105	605
Total	3,690	6,311	808	10,809	6,317	6,317	805	10,842

Table 2   Number of Teaching Staff at Higher Education Level
(Source: MoEYS. Education Congress (Phnom Penh: MoEYS, 2014), p. 42.)

A mapping of the governance structure involved in strengthening the research community, must take account the legal and institutional aspects of Cambodian higher education. To begin with some relevant national and international law has come to light given the requirements of a healthy research environment include critical inquiry and publication of results. Article 65 holds that the state has the duty to "protect and promote the right of the citizen to quality education at all levels." Article 66 of the Constitution states that the education system "shall guarantee the principles of educational freedom."[116] In addition, Article 18 and Article 28 of the Law on Education provides that education shall "promote the scientific, technical, cultural and social researches in order to achieve capacity, knowledge, skill, morality, inventive and creative ideas and enterprise spirit to the development of the country." Furthermore, Article 35 of the Education Law affords

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[113] Bruni, Luch, Kuoch, supra note 115.
[114] Un and Sok, supra note 100.
[115] Un and Sok contend that, despite the absence of pertinent statistics from the MoYES, that mostly private institutions employ 'full-time' contracted staff for administration positions rather than for lecturing. Supra note 100.
[116] See Constitution of the Kingdom of Cambodia. Available at: http://www.senate.gov.kh

students the right to "free expression of their academic views" and the right to "freedom of study."[117] Academic freedom is also protected under international law. Article 26(2) of the UDHR protects the right to academic and educational freedom while Article 13 of the International Covenant on Economic Social and Cultural Rights (the "ICESCR") upholds the right to education.[118] The Committee on Economic Social and Cultural Rights, which oversees the implementation of the ICESCR, in its General Comment 13 states that "the right to education can only be enjoyed if accompanied by the academic freedom of staff and students."[119]

As authorized and mandated by the Cambodian Constitution, the highest relevant authority for education and research is the Parliament by way of Parliamentary Commission 7, the Commission on Education, Youth, Cults, Religion, Culture, Fine Arts and Tourism.[120] Its responsibilities include making proposing items or alterations to draft legislation for education, requesting clarification of or increased information on draft legislation for education, and managing sufficient accurate and updated information regarding education.[121] The Commission is not itself a body with competency over HE education management. Moreover, although it has the legal authority to initiate pertinent legislation, in practice its role has been limited to discussion and approval of proposed draft legislation, as demonstrated in the case of the 2007 Law on Education. This reflects the overall weakness of the legislative branch in the process of governance in Cambodia, which is neither the primary source of the design nor the implementation of legislation.[122]

At the ministry level, below the level of the Legislature and under the structure of the Executive branch, a variety of different agencies and ministries combine to make a complex and disjointed system of HE governance. No single policy or body for coordination of the various bodies has been established. The 2007 Law on Education calls for the creation of the Supreme National Council of Education, mandated to propose and assess education policies. Although nor formally specified as focused on education, the Council of Ministers meetings have provided the forum for the discussion of education policy implementation. This leaves governance mostly to a variety of overlapping but uncoordinated ad hoc efforts from multiple agencies and offices. Moreover, collaboration on policy between the MoEYS and the Directorate General of Higher Education is restricted, mostly evident in the processes of selecting recipients of state-funded scholarships and technical assistance related to specific courses.[123] Un and Sok find 14 different ministries or agencies to be included in this coalition for higher education governance, although the two that stand out as more important are the Ministry of Education Youth and Sport (MoEYS) which oversees 65 HEIs, and the Ministry of Labor and Vocational Training (MoLVT) which oversees 19

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[117] Available at: www.cambodiainvestment.gov.kh

[118] Available at www.ohchr.org

[119] See CESCR General Comment 13. Available at: www.right-to-education.org

[120] The Cambodian Legislature activities are grouped into areas of focus through 9 commissions which provide orientation, impetus and logistical support to policy-making.

[121] See RGC Senate, "Decision on Roles, Duties and Competencies of the Commission on Education, Youth and Sport, Cults, Religion, Culture, Fine Arts and Tourism", 2012.

[122] Un and Sok, supra note 100.

[123] Vicheth Sen and Soveacha Ros, *Anatomy of Higher Education Governance in Cambodia*, CDRI, 2013, p. 6.

HEIs.[124]

In relation to the fortification of an ample, qualified, and prolific research community, the analysis of the education system in Cambodia elucidates two primary areas of weakness. The first is general, stemming from the overall low quality at the HE level impacting research done by university lecturers and the ability to effectively impart research skills to social science graduates. The second is more specific in relation to research and capacity-building of researchers, resulting from a lack of institutionalization of support for research at all stages of the process.

Overall quality of higher education is negatively impacted by the failure to implement policy proposals that have already been agreed upon, rather than in the formulation of adequate legislation itself. Most evidently, this is the case in the Supreme National Council on Education, which was set out in the 2007 Law on Education, which set out as a government body positioned immediately below the PM Cabinet, but as of 2014 had not actually been formed. The ACC employs more than 200 on-contract individuals to assess and evaluate HEI. However, many assessors do not have a clear idea of what the criteria of assessment are, from whom to find information at different HEI, and do not actively participate in assessment activities when they do occur. One possible remedy would be to increase the standards of qualification for assessors, and improve the training programs in place, and base periodic re-employment on successful performance of related tasks.

The highest level national law specific to education is the 2007 Law on Education. Cambodian law does not have a separate code specific to higher education, which is instead regulated through complex interplay of a variety of statutes categorized as sub-laws or 'decrees' pertinent to both higher education and vocational training. They include[125]:

1. Sub-decree on Establishment and Management of Higher and Technical Education Institutions (1992)
2. Royal Decree on Legal Statute of Public Administrative Institutions (PAI) (1997)
3. Sub-decree on Criteria for University Establishment (2002)
4. Royal Decree on Public Universities (2002)
5. *Prakas* on Master's Degree Education (2003)
6. Royal Decree on HE Accreditation (2003)
7. Sub-decree on Preparation and Functioning of ACC (2003)
8. Decision on Credit and Credit Transfer Systems (2004)
9. Decision on Requirements for Issuance of Foundation Year Certificates at HEIs (2004)
10. *Prakas* on Conditions and Detailed Criteria for HEI Licensing (2007)
11. Sub-decree on Preparation and Functioning of MoEYS (2009)
12. Sub-decree on PhD Education (2010)
13. Royal Decree on Professorial Ranking (2013)
14. Sub-decree on Cambodian National Qualification Framework (2014)

According to the assessment of independent analysts quality assurance is addressed

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[124] Un and Sok, supra note 100.
[125] Available at: www.moeys.gov.kh/en/laws-and-regulations.html

through regulations in the following areas: goals and aims of the HE; system level governance; autonomy and academic freedom; types of HEI; internal governance structure of HEI; quality assurance and accreditation; financing; selection of students; selection and promotion of staff; the curriculum of structure or study program.[126]

Efforts at Reform, Quality Assurance and Capacity Building

Improvements in higher education are the key to achieving development aims related to improved human resources and governance. Higher education is included within the scope of the most important development policies: the Rectangular Strategy for Growth, Employment, Equity and Efficiency: Phase III, and the National Strategic Development Plans (NSDP) 2014-2018. The Rectangular Strategy entails classifying reforms into four areas or pillars, which conjoin around the broad aim of more effective and accountable governance through increased transparency, participation, and responsiveness. This 'good governance' approach identifies the need for highly qualified and competent human resources which depend on a stronger education system able to create human resource development, clear and coordinated legal and policy frameworks, effective HEIs and oversight agencies, and the promotion of studies in the areas of science, technology, and vocational learning.[127] It is argued that this strategy, shifting from a focus on physical infrastructure to human resources, reflects increasing awareness among policy-makers of the new pressures resulting from economic integration[128] wherein competitiveness will require more decentralization of government authority and creating efficient institutions capable of carrying out oversight functions.[129]

The NSDP, derived from the Rectangular Strategy, covers these areas in more detail towards the practical aim of operationalizing the standards through ambitious but achievable targets. The policy takes account persistent challenges related to the implementation of development strategy and includes an outline of actions for further achievement. It discusses priorities for each area of reform the concrete programs of the different government bodies involved in those programs, and the financial costs and budget allotments relevant to those programs. It also extrapolates upon sources of funding, outlays the component institutions and procedures required, and articulates more clearly the relevant objectives, targets, and indicators.[130]

The significant policy of the Ministry of Education related to Higher Education is the five-year Educational Strategic Plan 2014-18. The 'Policy on Higher Education Vision 2030', was formulated in 2014 and pertains only to higher education issues. These policy documents include discussion of the relevant stakeholders and their interests in terms of the dominant obstacles faced, in order to account for the policy blueprint set out, to be implemented through the deployment of set indicators. The 2030 Vision clearly recognizes the

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[126]Un and Sok, supra note 100.

[127] See the World Bank, *Cambodia Education Sector Support Project: Improving quality and access*. Details available at web.worldbank.org.

[128] Kang Sothear, "PM Launches Grand Plans to Transform Industry", *Cambodia Daily* 27 August 2015.

[129] For details, see Royal Government of Cambodia, *Rectangular Strategy for Growth, Employment, Equity and Efficiency: Phase 3*, 2014.

[130] Ibid.

imperative of shifting to a knowledge-based economy with high human resource capacity.

Government policy acknowledges needed improvements in access, education quality, and governance or management.[131] Moreover, authorities have recognized several areas where targets could be set, such as improving access for poor and female students, redressing skill deficiencies and imbalances, generating coordination between key actors, low level of research production, and lack of knowledge about human resource conditions and requirements. One aspect of recommendations related to improvements in these areas of education mentioned in government policy is to develop further and more detailed policy in this area. Although it makes sense to start with a set of rules about what priorities are, how limited institutional resources are to be used, and the division of labor and responsibility entailed in putting that policy into practice, policy based solutions should be greeted with some suspicion. Consider the state approach to solutions: "preparation of policies on enhancement of equitable access, human resource development, improvement in the higher education management information system, strengthening research and development, and institutional governance and financial management, as well as guidelines on higher education institutions' internal quality assurance, are identified as key to remedy these shortcomings." [132]

Conditions of extensive political interference and centralized decision-making, low levels of accountability for policy implementation, the multiple recommendations and extensive policy advice given by IOs over two decades, and existing procedures that serve to distance researchers from government supported inputs and outputs, rather than connecting them in a positive dynamic of collaboration, all make it unlikely that augmenting policy would be sufficient to improve HEI quality. However, studies show that in such conditions collaborative learning processes results in both improved skill transfer and an improved disposition toward training and communication and group dynamics.[133]

The MoEYS is has the mandate, and hence the responsibility, to develop policies that fortify higher education and improve quality including conducting research. The government of Cambodia has not established a special body for research and development which falls under the competency of the MoEYS, specifically its two of its component bodies, the Department of Scientific Research and the Department of Higher Education. The DSR is charged with research but actually carries out very minimal amounts.[134] The World Bank project related to higher education quality and capacity development is operationalized via the Department of Higher Education rather than the DSR with staff from the DSR participating.[135]

As such, funding for research falls under the overall education budget and governance of

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[131] See MoEYS, "Education Strategic Plan 2014-2018", Phnom Penh, 2014; ———, "Policy on Higher Education Vision 2030", Phnom Penh, 2014.

[132] Un and Sok, supra note 100.

[133] Jan B.Y. Berkvens, Maya Kalyanpur, Wilmad Kuiper, and Jan Van den Akker, "Improving adult learning and professional development in post-conflict area: The case of Cambodia", *International Journal of Education Development*, 32, 2012.

[134] Sen and Ros, supra note 128.

[135] Un and Sok, supra note 100.

the MoEYS. Funding for education in Cambodia over the years has not been a priority, although improvements have been made.[136] Characteristic of the lack of concern at the higher levels of government in control of budget allocation and oversight of policy implementation at the ministry level, the 2010 Policy on Research Development in the Education Sector and the 2011 Master Plan for Research and Development in the Education Sector, did not include funds for HEIs to carry out research. Given that such support would double as funding for capacity building, and that such research could entail projects into how to improve research capacity with limited funding or how to find alternative sources of funding, this lack of attention is symptomatic of the deeper problem of implementation of the policies mentioned above.

For example, taking into consideration the 2001-5 Education Strategic Plan, the 2001-5 Education Sector Support Programme, the 2003 National Education For All Action Plan, and the 2006-2010 Education Strategic Plan, UNICEF concludes that in evaluating outcomes key challenges remain. These are sustainability and equity, institutional capacity for human resource management and strategic planning, and a failure to decentralize education policies resulting in a lack of implementation at different levels. They key indicator of successful outcome mentioned was the ability of the Cambodian government to develop the 2009-13 Education Strategic Plan without external technical assistance.[137]

Rany et al. find the CPP period to demonstrate a consistent failure to develop effective policies for improving the education system. Throughout the several mandates of the CPP government, outside experts have critically reviewed education noting several deficiencies with HEIs. These include: central supervision and control by the government extending to political interference by authorities, limited resources, and low transparency for budgeting, hiring, and promotions.[138] A vast increase in HEIs correlates with the rapid growth of student enrollment in the 1990s, but the 'silent revolution' in creating sustainable quality research skills transferable across actor institutions (ministry, HEIs, CSOs) as well as applicable in the business sector has failed to materialize. Structural problems are compounded by a lack of scholarship in education in Cambodia, with the combined result of creating an education system in persistent crisis as it fails to inclusively educate the masses and provide for its own ongoing capacity development. This accounts for the finding that all public and private HEIs are competing for the same market by competing to provide the same training.[139]

In its recommendations and conclusions UNESCO makes two key points regarding the prospects for research capacity building through improving HEI practices and increasing engagements with government and CSOs. It is notable that from these conclusions one can extrapolate the recognition of a need to build capacities through action guiding research which increases participation and critical thinking in broader sections of the public. First:

[136] Pou Sovachana, " ASEAN Integration: The Pivotal Role of Education in Cambodia", *Selected CICP Publications*, Cambodian Institute for Cooperation and Peace, Phnom Penh, 2014.

[137] UNICEF (no date). *Education: Report on Cambodia*. Available at: http://www.unicef.org/cambodia/3.Education.pdf

[138] Rany et al, supra note 104; Un and Sok, supra note 100.

[139] Ayres, supra note 97; Chealy, supra note 99.

"Teaching methods that develop critical and creative thinking abilities, in contrast to learning by rote, are under-utilized in the classroom. The lack of development of critical thinking skills can significantly impact a citizenry's ability to express its opinions, organize communities, exert political influence within the established order, counter manipulation by a series of authoritarian governments, and arrive at alternative models of governance. In Cambodia, this lack has permitted the perpetuation of a dictatorship and the traditional patron/client social order." And secondly: "Low capacity, and subsequently low quality of instruction, serve to intensify entrenched socio-economic disparities and undermine an already irrelevant education system.

The grossly insufficient pay, working conditions, and social status accorded to the profession have left many disenchanted. Historically, aggrieved teachers have been a driving force for political change in the country. The power dynamics of the teacher-student relationship itself reflects and reinforces the authoritarian and hierarchical nature of Cambodian society. This relationship is complicit in corruption and in reinforcing the nation's 'tentative peace', by producing students that lack the skills to question their roles in society."[140]

Un and Sok report that the budget for 2012 on HE was only 0.1% in GDP.[141] Research sector actors must make a concerted an more organized effort in terms of an 'interest group' to challenge the rationale that budgets are focused on primary (to some degree and secondary) education as the priority, in order to generate the public expectation that more resources be provided for education overall. That way, the discourse of the research community can avoid improvements at the HE level only at the expense of basic education. Rany et al. point out that any strategy to improve HE must improve the ratio of expenditure on staff salaries and expenses for advancing 'other sectors'. [142] This would include research, which requires more funding without of course reducing already meager salaries or increasing workload to offset costs and risks to staff.

The World Bank support program for HEIs of 23 million USD will be distributed resources in accordance with achieving the aims of development and innovation (in the form of grants). The funding also includes support for project management and monitoring and evaluating project management.[143] On reported outcome has been supporting 70 Cambodian fellows to study postgraduate degrees in Australia.[144] This Higher Education Quality and Capacity Improvement Project 2011-5 includes at least 5 million USD for research and innovation. Other research grants for public HEIs from external supporters have been given to RUPP, Royal University of Agriculture, the University of Health Sciences, the Institute of Technology. A large quantity of research is conducted by non-profit CSOs such as Center for Khmer Studies (included in project sample) and Cambodian Development Resource Institute (included in early roundtable discussions for project).[145]

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[140] UNESCO (2011). *Education and Fragility in Cambodia*. UNESCO: Paris. Available at:

http://unesdoc.unesco.org/images/0021/002110/211049e.pdf

[141] Un and Sok, supra note 100.

[142] Rany et al., supra note 104.

[143] See http://www.moeys.gov.kh/en/heqcip.html.

[144] Un and Sok, supra note 100.

[145] See www.cdri.org.kh for a detailed list of research publications as well as details discussing the

At private HEIs funding for research is not available, except for in a few rare cases for limited purposes.[146]

Rany et al. argue that improvements should be made through implementing reforms in five areas: education financing, admissions requirements, human resources (including teaching quality and research capacity, academic relevance, and autonomy and academic freedom).[147] Academic freedom is a base condition for improving policy implementation and problem-solving at all levels and across actors and is not specific to the freedom to choose research topics or publish results. Moreover, it can only be achieved in context in which freedom of information is cultivated as a state policy. Improvements in knowledge uptake and skill transfer can be seen to be based on mentoring and practical out of class learning experiences, if they are driven by student determined issues and concerns allowing for better student engagement.[148]

Private Research Institutions:
There is a variety of research activity and capacity development conducted by the private sector (not-including HEIs). This ranges from marketing research by individual businesses, to marketing consulting by specialized firms, to networks of capacity building that cross areas of industry. Some of the research indicates that part of the problem for developing research capacity in the social sciences is the fact that BA graduates do not fit the demands of the job market[149], and so economic growth depends little on improving social science research.[150] Developing a foundation for a long-term advancement of data collection and analytical capacities may also seem irrational in a context where higher education does not correlate with good jobs.[151]

Feedback from employers indicates that the workplace requires improvements relevant for building research capacity, (in order of importance) such as communication abilities (separate from foreign language capacity), work attitude, technical proficiency, problem-solving, and most of all analytical capacities. Their advice to HEIs ranks increased salary for educators as less of a priority, with more urgent improvement needed in increasing links with employers, teaching more practical skills, and improving course content. In

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Development Research Forum.

[146] An example, detailed in the discussion on fieldwork results, would be Zaman University that claims to offer some forms of funding support for researchers.

[147] Rany et al., supra note 104.

[148] Kreng Heng, "The relationship between Student Engagement and the Academic Achievement of First-Year University Students in Cambodia", *The Asia-Pacific Education Researcher*, Vol. 23, Issue 2, 2014. The shift from teaching institutions to research institutions is a key recommendation for some studies of research activities and capacities at HEIs. This links to issues of transitioning from teaching to research in specific economic conditions and issues of research commercialization by HEIs as a possible avenue of capacity building that itself may entail some new challenges and result in new inter-institutional tensions. See Kwok et al, supra note 97.

[149] See http://www.voacambodia.com/content/multiple-skills-needed-for-asean-competition/1603984.html.

[150] Cambodian Federation of Employers and Business Associations. Cambodia Outlook Conference 2012: Cambodia's Priorities for Inclusive Growth, Regional Integration and ASEAN leadership. Available at: http://cdri.org.kh/oc2012/5.%20Ms%20Sandra%20D'Amico.pdf

[151] Noch, C. *Higher Education and Unemployment of the Educated in Cambodia*. MA Thesis, International Institute for Educational Planning (IIEP), UNICEF, 2009.

recommendations to government, they suggest increased education spending, but rank it lower than both better links between government, HEIs, and employers, and lower than improvements in education standards.[152]   In order to get a better understanding of the reasons multiple efforts of multiple actors with ample funding from external donors in certain cases fail to develop both a research culture and institutional or individual level capacities, it is worthwhile to look at the views of experienced researchers to see how they evaluate the environment.

Business consultancy research analysts contend into social and economic conditions in Cambodia is needed to offset the sense of risk for investors.[153]   The research market is divided between commercial and non-commercial clients, which includes NGOs that carry out 'social research'. This introduces the distinction between market research and social research. According the head of one prominent research institute which engages in both types of research, the commercial or market research sector is limited due to the small number of clients at this time. In the commercial sector major clients (sources of funding) include international companies locally involved in telecommunications, in fast-moving consumer goods, and banking. For social research, 30 percent of projects are financed by international organizations.

According to one researcher, the single biggest challenge stems from the lack of education development and how this impacts the analytical skills of the business people that the commercial researchers are trying to engage with. Because the business people do not understand the research and its results, they also fail to grasp its significance. This means researchers must sell the reasoning for research itself, or research dissemination and uptake within the private sector is initially effectively blocked due to the suspicion that the researchers are simply trying to sell the research for the sake of the sale and that the research itself has no value to the buyer. Added to this is the cultural factor that many business people feel that they are the experts on their respective markets and could not learn anything new from the research or the results.[154] This has resulted in conditions where commercial researchers do not have a solid understanding of the overall environment. For example, they are not certain of the overall market size for commercial research and their own market share. Communication with competitors is lacking and this is no public institution tasked with liaison of the different private actors as well as no publicly available information for that sector. This has altered the basic functions of commercial research institutions to provide information in addition beyond relevant research results, through processes of training and capacity building so that commercial enterprises understand both what research can tell them and what it can do for them.

The lack of publicly available information is a great hindrance to those engaged in commercial and social research. Without government provided data, it is impossible to make fixed accurate estimates of the overall market size and the identity of the key actors.

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[152] CAMFEBA. *Youth and employment: Bridging the Gap*, a Project paper prepared for CAMFEBA. Unpublished manuscript, 2008

[153] Post Staff, Phnom Penh, Laurent Notin, General Manager of IndoChina Research, *Phnom Penh Post*, 7 May 2009.

[154] Ibid.

This impacts the type of information that can be presented since private research organizations cannot, for example, conduct economic feasibility studies without government involvement. Certain indicators can be researched in commercial studies such as the volume of a specific product, but require a set of government statistics on which comparisons can be based.[155] Training and capacity-building mostly occurs in house and through project based learning. Capacity-building is centered on interview techniques and then later seeks to build analytical skills needed to evaluate results. It is in the area of critical thinking and analytical skills that research institutions face the greatest human resource challenges. For this reason an internal auditing system has been set-up.[156]

Independent analysts have argued that there is a need for increased impartial research on social and political issues achievable through increasing the number and outputs of professional institutions related to research. It absence of overall credibility to research produced impacts uptake leading to a lack of "principled policy", according to one prominent national member of civil society. The aim of one new institution formed on this basis is to provide independence to researchers within the institution, which it is hoped will improve the quality of the research produced. This is essential to increasing public awareness and providing citizens with the capacity to evaluate different competing policy proposals by political parties or other interest groups. On the basis of sound research, CSOs can channel information to policy-makers and pressure against inappropriate policy choice in order to achieve real reform. The primary challenge is to develop a sustainable business model. The strategy for sustainability of this new research institute is to charge an individual fee for researchers to get a 'desk' or position within the institute, while not regulating or monitoring their projects. This allows for both individual and collaborative research and a fluid exchange of ideas and feedback between research institute members.[157]

It may be that this represents a significant shift in terms of the relation between researchers and consultants and politics more generally. Researchers are getting involved in policy-making by seeking out improved forum of dissemination and channels of policy uptake; qualified analysts with research experience are entering into politics; and political parties are increasingly pressed to base policy platforms on well-grounded proposals and accurate information.[158]

Another leading figure in the research community has noted that Cambodia suffers from a significant deficit in the prioritization of research, reflected in persistent challenges of long-term development such as economic growth, poverty reduction, and structural reform.[159]

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[155] Ibid.

[156] Ibid.

[157] Shane Worrel, "Ou Virak to Open Research Hub", Phnom Penh Post, 7 January 2015. This perspective and effort reflect the recognition that a key to advancing research capacity is to cultivate the different forms of research while integrating them constructively to address issues required by public policy. See the use of the typology of Harman (2006) by Kwok et al, supra note 97, p. 21

[158] Ibid. Examples of consultants entering politics are Lao Mong Hay joining with CNRP and Kem Ley forming an independent political party. An example of basing policy proposals on solid research is founding leading opposition figure Mu Sochua's claim that election campaign proposals to increase minimum wage were based on sound empirical investigation into the economy.

[159] Interview with Larry Strange, ED of Cambodian Development Research Institute. Khoun Theara,

This central value or principle of research as necessary rather than optional for policy-making and implementation, while articulated by professional researchers, has not been disseminated into the broader political culture.[160] Experts say that the problem stems from a low level of human resources. There comments seem to indicate two problem areas: motivation for researchers such as funding, and low quality capacity-building due to a weak educational system. The first condition results in researchers that are not "interested", in contrast to Thai and Vietnamese systems which offer funding to enable and motivate research.[161] Within higher institutions low quality is compounded by a lack of will or capacity to invest in research. The result is extremely "uneven" levels of tertiary education.[162]

The World Bank ranks country investment in research, but Cambodia's investment levels are not high enough to register in those rankings. Royal Government of Cambodia officially lists 275 post-graduate students with only 2.2 percent with a research and development focus, and this includes applied research in different areas such as economics, agriculture, the environment, and good governance. Government officials not a change in policy to prioritize research capacity-building and application in specific project areas, as demonstrated in the 3.2 million USD fund from the World Bank to improve higher education in Cambodia. According to the Higher Education Department of the Ministry of Education, this funding is being used to support 32 research projects in both public and private HEIs.[163]

Other noted weaknesses to the research community include that concentration of project and capacities within a few specialized institutions. Also, even in active institutions demonstrating higher outputs, the topics are limited in order to avoid critique of the government policy and self-censorship prevails. Within universities, the level of instruction is often so low that it is difficult to introduce basic research methods in the curriculum without first generating a better foundation.[164] Feedback from students indicates that they do not feel confident in the research skills gained at the BA level. Finally, the change in the legal and political context carries over into HEI institutional policy, and analysts argue that this could impede research proliferation. This is exemplified in the institutional level ban on research in 14 different areas which has been issued by the Royal University of Law and Economics. Issues include drug use and abuse, land disputes, border disputes, and border disputes. As such, there are indications of decreasing academic freedom when quality research outcomes (outputs and uptake) depend on

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"Cambodia Lacks Research Enough To Tackle Its Problems, Analysts Say", *VOA Khmer*, 10 April 2013.

[160] As evidenced in the contrast between the testimonial or expert view, here offered by Strange, regarding the necessity of research, and the evaluation of the macro-environment as one where that principle is missing.

[161] Interview with Chan Sophal, President of the Cambodian Economic Association. Khoun Theara, "Cambodia Lacks Research Enough To Tackle Its Problems, Analysts Say", *VOA Khmer*, 10 April 2013.

[162] Interview with Larry Strange, supra note 135.

[163] Interview with Mak Ngoy, General Director of the Higher Education Department of the Ministry of Education. Khoun Theara, "Cambodia Lacks Research Enough To Tackle Its Problems, Analysts Say", *VOA Khmer*, 10 April 2013.

[164] Interview with fourth year BA student at PUC, based on comments from research methods instructors. Khoun Theara, "Cambodia Lacks Research Enough To Tackle Its Problems, Analysts Say", *VOA Khmer*, 10 April 2013.

increasing academic freedom.[165]

Weaknesses in policy approaches and gaps in policy implementation might begin to account for the limitations on achievements of institutional efforts on the part of the state documented in this review. However, "since the quality of services relies on the quality of providers, the rights and responsibilities of lecturers and other staff should be clearly defined so that HEIs can boos university research and innovation."[166]

Ultimately commercial viability of research efforts by HEIs and CSOs will depend on building on traditional tools and resources but adopting the to the demands of the critical thinking needed to negotiate the globalization of education and civil society as well as to develop capacity building efforts and research at HEIs that are based on a regulatory rather than relational frameworks.[167]   Furthermore, studies support the idea that improved student engagement through mentoring made possible through activities such as action-research project based collaborative learning are the key to fostering improvements in both human resource development, skill transfer to students, and social capital among the youth and social science professionals which carries over into a more healthy and engaged civil society. Nevertheless, available studies in this area restrict assessment of outcomes related to improved student engagement to a very limited set of educational indicators, rather than seeking avenues for more diffuse development of social capital.[168]   External supporters should emphasize quality control at the MoEYS and individual HEIs, as well as look for ways to foment already existing transnationalism.[169] Political factors must be addressed candidly and taken into consideration across efforts to develop research capacity building, however cultural over-determinism and blame should be avoided. Given that degree of resources and management capacities can be addressed by top-down technocratic approaches, it is important to buttress non-logistical elements such as a focus on increasing knowledge transfer to and inclusion of the youth and improving leadership at HEIs in addition to management.[170]

Conclusion

This literature review has aimed for a comprehensive view of the capacities and contribution of the NGO sector and HEIs to research and capacity building. It takes into account the evolution and persistent challenges for civil society in terms of both developing its own endogenous capacities and improving the quality of policy uptake of research results and recommendations. It links this to a discussion of higher education policy and conditions in order to account for the research efforts of HEIs, treating NGOs and HEIs as the two key actors who, in engagement with government, collectively compose the main

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[165] Interview with Chan Sophal, supra note 137.
[166] Khieng, Madhur, and Chhem, supra note 99.
[167] David Howes and David Ford, "Negotiating Globalization: The Royal University of Phnom Penh, Cambodia" in S. Marginson et al eds. *Higher Education in the Asia Pacific*, Springer, 2011.
[168] Jeffery H. Marshall, Ung Chinna, Ung Ngo Hok, Souer Tinon, Meung Veasna, Put Nissay, "Student Achievement and Education System Performance in a Developing Country", *Educ Asse Eval Acc*, 24, 2012.
[169] Kwok et al. supra note 97, p. 23.
[170] Kwok et al, supra note 97, pp. 34-35, 41.

pillars of the of the research community in Cambodia.

There is an extensive network of CSOs which contribute significantly to good governance and development in Cambodia. Moreover, there is an extensive system of HEIs that is young but has expanded rapidly. The historical evolution of these sectors has occurred on top of traditional and grassroots civil society characterized by low social capital and social accountability, persistently out of balance with a dominant state with centralized decision-making and autocratic exercise of power. This results in general impacts in terms of freedom of expression and access to information, but also carries over to the quality of policy engagement by members of the public in the different forums of engagement with officials.

The literature supports the view that civil society is transitioning to develop its own endogenous capacities and voice, increasing its input vis-à-vis both government officials and external donors. Nevertheless, problems related to a lack of links to the grassroots and CSO level persist. The fact that civil society is transitioning however does not necessitate a successful culmination of the process. If there develop areas of activity in which collaboration with government is high and other areas where civil society takes a critical and oppositional stance to policy, which is consistent with this transitioning process to a healthy civil society, it is important that donor-driven dependency be expunged in both modes of the relationship. To ensure the further transitioning of capable and effective autonomous civil society it is necessary to foment concerted action increasing grassroots links and engagement with government, while decreasing dependence and deference to unaccountable officials and failures to implement policy.

It is a basic premise of this project that achieving these goals requires treating HEIs as an essential component of civil society and a key catalyst to generating the capacity-building at the national level, which is required for both an impactful civil society and improved policy uptake based on endogenously driven sustainable social science and social welfare research. What the literature is lacking a mapping of research activities and capacity building efforts at HEIs, a better understanding of the challenges faced by HEIs as institutions and of individual faculty members or administrators, and an awareness of the advantages of and potential for development efforts more inclusive of the youth. Such an effort would elucidate avenues for productive dialogue and collaborative engagements, which, when repeating and enduring, extend to include concerted actions toward improving research capacities, collaboration and dissemination, and improved policy uptake. Whereas the literature on civil society and the role of NGOs in research is limited by the vast amount of documentation produced for different projects in their work in forming or representing interest groups, there is no substantial literature which details the actual research environment in HEIs and charts the links between HEIs and NGOs in relation to key institutions of government that are to be engaged with if policy uptake is to occur. Moreover, capacity-building efforts in the NGO sector are for the most part documented in relation to specific programming issues or areas of concern, which do not include an elaboration of organizational policies, mechanisms, or best-practices regarding capacity-building.

Fostering a greater role for HEIs depends in a large part on building their capacities and cultivating a proactive institutional disposition to emphasize research capacity building through actual research experiences of both faculty and students. To do this, structural obstacles and bottlenecks to improving research conditions at the HEI level must be addressed. This literature view demonstrates a complex and increasingly well-established set of laws or policies and related institutions, while also supporting the notion that the MoEYS is the most important government body in relation to top-down regulations and planning for research development at HEIs, while the MoP plays a fundamental role in the research conducted at the ministry level and therefore functions as an essential gatekeeper in the policy uptake process. However, it is also evident that limitations on a top-down approach, including the need to both foster ownership beyond donor-driven programming and to bridge the gap between policy and its implementation, shift the burden of responsibility to individual institutions. For HEIs and CSOs this can be a source of autonomy. In order for this to be a gesture of empowerment rather than an imposition of disciplinary modes of control, it is necessary that it occur in accordance with the interests and voices of the diverse stakeholders involved.

It is of the utmost significance that such related research projects fit with the aims of donors to use funding more effectively and to improve long-term outputs from programming, with the efforts of the government to increase human resource capacity at the national level for the purposes of development and economic integration, with the efforts of the government to decentralize and increase institutional level capacities and decrease dependency on donor support, with the efforts of CSOs to foment links to the grassroots level increasing the overall health of civil society, with the efforts of CSOs to decrease competition for funding and increase collaboration to combine impacts on issues, with the efforts of HEIs to improve human resources, pedagogy and market competitiveness, and with the shared effort of CSOs and HEIs to improve dissemination and policy uptake of research results.

In addition to benefiting donors by improving their access to information regarding the projects they fund and the true activities and outcomes documented by the recipient CSOs, the state stands to gain both in terms of efficiency of resource use and policy implementation in terms of and legitimacy of improved responsiveness. Both CSOs and HEIs have economic incentives to improve research capacity and access avenues of human resource development. Moreover, they have a common interest in conditions of good governance supporting institutional autonomy with freedom of expression and access to information. An approach with the potential to build upon the shared incentives and interests of key actors in the research community, which improves capacities of HEIs for research and increases links between HEIs and CSOs, can follow from a practical and bottom-up emphasis on action-based research as means for capacity building. This project seeks to set the foundation for such an approach by linking a mentorship research training component utilized in the project, but capable of being re-utilized by any interested organization in the course of their research activities.

A mapping of the research landscape in Cambodia indicates that this horizontal broadening of education by expanding scope of access to the system has met with significant challenges in institutionalizing quality public education nationally at the secondary level and at the HE level. Nevertheless, there has also developed a solid more

vertically integrated research community following from specialization of research within a few key CSOs, in conjunction with key ministries and IOs. The issue remains the limited dissemination of both information and skills from those key institutions involved in research, in order to successfully integrate them into the HEI system, both public and private, and at the national level and provincial levels. Moreover, the analytical narrative derived from this particular project should flow from the account given by the key stakeholders in the research community, following from and building on their understanding of the value of research. Capacity building begins with a better awareness of the needs and present potential of key actors that occurs in giving voice and giving an account of their own conditions and ambitions. Awareness and solidarity are cultivated in reaching an understanding the experience of other key stakeholders through dialogue, upon which social capital and then social accountability can be fostered.

The website forum aims at the kind of long-term outcomes involving improved information sharing and collective problem-solving that exceed the capacities of technocratic programming, but are consistent with the aims of local ownership and democratic and social accountability needed for both sustainable development and a vibrant research community. By providing an account of the voices of key actors in the research community the project actualizes a dialogue between the different sectors and individuals. The website forum provides an enduring platform for collaboration between actors and the dissemination of results, opportunities, available advice and assistance, and forum for those actors to set the priorities and to offer up practical solutions to the challenges they individually and collectively face.

IV. Macro-Level Social Science Research Environment

In this section we map out research policies from the institutions in our study and discuss the research programs at HEIs. We question the extent to which research policies drive research practices by looking at the presence or absence of research practice in institutions and their correlating policies. We will begin with a discussion of the formal policies we encountered. We note the fact that formal policies are scarce and for this reason have decided to present those that are present in this section, rather than in an annex. We also discuss the most notable initiative at the macro level, the World Bank-funded Higher Education Quality and Capacity Improvement Project (HEQCIP), a large initiative that is providing funding for developing research facilities and supporting individual research projects.

Overview of Formal Policies on Research and Connection with Practice

The MoEYS does not yet have a policy on research, but is currently drafting this document. They do have policies in place that define the criteria for awarding Masters and PhD degrees, and those universities issuing advanced degrees do adhere to these standards. One notable feature of these policies is the absence of any mention by ministry or HEI administrators of evaluating their own performance or conducting research into their own activities and relationships with other agencies. This speaks to both the need for administrators to write their own activities into their policies, and also raises the issue of if and how such top-down approaches will work to alter the field of incentives and initiatives.

We find that policy does not drive practice. None of the CSOs we interviewed had formal research policies, but do produce a great deal of research, which demonstrates that a macro level policy is not necessary for research productivity. Nor is it sufficient, as evidenced in the case of RUPP which still fails to implement policy in a number of key areas, but has numerous research guidelines (RUPP:D2). The problem of implementation highlights the gap between clear and detailed policies and concrete enactments of the vision, and the lack of clear lines of responsibility (PUC:Dean1; PUC:VP). Policy can be crippling, but weak implementation does not have to signal poor performance. Some universities adopt their policy to better reflect practice. For example, UBB's policy requiring a research paper from all graduates was altered to allow an exam option to accommodate the capacity of both students and instructors (note that this decision was made by a woman). Even in institutions that did not have formal research policies for students, we found that students were interested and engaged in research, suggesting further that policy does not drive research.

Policies by Sector

Government Ministries:

Ministry of Education, Youth, and Sports (MoEYS)

The Ministry of Education, Youth, and Sports does not yet have an official policy directly related to research. There has been, however, the approval of a Research Policy Master Plan, a Royal Decree on Professor ranking, and the preparation of the Higher Education

Vision 2030.[171] Two external PhDs have been hired to draft this policy (PUC:VP). Prior to this, elementary and secondary education was given priority over HEI, but the Education Strategic Plan (ESP) 2014-2018 gives new priority to the higher education sub-sector, which is in line with the "Human Resource Development" strategy, one of the four pillars of the Royal Government Rectangular Strategy III. A visual overview of the Rectangular Strategy is shown below. The aim of the Royal Government of Cambodia is to develop "human capital" by strengthening the quality of education and promoting scientific research, technology development and innovation.[172]
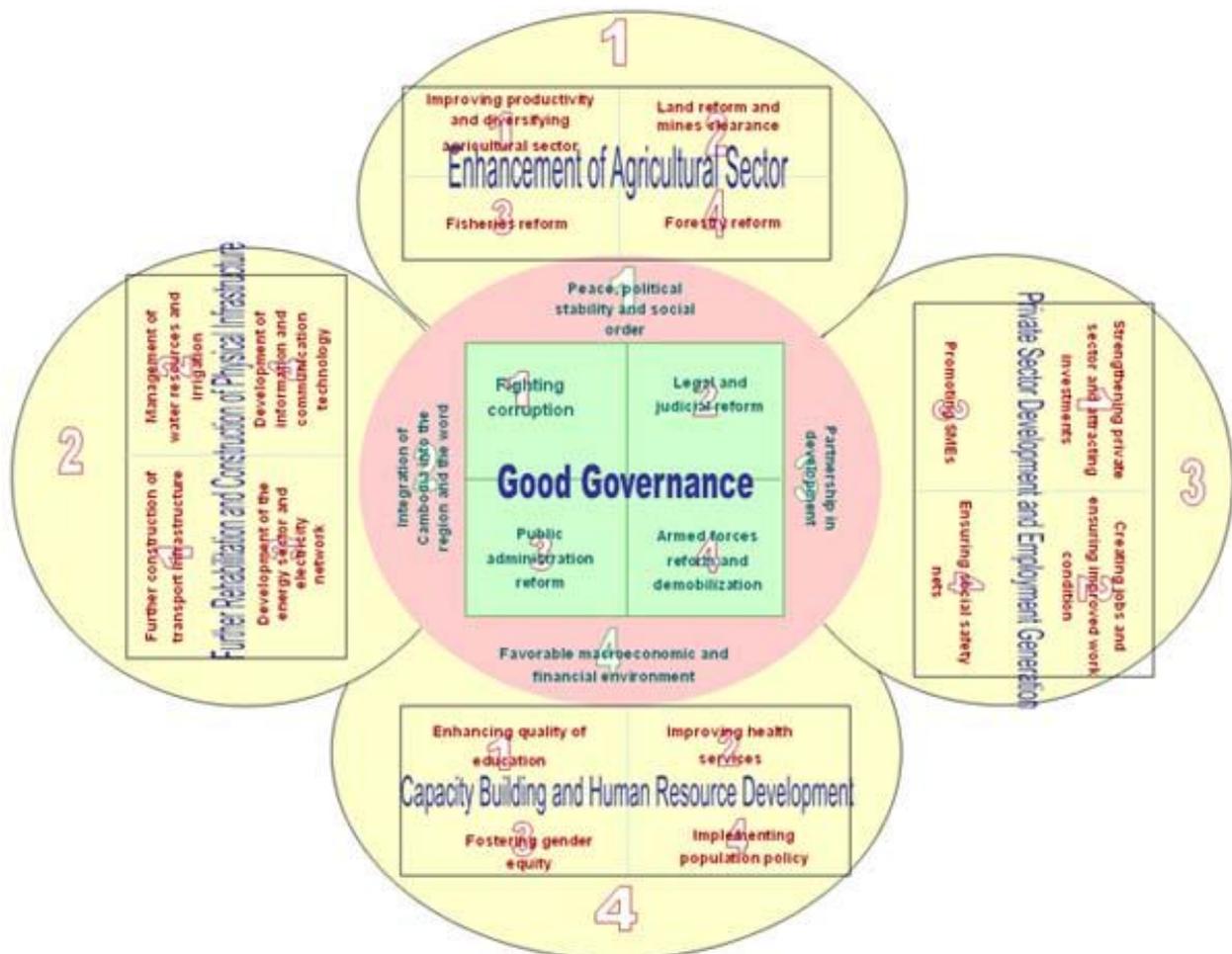
The relevant elements of the proposed Research Policy Master Plan have significance for both our research findings and our recommendations. We will lay out here only those related to the research environment in order to point to them in later sections of this report.

First, a key objective is to improve the "quality of learning, teaching and research systems to provide students with knowledge and skills needed in the labor market and to contribute to national development". There are four key strategies related to research designed to meet these objectives.

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[171] MoEYS, "Education Strategic Plan 2014-2018: Policy on Higher Education Vision 2030," (Phnom Penh: MoEYS, 2014).

[172] Rectangular Strategy Phase III, Samdech Techo Hun Sen, 2013, p.7.

- To "promote twinning and exchange arrangements with foreign universities of good standing in order to help improve staff capacity, learning, teaching, and research"
- To ensure that "academic staff and students, especially postgraduates, contribute to improving the research and development culture in Cambodia to serve national development needs"
- To encourage all "HEIs and faculty members to develop research and consultancy services that strengthen and benefit Cambodian culture, identified national skills needs and development priorities"
- To develop a "comprehensive staff professional and career development scheme that encourages excellence in learning, teaching, research, and management"

The structural frameworks proposed to facilitate these research initiatives are directed primarily at HEI, which are expected to promote research activities that "a) support improvement in the quality of teaching and learning; b) address priority subjects; c) solve local development issues; d) lead to increased economic growth". The procurement of financial support is also pointed directly at HEI, which needs to put emphasis on "key innovative interventions" for more "effective use of financial resources". The innovations include: "strengthening HEIs autonomy, accountability and financial management systems ensuring the resources for high quality provision of higher education programs to strengthen research, innovation capacity and activities to have a direct effect on the capability of graduates to enter into the ever-changing labor market as well as generate financial resources for the HEI from development partners and the private sector. The findings of such research and innovation activities will also contribute to economic growth… Build higher education capacity to generate more financial resources from public income, development partners, and civil society organizations".

Significant in the above objectives, strategies, and structures is that there is no discussion of the role of the ministry. An official from the Ministry of Education, Department of Higher Education did say that the Department promotes research through acting as a research fund coordinator rather than implementing their own research, including "linking research output, publication, and policy" (MoEYSS1). Our research suggests that they are taking this role and numerous respondents reported that their funds come from MoEYS (PUC:PR; UBB:PR; RUPP:DR; MCU:DR; SVU:PR). Nonetheless, in their stated goals and objectives, HEIs are responsible for implementation and the role of the ministry is unclear. Notably missing in the policy is any self-evaluation or research into ministry practices. Additionally, the recommendations for funding focus on increased engagement in contract and consultancy research initiatives, which most of the GDN-funded research projects in developing countries cited as inhibiting a healthy research environment. Further, the goals of research are given as economic growth and development, but carry no objectives for investigating or solving the social problems known to accompany these two initiatives.

Ministry of Planning
The Ministry of Planning has no formal research policy, but conducts a training course related to planning and statistics with 10 Ministries in Battambang and Siem Reap for 3 days on 12 topics (planning, statistics, the use of statistics, evaluation of data, indicators, how to use data using the program SPSS, how to use raw data for analysis) (MoP1). Responses from the Ministry of Planning demonstrate policy weakness through confusion

and disagreement about research policy and activities among officials from the same institution. One official reported no research training activities and claimed they were not needed as "those with MA degrees have research skills" (this refers to the external consultants they hire). He also noted that the Ministry supports capacity building by "providing opportunities for research" (MoP1). Another official said that training (mostly in collecting quantitative data) was a "component of the fieldwork process" (MoP2). The training takes about one week and is followed by a 'pre-test', and then those trained will go on to impart skills to other potential researchers in the province. MoP is the leader of the project, not the funder. MoP has its own experts, hired as external consultants (MoP1).

Certain challenges or obstacles seem likely at the Ministry of Planning from the combination of limited training and leading or overseeing research with internal experts of the institution. Given that the ministry does not fund its own research, endogenous capacity development and initiative seems unlikely.

Higher Education Institutions

Royal University of Phnom Penh

The Royal University of Phnom Penh does have a regulatory framework laid out in its "Strategic Plan 2009-2013"[173] that was updated for 2014-18.[174] The Vision Statement of RUPP is: "To Be the Leading, Comprehensive University in Cambodia, Focused on Quality, Committed to the Development of the Country, and Contributing to the Global Society."

This vision is realized with a five-fold mission:

1. To produce and educate quality graduates with relevant knowledge, skills, and abilities
2. To undertake research and gather knowledge for academic advancement and national development
3. To extend knowledge, technological transfer, and development that contributes towards national self-reliance
4. To provide service to the public and private sectors and for community development
5. To promote cultural preservation, exchange, and development.

With five goals:
1. To achieve national and regional standards of excellence.
2. Each department to develop their own respective Master and/or Doctoral programs.
3. All departments to develop their own research activities and community service programs.
4. To upgrade and integrate Information and Communication Technology throughout RUPP so that all stakeholders can access and exchange information.
5. All departments will establish their own quality assurance/assessment mechanisms.

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[173] RUPP "Royal University of Phnom Penh Strategic Plan 2009-14" (Phnom Penh; MoEYS; 2008).
[174] RUPP "Royal University of Phnom Penh Strategic Plan 2014-18" (Phnom Penh; MoEYS; 2014).

The 2014-18 update attends to "serious challenges in capacity development requiring comprehensive reform in terms of leadership and management, administration and finance, including staffing and facilities" (RUPP:DR). Revised targets for "capacity development" and "comprehensive reform" attempt to address this and include 10 goals. 1) Enhance teaching staff and middle-level administrative staff to hold at least a master's degree with English and ICT competence; 2) Be a capable center for research and publications; 3) Increase graduate programs and enhance academic freedom; 4) Increase the number of international students in all types of courses; 5) Enhance student and faculty exchange with universities in the ASEAN University Network (AUN) and other partner universities; 6) Promote integrity, sense of belonging and ownership among students, faculty and staff; 7) Ensure a safe and sound teaching and learning environment; 8) Provide free IT support and internet access to all students and staff; 9) Become a resource center for learning, research and community services; 10) Mainstream quality assurance and evaluation mechanisms in all departments and programs. [175]

Notably these goals again do not attend to the structural environment and increasing academic freedom and providing internet access do not confront the contemporary political environment and new cyber laws.[176] Further, enhancing staff is unclear about overall numbers of instructors or recruiting PhDs. Improved quality assurance may address needs for leadership and management, but there is no clear plan for self-evaluation for management. The emphasis on increasing administrative support staff ignores a critical investigation into what current practices are not working and what are the key deficiencies of existing leadership. [177] Support positions have the potential to siphon off resources toward bureaucratic ends-- especially problematic when our data suggests that problems with excessive workloads rest on instructors and researchers rather than administrators.

Strategies for funding the RUPP plans are vague in ways that echo the MoEYS plan above and include three elements that will require large financial investment for execution, including: building a sports complex to improve physical education of students and staff; acquiring funds for a STEM Building for the Faculty of Science; and mobilizing funds to construct a joint building for hosting the Faculty of Education and Center for Khmer Studies. Whether or not such facilities will translate into improved research, education and capacity-development remains to be seen, and could be elucidated through further research into the impact of facilities development versus human capacity development in the attainment of quality research and education. The most promising of these big budget plans is the collaboration with CKS, given that institution's track record in successful research production and dissemination, and transnational networking.

Some RUPP faculty suggested that the institution-wide policies are not well implemented, "according to our Rector, the university has reserved budget for research. But, the research policies and committees of the institution have not yet been finalized" (RUPP:DR). Both the director and deputy director of research are unsure of what research funds are available and where they come from and also suggest that quality assurance mechanisms be added

[175] Ibid pp 3-4.

[176] Cambodian League for the Promotion and Defense of Human Rights (LICADHO), Going Offline? The Threat to Cambodia's Newfound Internet Freedoms, 2015

[177] Ibid pp. 4.

to policies (RUPP:DR). This is despite its inclusion in the university's 2014-18 strategic plan, as 'Activity' number 10.

Overall, the effectiveness of a detailed institution-wide policy on research at RUPP remains inconclusive. RUPP seems to have achieved a level of success so far with a more decentralized approach, but overall support for publication and dissemination could still be improved through implementing a stronger central policy that bridges specific disciplines and areas of study.

National University of Management
The National University of Management has a center for research and publication, with these stated goals:

- To promote academic research on economics and law in ASEAN
- To establish international networks of relevant academic institutes (universities) involved in economics and legal research projects.

The Main Academic Activities are listed as:

- Collect and distribute information on economics and law.
- Conduct and coordinate academic research on economics and law.
- Create international research partnerships of academics institutes, governments, business, and non-government organizations.
- Conduct professional training through workshops and seminars.

NUM reports modest research activities, the availability of funding, and has incentives for doing research, described in Chapter 6. Research output, however, remains low, suggesting that NUM is meeting their stated activities, but that insufficient research was conducted into the capacity of NUM faculty before the policies were written.

University of Battambang
UBB has a department of research and also created the office of student affairs (UBB:DR). This research policy was written in 2015, the year of our research, and we find many of our recommendations embedded within the strategies (indicated in bold). Most notably, they include self-monitoring, evaluation of capacities in advance of program design, and attending to research that enhances social as well as economic development. Watching the progress of UBB will be a good measure of our recommendations.

Mission Statement

1) To provide quality education and training to students at all levels in the skills of language, culture, science, and technology, according to the empirical needs of the country, especially in the Northwest Regions.
2) To research the development and dissemination of culture, science and technology in order to solve social problems and to meet the social scientific and technological challenges of Cambodia.
3) To be a part of social development through cooperation with local authorities, institutions, NGOs, and other universities.

To meet these goals, UBB has 6 specific strategies, each with particular outputs.

#1 Develop research capacity

Develop research capacity of staff and professors

Research the existing capacity of staff and professors

Make a training plan to strengthen existing skills

Plan to raise the research skills to meet demands

Identify the priority sectors and skills for research

To monitor and identify research sectors and priority problems for the university

Identify and prioritize problems in the university that inhibit research and development

Build relationships with national and international organizations

Raise research capacity

Strengthen library resources

Develop experiences, resources, tools, and technologies for efficient and effective use according to our priorities

Monitor and measure the value of research tools received for increasing research experience to ensure effectiveness and efficiency

Supply the necessary technology resources, hardware, software, and skills for university use according to our priorities.

#2 Strengthen research quality

Encourage researchers to present their work at national and international conferences

Research and dissemination are equally important priorities for doing research

Prepare principals and provide opportunities for researchers to meet and present their findings at seminars, conferences, and national and international platforms.

Support high schools, community members, and other institutions to join dissemination events at the university

Create research structures for research protocols

1-5 Create working group; committee; plan; monitor; publish the protocols

Increase researchers conducting research projects into the social problems of contemporary Cambodia

To prepare university research principals to give high priority to researchers and research that is important for Cambodia

To take care that that research is published and disseminated

To disseminate all research data and products on the university website

Create a journal for research publications

1-2 Create journal committee; find a budget

#3 Continue and increase joint research

Increase cooperative activities between think tanks, national, and international researchers

Support research projects that foster relationships, improve and increase skills

#4 Increase and strengthen thesis research quality

Continue to increase students writing dissertations and theses

Continue to cultivate students to write dissertations and thesis

> Create forms and procedures for writing dissertations and thesis
> **To begin integrating research courses into the first year curriculum**

Strengthen quality of dissertations and theses
> Create a committee to monitor dissertation and thesis writing
> Create a clear system for monitoring and measuring progress

Create a system of authority for research data
> Create a location for keeping and authenticating data
> Choose a staff to care for and manage data collected by the university
> **Train and build the capacity of university staff to manage and care for the university research data**

#5 Increase and strengthen national and international cooperation
> Provide experience for Cambodian researchers to conduct joint research with international researchers
> Request funding, leadership, and projects for joint publication and dissemination
> Change research abilities and specialized skills

#6 Development and marketing research
> Guarantee that researchers receive experience and recognition for their efforts
> Raise the value of research by connecting it to new ideas and science
> To combine university research with the studies of agriculture and increasing productivity.

There is no research publication requirement for faculty, but there is for students in the following fields: information technology, computer sciences, agriculture, and animal sciences. In these fields research is required for senior projects or thesis writing in order to successfully graduate. In the other fields, and notably in the Social Sciences, the university dropped the requirement for undergraduate research, finding it was beyond both student and faculty capacity, but the new policies explicitly point toward increasing and improving thesis writing. The university is very active in promoting and executing research activities in both the social and physical sciences. UBB projects demonstrate a significant degree of 'internationalization' and they have fostered relationships with multiple international partners that provide necessary financial support as well as human capital and physical infrastructure.

Paññasastra University of Cambodia
PUC has an office of research and development (headed by two people, one hired 50% professor, 50% to develop research). They do not have research guidelines, although they noted that, "we have a research goal, but not a policy" (PUC:DR). Administrators are working on this with the MoEYS at the time of this writing and hope to have a policy outline soon, but MoEYS had a "long detailed form to fill out" that may slow the process (PUC:DR). It was noted that PUC needs a "research policy in place that includes strategies to deal with limited resources" (PUC:VP).

Zaman University
Zaman University does not have an official research policy, but has a research support center that aims to create ties between the university and NGOs, government and international and foreign agencies. The objective is to "bring the university professors and

expertise from outside the university to supplement research initiatives and funding" (Z: DH2). Zaman actively seeks to develop a network including transnational members so as to improve capacity building opportunities and dissemination scope. This raises the possibility of multiplying research production through coordination of already existing networks, but it is unlikely that centralized top-down policy efforts will make much difference in this project. What policies could do for Zaman is to ensure that they have sufficient researcher capacity and also sufficient institutional infrastructure to manage the incoming projects.

Royal University of Law and Economics (RULE)
RULE does not have a clear research policy, but from 2015 to 2018, the university will implement new strategies related to MoEYS's policies. The strategy states, "The University will become a leading university in research." The university has tried to establish contact with foreign partners who can "provide soft and hard skills so as to improve all fields in the university" (RULE:Dean1). Students report that 'the university has research policies, but it is not enough for the current needs of the university' (RULE:SRT). One Dean reports that "the university rarely conducts research… The top administrators of the university always encourage lecturers to find funding for conducting research. However, it does not work out" (RULE:D1). Research policies at RULE could attend to realistic incentives for faculty to conduct research.

Royal University of Agriculture (RUA)
RUA's mission is research, education and extension, but according to the University Rector, there are no official guidelines for research, and no university funding for research projects (RUA:PR). The university is involved in several different research projects in which individual faculty receive funding primarily from international aid organizations for extension oriented agricultural research. Research is incentivized by a ranked Professorship (assistant professor, associate professor and professor); for those higher in the rankings, teaching pay rates are higher, allowing more time for research (RUA:PR). However, the Rector noted (as a factor hindering research) that this professorship system was not yet approved by MoEYS (RUA:PR). One RUA dean noted that they have 14 Full-time staff, and 12 part-time (RUA:Dean2).

Mean Chey University (MCU)
Mean Chey University has no formal research policy, but tries to focus on international cooperation and joint research projects (MCU:VP). They also work closely with MoEYS to develop their research capacity (MCU:D1)

University of Southeast Asia (USEA)
Southeast Asia University in Siem Reap has a detailed statement of Policies and Procedures on Research (created in 2011). "USEA wants to become a research center and be able to create publications and share outcomes of research with society" (USEA:VP). USEA has cooperated with internal and external partners to improve its quality of education and research and also partnered with the U.S. embassy. USEA faculty aim to help students to learn skills that "fit the current market and job opportunities… For instance, 'what is tourism?' and 'how can they apply for positions in tourism?'" (USEA:D1). The university also requires students to take competitive exams and to write a thesis before they graduate,

and the Dean highlighted cooperation "with many partners to improve research skills at USEA and our vision is in line with what the government is doing" (USEA:D2).

We note here the business and economic focus of research and also the importance of accommodating the political sensitivity that this report highlights later as a factor inhibiting social science research.

Svay Rieng University

Svay Rieng University does not have a formal research policy, but has a mission of "becoming a center for quality in education and research"; a mission "to provide students with the knowledge and ethical standard that will enable them to make a positive contribution to the economic and social development of the region and of Cambodia", and an objective "to provide education and research opportunities at the provincial level to those who would find it difficult to access tertiary education" (SRU:Deans). The university follows the strategies to improve research outlined by MoEYS, "but the lecturers do not have enough capacity to do research" (SRU:Deans).

Donors

Asian Development Bank (ADB)

ADB has no policy for conducting research, but does have policies for hiring consultants. In most cases, "research is done by qualified consultants" (international and national consultant). The ADB staff mainly "manages the project by defining the terms of references for the recruited consultant". The staff monitors the progress of the project and can provide recommendations during implementation. ADB produced and updated the guidelines on the use of consultants and they are very clear about recruitment procedures. "Once the consultant is recruited, we elaborate a term of references for him/her and outline the methodology of research and frames of the report.

World Bank (WB)

The World Bank was not forthcoming with regard to their own policies and activities for research, but focused instead on their role in developing research in Cambodia and provided details related to the HEQCIP project of WB and MoEYs:

> The current higher education system is growing rapidly, but is small by regional standards and there are genuine concerns about the quality, access, efficiency, and managerial effectiveness in HEIs" (WB1). To assist in supporting these key areas, the World Bank, in agreement with the Ministry of Education, Youth and Sport, provided in the amount US$ 23 million (50% grant and 50% credit) to fund the 5 year Higher Education Quality and Capacity Improvement Project (HEQCIP) 2011-2015. (WB).

The HEQIP project objective is to improve: a) the quality of teaching, management, and research in project-supported entities and b) pilot the targeting of disadvantaged students for enhanced access and retention. Our research suggests that this is a positive initiative, but is fraught with bureaucratic roadblocks, donor-driven agendas, and insufficient research into initial capacities. The bureaucratic layers instituted by the project may have decreased the autonomy of researchers and the expectations of grant fulfillment were beyond institutional and researcher capacities (MCU:Dean5). It is also possible that

quantity may be valued over quality in current research output claims and this should be further investigated. Another problematic aspect of this initiative is that there was no grant money available for researcher compensation, but there was a budget line for consultant compensations. This was a serious hindrance to researcher participation and placed (perhaps unwittingly) higher value on consultant contributions. There was also the perception among private universities of the unequal distribution of funds between the research proposals (USEA:F3).

NGOs/CSOs

Equitable Cambodia (EC)
Equitable Cambodia has no formal research policy. Nonetheless, there are multiple research projects that the organization is involved in that relate to its activities, but they are not articulated or reflected in its main mission (EC:DM). The strategic objectives of the organization are:

- Global awareness is raised and international solidarity is fostered around the pressing issues facing poor and marginalized Cambodian communities.
- Poor and marginalized communities are motivated, organized and effectively supported to overcome their common problems and reach their full potential.
- Cambodians are more informed and equipped to defend their rights and advocate for equitable development and accountability.
- The government, development partners and private sector improve respect for land, housing and natural resource rights.

In order to meet these objectives, EC staff engages in many types of research and data collection initiatives. These will be discussed in later sections of the report.

LICHADO
LICADHO conducts investigations on land issues, including mapping out land conflicts and maintaining a national database from which they do statistical analysis longitudinally of land conflicts. Their mission is:

> LICADHO is a national Cambodian human rights organization. Since its establishment in 1992, LICADHO has been at the forefront of efforts to protect civil, political, economic and social rights in Cambodia and to promote respect for them by the Cambodian government and institutions. Building on its past achievements, LICADHO continues to be an advocate for the Cambodian people and a monitor of the government through wide ranging human rights programs from its main office in Phnom Penh and 13 provincial offices.

In this mission statement, they take the role of advocate and monitor. Both these objectives require research for effective implementation. They do not have an explicit research strategy, but "have methodologies, methods of gathering data, we have a unique database several years of data, from 2008. This is stored in the database and can be used as a statistical tool and analytical resource" (LICADHO). For advocacy we do mostly statements and briefing papers and reports- "not the recurring ones [LICADHO publishes serial

reports], but special ones like on cyber freedom". Their training and capacity building model is based on mentor/peer training rather than written policies.

Cambodian Center of Human Rights (CCHR)
CCHR has numerous policies on finance, employment, gender, environment and others, but they do not have a research policy. The organization's mission states: "CCHR is an advocacy organization facilitating grassroots participation by empowering local communities through education of their civil and political rights. It facilitates constructive interaction between Cambodian civil society and the international community in order to advocate the progressive realization of Cambodian human rights."

CCHR see research as an important part of achieving their mission. Although they do not have written research policies, they do have style manuals that refer to written reports and briefings, which must adhere to specific formats. They also had a series of research design workshops in 2013 that met every two months to cover proposal writing, methodology, writing statements and policy briefs. Organization staff report that when conducting fieldwork there is a review of effective interview and group discussion methods ahead of time for fieldwork team members (CCHR:SR). Research training is mentorship based and not codified.

Cambodian Development Research Institution (CDRI)
CDRI's mission is to contribute to Cambodia's sustainable development and the well-being of its people through the generation of high quality policy research, knowledge dissemination and capacity development. While they do not have a specific research policy in place, their mission clearly points activities toward research and the capacity development of young researchers in Cambodia.

The former director comments that CDRI focuses "on governance, particularly the decentralisation and deconcentration reforms...[and] emerging issues such as inclusive growth, education and climate change." CDRI receives support from the International Development Research Centre of Canada (IDRC) through which they initiated the Development Research Forum (DRF) in Cambodia, a locally owned and driven partnership of leading research institutions— CDRI, Royal University of Phnom Penh, Royal University of Agriculture, The Learning Institute, National Institute of Public Health, and Cambodian Economic Association. This platform "provides opportunities for both established and emerging young researchers to share knowledge, learn from each other and build their research capacity." CDRI is also concerned with regional initiatives and with IDRC and the Rockefeller Foundation "we strengthened our regional collaborative Development Analysis Network to form a GMS-wide partnership. And we worked hard, given the importance of regional integration and cooperation to Cambodia's future, to "regionalise" CDRI as an institution, playing active roles in regional research networks through various development policy partners and forums" (Strange).

Center for Khmer Studies (CKS)
The Center for Khmer Studies supports research, teaching and public service in the social sciences, arts and humanities in Cambodia and the Mekong region. CKS is a research institution and supports research, but does not conduct research. To this end, CKS promotes research and international scholarly exchange by programs that increase

understanding of Cambodia and its region. The Center seeks to strengthen Cambodia's cultural and educational structures, and integrate Cambodian scholars into regional and international exchange. It also aims at promoting a vigorous civil society (CKS:PR). Further assessment is needed to gauge the success in raising awareness among the public of research professionals about the organization's activities in linking scholars at the national and international level.

Documentation Center of Cambodia (DC-Cam)

DC-Cam takes pride in being the first institution of its kind in the region dedicated to uncovering the truth behind mass atrocities in Cambodia and Southeast Asia. DC-Cam aspires to educate and train students and young leaders who will fashion a humane, just, equitable and peaceful world and who will be catalysts for change in Cambodia, the region and around the globe, with knowledge and professional skills needed to explore Cambodia's past, present and future.

In order to achieve the vision above, DC-Cam pursues the following goals:

- To be a leader in genocide research in Southeast Asia.
- Inculcate a culture of research within upcoming Cambodian academics.
- To find ways to build peace, seek justice, promote reconciliation, instituting a culture of nonviolence and to build humane Cambodian society founded upon social justice and sustainable development.
- To preserve the history and honor the memory of those who died or survived the Khmer Rouge genocide in Cambodia and mass atrocities in other nations in Southeast Asia (DCCAM:D).

Case Study: COMFREL - Effective Research Methodologies and Data Quality management

We chose this organization to highlight as a case study because of the care the organization takes with training at multiple levels before they begin research. It is also noteworthy because of the steps they take to ensure the accuracy and validity of their findings before they publish their results. Research at the Committee for Free and Fair Elections in Cambodia (COMFREL) focuses on statistical surveys in four areas: Auditing the voter list (and comparing with the National Election of Cambodia list; participation and democratic governance – the participatory process, decision-making at the local level, and decentralization (Sub-National governance); parallel vote count; and participation of disabled voters (Com:B).

The COMFREL Research Director said that they focus on the research strategy, including writing and implementing the Terms of Reference, objectives, methodology, schedule, code of ethics, training, and "certifying interviewers to ensure they are capable of conducting research" (Com:A). The COMFREL research team first develops the methodology and questionnaire and then trains their data collectors. The research team then goes to the field to collect data, making sure to describe research objectives and ask for authorization before interviewing. COMFREL has a network of local focal points (volunteer positions) at the

provincial, district, and commune levels who are brought to Phnom Penh for training in survey methodology (Com:A). Each research team has a team leader who supervises the data collection to ensure correct and clear data (Com:B). At the provincial level, the secretariat of COMFREL revises the data before sending to the Head office in Phnom Penh. At the national level, The researcher/program manager review the data once again (Com:B). Before issuing a report, COMFREL sometimes contracts an external peer reviewer to check analysis (Com:A). They receive funding from international core donors (NGA, OXFAM, UK Embassy, Forum sheet, NDI), and smaller funding from local donors.

HEI Graduate and Undergraduate research programs

Our research finds that students at several universities are engaged in research, and many take courses in research methodology (usually at senior undergraduate level). Most Master degrees and some undergraduate degrees require a research-based thesis to graduate, although this varies, and some universities offer a final exam option.

Currently, for example, NUM awards PhDs, and they currently have 20 PhD researchers (NUM:PR). Graduate students at NUM described the requirements for the PhD as completion of coursework (including a research course), and doing research work (based on MoEYS guidelines, with a supervisor and two co-supervisors). The supervisors need to be familiar with areas of research (NUM:SRT). Several students said that there are supervisors with high quality expertise (NUM:SRT). The thesis process is described as requiring research, critical analysis, peer review and defense. Thesis proposals must be evaluated by the committee prior to conducting fieldwork. During fieldwork, monitoring includes progress evaluation, standards check, and a review of the data collection that has occurred. If approved, the thesis moves forward to defense. This accords with NUM and MoEYS policy and meets approval of MoEYS to be awarded the PhD. Fifty four credits are needed to finish the PhD. The PhD program is designed to meet international standards of the AUN (ASEAN University Network). This has increased university competitiveness and relationships with regional and international networks. (NUM:SRT). If the student does not pass, they must review or change topic. The time limit for the doctoral degree is 6 years for full-time students and 8 years for part-time students (NUM:SRT).

University of Southeast Asia offer a graduate/ upper level undergraduate course on Research Methodologies and Ethics, focused towards writing theses (USEA:F4) and every student at USEA must write (as a team) a thesis before they can graduate (USEA:VPR). Students are expected to present their work after finishing fieldwork at workshops to help the students "do their thesis better as it is more logical and scientific" (USEA:F1). A formal internal committee of 4-5 members checks their research papers before they graduate (USEA:DR). These committee members are chosen to comply with the standards set by MoEYS (USEA;F1). They have a budget of US$2400 for research activities conducted by professors and students (USEA:VPR) and invite students to participate in workshops and recruit students to help with research (USEA:DR). USEA has published in total 498 books (USEA:F1). Students at USEA perceived the university to value research, and added that homework and assignments also require students to do research (through reading books and searching Internet) in order to increase knowledge, encouragement, and truth when writing their assignment and homework (USEA:SRT).

At MCU, Year 4 students in some majors take a research skills course (MCU:Dean4) and write a thesis based on primary research (MCU:SRT). Students in some areas such as IT do not write a thesis, and in the student focus group they suggested that these students should be given more opportunities to study and take part in research activities (MCU:SRT). Students also report that the university provides support to collaborate with other institutions and say they are involved with external partners for research, including World Vision, German University (research on network insurance) and a company called River Orchid Inside (marketing research) (MCU:SRT). However, they complain that partnership is focused toward NGOs and they do not have enough interaction with local people (MCU:SRT).

RUA brings upper-level undergraduates to work on projects related to their donor funding for extension-related agricultural research. Upper-level undergraduate students must write a thesis to graduate (RUA:PR) and are heavily involved in assisting professors with research; for example, in the roundtable held with 8 students, all 8 were involved with research projects doing fieldwork in provincial areas (RUA;SRT). The students report receiving training in data analysis, fieldwork, and report writing (RUA:SRT). However, the students also noted that they were not clear about university guidelines for plagiarism and referencing standards, and said they had to access journals and find sources by themselves (RUA:SRT).

Most bachelors students at RULE do a research report, and Masters students do a research thesis (RULE;F2). Most students do qualitative research (about 20% do quantitative research) (RULE:F1). Students report that the university gives priority to top students by giving them chances to conduct research for graduation (RULE:SRT). There is one research course called "Research Methodology" in year 3 and 4 (RULE;SRT).

At SRU, students in the Faculty of Agriculture must conduct research to write their senior projects, which is required to graduate (SRU:F1, F2, F3). Faculty members report that most faculties except the Faculty of Agriculture have never brought students to do fieldwork, and students in Management and Public Admin faculties have less research because students choose to take a final exam rather than writing a thesis (SRU:F1, F2, F3). In the Faculty of Agriculture, lecturers have a research team of students that do experiments. There is no specific research course that every student can study, but some faculties have a research course (SRU:SRT). Students report that the university has advisors for guiding students in writing senior projects and thesis, as well as providing resources such as the library and Wi-Fi (SRU:SRT), and sends students to have study tours in public and private companies, but does not help students in finding out what they want and their challenges (SRU:SRT). One student told us that 'no students are involved in research activities' (SRU:SRT). However, the university has a research office and several students noted the specific research projects they were involved in (suggesting perhaps that student research engagement happens only in specific departments or with specific faculty, such as in agriculture). This interchange between students illustrates how the process of conducting research, and especially our particular method of qualitative textured data collection, opens a conversation, building awareness and research culture through data collection.

At RUPP/IFL, all Bachelor students take a research course in the third year. Starting in year 2 students are required to produce one joint research project each year until graduation

(three joint research projects in total). Honors students do an independent research project in their 4th year (RUPPIFL:SRT). One student noted that this practice of starting research engagement early in the Bachelor degree was a benefit of studying at RUPP: 'I studied in another school and they started research training in year three, it was too late for me to understand and apply myself to research. Now we start earlier and I learned and read a lot more' (RUPPIFL:SRT) RUPP has a research competition which is conducted by the Cambodia Development Institute (CDI) of RUPP every year for 3rd year students. Students submit a paper first, and it gets shortlisted, then they choose the three top papers for publication and presentation (RUPPIFL:SRT)

Higher Education Quality and Capacity Improvement Project (HEQCIP)
The Higher Education Quality and Capacity Improvement Project, funded by the World Bank via the Ministry of Finance, is one component of an effort to promote the research culture in which 22 universities (public and private) were granted funds to conduct 45 different research projects. A World Bank representative remarked that, "this HEI project was demanded by MoEYS, because there is no support for higher education. The French government has supported many universities, RUPP, RUA, RULE, and some of the others, but there is no general sectoral support to develop the institutions for the higher education".

The first phase of the project from 2010-2014 was directed toward improving elementary and secondary education. The Minister of Education took the policy position that the priority was strengthening elementary education. This portion of the project is completed and the HEI project runs 2014-2015. The funds were used for developing standards, and for two rounds of grants. The first round was to fund research tools, equipment, and researcher training and the second round was to fund research projects developed by researchers; 30 of the 45 projects are complete (WB1). Most WB funds are directed toward developing uniform accreditation standards, "for the World Bank, the accreditation system is key for measuring the success of the program, so we are working to establish this" (WB1).

What this demonstrates is that policy activities to improve quality of education are directed away from higher education at the national level, and at the international level donor-determined utility and outcomes take precedence. This process of donor driven 'needs' may inhibit the endogenous development of a research community, given that the motivation for research production is not determined by the researcher or the institution. The focus on elementary education means that some outcomes will only be measured in the long-term. The challenge is that by then it may be too late for students already at the HE level. The dilemma is that fortifying elementary education is needed for nation-wide foundation, but it will not meet the demands of the labor market in developing highly skilled nationals with research and analytical capacities. An apparent weakness of the policy framework is a focus on outputs (accreditation standards) rather than outcomes (quality measures achieved). This focus on developing instruments of measurement detracts from real skill transfer and capacity development of more action based approaches.

Also in this project is the World Bank objective of connecting all universities under the MoEYS. Creating easy flows of information between the ministry and the multiple universities in Cambodia has proven to be the most difficult aspect of this project,

according to World Bank representative, and may not be realized (WB1). To achieve this consolidation of information, general sectoral support is needed, but to do so, improved coordination between donors and the ministry is necessary.

Our study reveals that there is a "lack of incentive for the researchers in doing the sub-project funded by the World Bank. It is not required for university lecturers, there is no research grant" (Say Sok, HEI). The Grant Administer at the World Bank offered a different take on this, noting that the protocols for funding procurement instituted by MoEYS were terribly complex and burdensome for individual researchers. He reported that many researchers said, "if this is what I need to do to get the funds, then I don't need them" (WB1); he also reported that the prime minister had recently restricted incentive payments, which could have motivated researchers who could not justify the unpaid time it took to prepare the complicated procurement documents. An accounting of what institutions are involved, what types of research projects they have conducted, and the quality of their outputs is beyond the scope of this team's capacities, but could easily be included in a brief follow-up which would be a useful comparison to the report that WB will produce of the project.

V. Factors Promoting or Inhibiting Research

The research environment in Cambodia is in transition and showing numerous signs of change, but still has many challenges to overcome. In light of this, we recount here more factors inhibiting research than factors promoting. Nonetheless, some of the key issues are being addressed and real steps are being made toward promoting research in terms of physical infrastructure, institutional policies, funding opportunities, international collaborations, and capacity building (especially among students). Some of these will be flushed out in subsequent sections of the report. In this section we will discuss funding and capacity building. These factors can simultaneously act as opportunities and obstacles to research, depending on the way that they are used.

It is important to note that all of the factors inhibiting research in Cambodia were also reported as factors inhibiting research in the other GDN funded research projects investigating research environments in developing countries. This suggests structural forces at play that may be beyond the capacity of individual countries to solve and there are two key factors that we suggest must be addressed by the international research and donor community. These are 1) limited access to databases and academic journals and 2) funding structures that privilege the use of international consultants for conducting research and short-term donor-driven research initiatives that put donor agendas before the needs and conditions of developing countries. In fact, this very project that we are involved with is also a short-term initiative that makes it difficult to implement the action research approach we feel is needed to build capacity among Cambodian researchers.

Is research valued in Cambodia?

Beyond these ongoing and endemic inhibiting factors, another strong inhibiting factor that emerged during interviews is the persistent belief by senior administrators that research is not valued in Cambodia. Our research refutes this notion soundly, but key administrators continue to speak as if it is reality. This disparity between belief and practice – especially as the belief is held by older administrators and the practice is evidenced by younger researchers – is one of the defining features of this transitional environment.

A tendency among participants from government and university administration to suggest that research is not conducted because it is not valued ignores the structural issues that emerged strongly in our analysis. These structural issues included university pressure to maximize teaching hours of lecturers, the insufficient salary of lecturers, political sensitivities, limitations to access funding, and also a lack of personal agency in pursuing research topics. Research participants from government and university administration attributed responsibility for what they perceived as a lack of value for research at the level of the individual researcher, and articulated the factors necessary for good research as individual beliefs and corresponding behavioral characteristics. Government officials spoke of the lack of funding for research, but also situated the problem at the individual institutional level and the absence of research cultures within universities. One official suggested that universities should decide "whether they want to be a research intensive university or just a cheating university" (MoEYS1). Several university administrators

connected this lack of financial and other incentives to a perceived lack of value in doing research, and a need for researchers to "change their attitude" (PUC:DR). Some university administrators expressed frustration that university lecturers only taught "to make money" and expected to be paid back for attending conferences (PUC:DR), while others considered research "a social service", suggesting that research is "not just a career" (Z:Dean1).

At Zaman University, one Dean said that the students do not value research; they do not focus on research or look to see whether professors have a strong research program or not when they register at the university. Therefore, with the private 'business-driven' model of university education in Cambodia, he suggested that it is "not worth spending the money on this sector yet financially since the students do not acknowledge it" (Z:Dean1). Similarly, at PUC University, administrators complained that the university holds a monthly meeting to discuss research, but faculty 'doesn't care' about research (PUC:DR). An overseas educated Dean at PUC compared the principles of those who are trained overseas who "unquestionably value research", to the culture in Cambodia where research is not valued, and "we left the writing or scholarship even on our own culture and other areas particularly to the French and the Westerner" (PUC:Dean2). He believed that researchers need to be competitive, to "have an attitude of developing [oneself], not accepting the average". An often repeated refrain during interviews was, "Research should be compulsory, otherwise there is no incentive to sacrifice their time for teaching for research" (RUPP-IFL:DH). A policy of compulsory research (including submission for publication), along with the idea that research is not valued, suggest a lack of attention to underlying structural constraints.

From the younger generation are inverse accusations. For example, one young researcher suggested that "there is no value of research. People do not realize that if there is no research, there will be no impact or development" (USEA:F3). This suggests that the interest for research should be, and is not, coming from policy makers and administrators. Further, it is suggested that the "old generation do not want to go for further study" (RUA:Dean4), and that "only young faculty and volunteers are interested to go overseas for training" (RUA:Dean1).

There are some important trends, however, that have tangible realities in terms of research value. Contrary to administrator claims that there is a lack of interest in research, students in our study note that starting research courses in the foundation year (year 1) is better than in the third year, because it gives them more time to develop critical skills. In addition, students express eagerness to move beyond secondary source research and business-related projects to engage with Cambodian civilians and solve social problems, and our research reveals a good deal of student research occurring through coursework and graduation requirements. In our focus group discussions, students who are not required to do research expressed a desire for such requirements. There is also a certain status attached to individual research projects: at RULE top students are 'rewarded' by being able to do primary data collection for graduation and at RUPP only honors students can engage in individual research, which can be submitted for competitive award. Mentorship is occurring at RUA where students are brought into donor funded research projects with university professors.

In addition, Conflicting or countervailing interest group pressures may impact political will to support information collection and dissemination on social science issues. For example, Equitable Cambodia's experiences suggest that governmental agencies are more attuned to enhancing investments from Chinese or Vietnamese companies than to the social development of Cambodia (EC:DM). Governmental preferences also show up in tensions between public/ private universities. One senior administrator at USEA said that "private and state universities are not equally treated by the government" (USEA:PR). For example, the government received US$23 million from the World Bank for different projects. The fund was divided into four components and about US$7 million was for research projects. The government assigned small research projects (around US$50,000) to private universities and projects with big funding were given to state universities (around US$ 200,000). "This really shows that the government favors state universities more than private universities and this will cause problems in the future" (USEA:PR). This administrator suggested that state university faculty are "not willing" to do the work because of their low salary and high workloads. Our research suggests that challenges go beyond funding and willingness and it is unclear whether researchers at USEA really have the capacity to conduct quality research (an evaluation of their outputs from the HEQCIP is important in assessing such capacity).

Funding

Inadequate financial capacity is the most obvious and most cited challenge for Cambodia's research environment. While funds are a challenge for researchers everywhere, Cambodia's transitional environment highlights the very important fact that although money is not sufficient, increasing funding alone will not solve the problem. We will begin this section by outlining the positive changes underway in terms of research funds, salaries, and institutional research incentives and will move on to discuss the difficulties that persist through these.

Research Funding is Available

Funding is available in ever increasing amounts and through more avenues. Funding options are opening up both for university researchers and CSOs. A CKS fellowship long offered to French and American researchers was last year opened to Cambodian researchers as well, enabling PhD and post-docs to undertake research in Cambodia and the region. University researchers are successful in gaining funding from both Cambodian and international sources, although this is highly variant at different universities (Figure 2).

Figure 2: Funding sources for research projects at HEIs
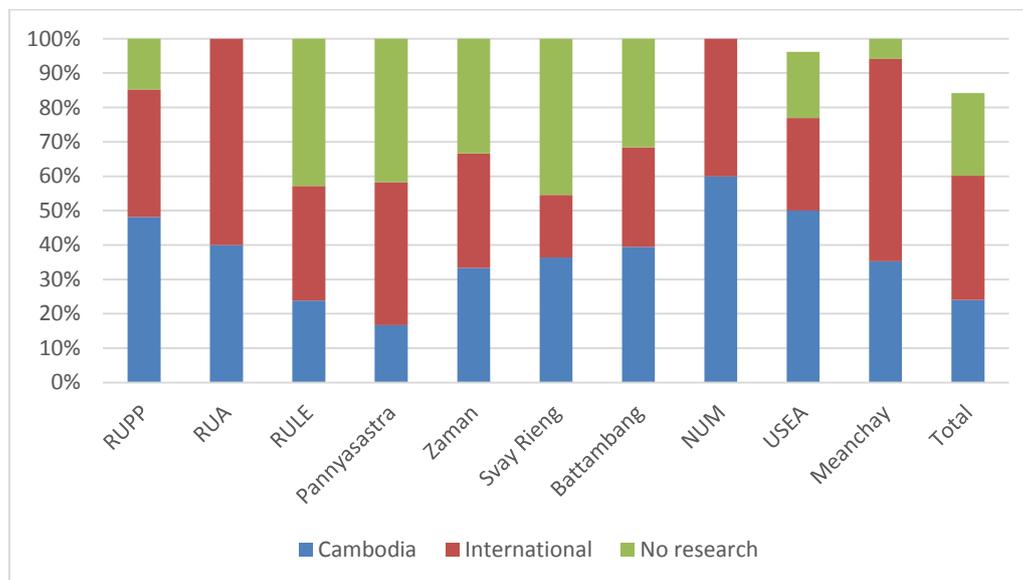
Figure 2 shows that NUM has a high research productivity (among the faculty we interviewed, all received funding for their research). NUM is currently shifting from a teaching to research focus, with funding available from World Bank research grants, French universities, and from NUM (internal grants ranging from 1000USD-10,000USD and up) (NUM:DG). The Director of Research at USEA said that the university has been successful in gaining funding from two sources in recent years: the University of Malaya to collect data on renewable energy (USD20,000) and from the World Bank to run a research project on 'Curriculum Development of Tourism and Hospitality Management' (June 2013-June 2015, $50,000) (USEA:VPR). At IFL the Department for International Studies has just secured financial support for research from the Cambodian Development Institute ($20,000); SIDA project on climate change ($100,000); and a fund from a Chinese institute to establish a Center on Maritime Silk Road Security ($100,000 USD each year for five years). Zaman university support for research is still in its infancy, but increases every year, and this year they provided funds to lecturers and students to travel to Malaysia to exchange information about research projects (Z:DH2). The RUA has the most internationally funded projects as part of its research funding; this is because it has access to donor funding (Oxfam, World Bank etc) for projects related to extension-oriented agricultural research. (RUA:PR) Of the CSOs researched in this project, Equitable Cambodia reports having multiple donors to support evidence-based advocacy, and can independently choose to allocate budget resources for research. LICADHO also reports multiple funders and while "there is never enough money to do everything necessary" (LICADHO), they always have enough to get the job done and produce strong results that continue donor interest.

Lack of funding was still the main challenge for most researchers
A Department of Higher Education official echoed many respondents when he stated that "research is not seen to be a real career that can support the living of researchers'

(MoEYS1). Despite the positive funding shifts noted above, finding and managing research funds remains a significant barrier. Survey respondents were asked to rate the availability of university funds and the capacity to mobilize external funds. On a scale from 'very low' satisfaction with availability of funding to 'very high' satisfaction, 41% percent of the respondents gave the lowest possible mark (Figure 3), while the average satisfaction level was a low 2.1.

Figure 3 Satisfaction with availability of university research funding

Very low ■ Low ■ Medium ■ High ■ Very high ■
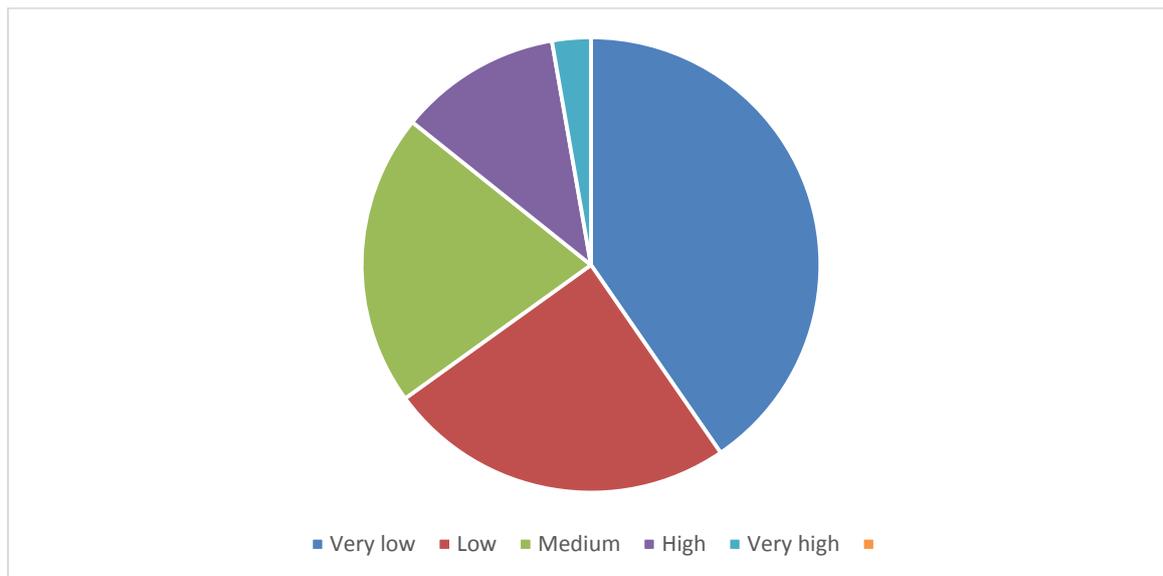
At UBB, for example, students need to fund their own research initiatives (UBB:FR1) which impacts both the choice of topic and the sample size. For RUA part of the problem is that the research they do is expensive. Agricultural research "costs millions of dollars" but no funds are available from government or the university (RUA:Dean2). The Ministry of Education Official suggested that the main challenge at a national level is the lack of a national research fund, which makes it difficult for individual researchers to access resources for research (MoYES1). Currently, there are funds available through the HEQCIP, but this has yet to translate into a permanently funded program through the Ministry of Finance (WB1). This lack of a national research fund was echoed by many, especially the private universities who have no government funding and depend only on student tuitions (Z:DH2;USEA:F1).

But, as several respondents noted, increasing funding alone is not effective without also improving institutional capacity for accessing and managing research funds, and improving researcher capacity for project execution. At PUC one Dean said, "we need the financial support, the willingness of the researcher and then the know-how" (PUC:Dean2). At USEA, "sometimes when we have money, we do not know how to process it. However, process can be learned so it will be easier when we have money to support the research" (USEA:DR). Managing available funds and managing research projects remains a challenge, and the process seems opaque to many. Funding opportunities at Zaman appeared to be ad-hoc, "in terms of funding it is not clear, it is up to the proposal, so if

someone wants to do a research, they need to write a proposal and go to the administration and if it is reasonable, it will be accepted" (Z:F). The head of International Studies at IFL confirms this, "There is not sufficient funding. Research funds depend on external grants which require strong networks and proposal writing skills to bid for grants" (RUPP-IFL:DH).

Moreover, even when funding is available, researchers and universities do not know where and how to find external funding. They have little knowledge about calls for proposals, and the government protocols associated with MoEYS grants are difficult (UBB:FR2). At Zaman university there is no clear policy or transparency on how staff can get external funding (Z:DH1). In the past at UBB the faculty has received training in writing proposals, but more training is needed for the current team. It is notable that some people (Z:DH2) manage to know about and access funds from diverse pockets but others have no knowledge of these options. What we see here is a need for more capacity in writing funding proposals and researching available funding. Our web site will provide listings of funding opportunities and we will be able to see the extent to which web-based networks are useful for such communications.

A further funding issue, which signals issues with donor dependency, consultancies, and endogenous research initiatives is that the Ministry of Planning does not have the funds to conduct regular census activities-- they are all donor funded (UNFPA). The 2018 census will not be funded by the donors and the government is currently looking for funds—approx 8 million USD—to conduct the census. They also lack funding to adequately disseminate the findings of their research (MoP1). The effects of this are felt by researchers quite acutely and statistical data from the government is difficult to access, out of date, and of poor quality. However, the Ministry of Planning reports that they do have adequate funds to compensate their researchers "according to their role and responsibility" (MoP2). The extent to which this compensation is used to fund outside consultants deserves further inquiry; how does the Ministry manage to compensate researchers but not to conduct the census, and how much of the census related activities rely on outside support from international consultants. This also suggests that research can be a profitable career in Cambodia - there is a market for consultants, and well-paid research consultants do disrupt the idea that research is unprofitable and is worth consideration in terms of training students for the market.

Salaries and Promotions

This is an area for development and consideration by policy makers and administrators. In our profit-centered economy, paying salaries is the least profitable use of capital and seems to be avoided at all costs. We do not see allowance for basic salaries in any of the research policies put forward by ministries or administrators. This should be a concern and while it is shifting slightly in Cambodia, there remains too little attention to providing basic living wages.

Some universities are beginning to incentivize higher study by paying people with advanced degrees more money. (UBB:DR). At UBB and Zaman University, teaching salary rates are based on level of education and research experiences (Z:Dean1;UBB:DR). Zaman hopes to also establish promotions to "associate professor and eventually as professor

doctor" based on research accomplishments (Z:Dean1). PUC plans to implement a tenure-ship system based on teaching (50%), research (30%) and extra-curricular activities (20%). In the meantime, the university 'works to provide moral support' to faculty who obtain research contracts as individuals or in collaboration with government (PUC:VP). While these plans signal possible future improvement, the reality for now is that "long-term benefits like promotions, raises in salary, and the social capital of being a university professor remain elusive" (NUM:DR). It is difficult for provincial schools to find and keep qualified researchers (UBB:DR) because salary rate in provinces is very low (UBB:PR). At RULE, the university's budget for research does not guarantee an adequate standard of living for researchers. (RULE;Dean1;DH).

Researcher Incentive

Some universities currently incentivize research with hourly wage increases for articles and books published. For example, lecturers at UBB are given higher salaries if they have demonstrated publication records, and are awarded 1-2 USD per hour raise for subsequent publications (UBB:DR). RUA awards Professorships for lecturers achieving in different areas including research, and offer a higher pay rate for Professors and more time to do research (RUA:Dean4).

Various publication awards are also offered. At Zaman, the university covers all the cost of the publication and provides incentives to write up results in a paper; next year the university plans to provide individual faculty 300USD per publication. At NUM, small grants totaling around 100,000USD per year are available for research, and an incentive of 800USD per published article (NUM:Dean1; NUM:FR1). At RULE the research budget is used for publications, but the amount allotted for publication is not clear. A lecturer may receive up to 1500 USD to encourage him/her to publish a book or a journal article (RULE:Dean1; DH). Some universities also provide funding for capacity development and conference travel. At NUM, the World Bank funded some training for researchers in methodology and fieldwork (NUM:DH; NUM:F1). Zaman supports lecturers to attend conferences by providing some cost of the air ticket and other expenses (Z:Dean1).

All these incentives are important and certainly steps toward building a vibrant research environment. However, interviews with lecturers showed limited awareness among many lecturers of the opportunities for research funding available (NUM:DG). We strongly suggest that further institutional research be conducted to see how many researchers receive incremental salary increases and publication bonuses. Inquiries should also be made into the ease of filling out funding applications, and into institutional dissemination of the available funds for publication and capacity development to ensure that these initiatives achieve the desired results.

Furthermore, incentivizing research is a fraught space that sometimes seems like a Band-Aid on a compound fracture if enacted by itself. In the case of Cambodia, it may be doing some work, but incentives should be enacted *in addition* to structural adjustments, like salaries, and not expected to replace these. Zaman University, for example, articulated an approach that brought together both financial incentives and a positive research environment as institutional priorities. One dean reports that "the institution seeks to cultivate a good environment and atmosphere for doing research by providing enough

time for faculty and students to do research, as well as facilities such as air conditioning and internet connection, and maintaining some subscriptions to online journals" (A:Dean1).

English dominant language of research

The challenge of conducting research in English was widely reported and was remarked as the primary difficulty by PUC, MCU, UBB, and Zaman. There are numerous issues with English language dominance that go beyond the challenges of developing nations. There are, however, particular issues raised by our Cambodian respondents that require attention. In general, older researchers were more challenged in their English language capacity (RUA;Dean1) as are rural institutions, where lecturers do not have the capacity to understand English language materials (SRU:F1, F2, F3). One Zaman lecturer noted that when someone conducts research in English certain types of information are accessible, such as books that are critical of the government. For our respondent, this raised the question, 'what happens with those who do research in Khmer?' (Z:F). One might also question to what extent the cultural and historical elements of Cambodian knowledge production, the values, stories, religious and political processes are devalued or mis-interpreted in an English only research environment.

No matter the quality of their research work, researchers who cannot read/write at a professional level in English face difficulties in consulting online research publications (DCCAM:D), in publishing (NUM:ST), and in their ability to gain funding. At most universities, like USEA, "most courses are taught in the Khmer language, but most research is supposed to be done in English because funding is from foreign donors. We cannot write research proposals and research articles in Khmer" (USEA:VPR). Even as the numbers of well-trained Cambodian researchers increases, the necessity to write in English holds people back, as a interview participant from CCHR notes when comparing local Cambodian members of her research team with the international consultant researchers: "It is hard to say who leads in the team organization… in general, the writing is the problem" (CCHR:SR).

One student spoke directly to our own observations when she noted that 'the challenge is that research requires the reading in English; this may be why we have a shortage of researchers in Cambodia' (RUPPIFL:SRT). Most Cambodians do not have access to English language instruction, and the difficulties of providing English instruction to a large enough percentage of the population are too difficult to solve at this juncture. The important point about this is that in a quest to become 'market viable' the richness of Khmer history and the depth of its endogenous social systems may be sacrificed on the altar of commercial viability.

Capacity to conduct research

Alongside the issues of financial limitations and lack of research incentives discussed above, the interlinked problem of a perceived lack of training and skills in primary and secondary research was widely reported by our respondents. This section outlines the problems of inadequate training and skill development and current initiatives in 'capacity building'.

Capacity challenges in a transitional research environment

According to feedback collected in interviews with World Bank personnel, there is a problematic generation gap in Cambodian administration that is visible when comparing the experiences working with Cambodian officials and working with other governments. "The Cambodians are so young. In other countries the top ministers are in their 50s and 60s. In Cambodia the top ministers are in their 30s and 40s. This is a challenge for Cambodian leadership as younger officials are also less experienced" (WB1). Statements by researchers in our study about the ineffectiveness of older researchers may also be part of this story. Many of the elders that survived the Khmer Rouge years were not among the educated and were often appointed to posts above their capacity in lieu of other options. Pending availability of official statistics regarding demographics and qualifications, including whether or not these officials have themselves engaged in research in the area of activities for which their respective ministry is charged, few further conclusions can be drawn, but this warrants further investigation.

The problems of inadequate training in basic research and writing skills limits the ability for people to engage in research and the quality of research conducted. This assessment is clearly confirmed by our study. Administrators complained that, "people are not being taught how to do research" (PUC: DA), and researchers "do not have clear goals to delimit their research projects" (PUC:VP). The "library is not well utilized" and there is a "terrible fear of statistics" (PUC: DA). Some lecturers are "fresh graduates and lack the qualifications to do research" (RUPP-IFL:DH). Lecturers said that they do not have research capability - do not know how to analyze data; do not know how to write research proposals or research strategy (SRU:F1, F2, F3). The University Rector at NUM described the predicament for the institution: 'NUM has no problem with budget for faculty to do research but no human resources to conduct research' (NUM:PR).

Students at SRU also complained that "there are no lecturers who have knowledge, skills, and experiences in research" (SRU:SRT). "Human resources… is the most important [barrier]. Even if we value research and have money to do it, but we do not have people with the right skills to do it, it will not be done easily (USEA:F3). Resistance to capacity-building is found among both students and faculty at UBB, neither want to "be upgraded" as students don't want to learn new things that contradict what they learned before and lecturers do not want to update their knowledge, even when teaching outdated statistics methods. The Director noted her own responsibility in changing these conditions (UBB:PR).

Cheating and plagiarism as a capacity development issue

The issue of student cheating has a long history in Cambodia and the few times we encountered it in our investigations speaks to its transition out of the mainstream in academia. The Director of Research at PUC estimated that 30% of students cheat and NUM reports significant limitations on student capacity development from the acceptance of plagiarism and cheating by faculty and students (NUM:PR). The RUA student roundtable suggested that they do have access to open access journals and good sources of references, but also noted that the rules about referencing were 'not clear' and plagiarism guidelines were 'not strict' (RUA:SRT). Several university faculty noted that researchers 'cheat' by plagiarizing and not properly citing other work. One USEA lecturer suggested that this "causes research to have lower value because people do not respect originality and

intellectual property rights (USEA:F3). This was generally thought to be due to a lack of understanding of citation conventions and proper literature searching, rather than purposive cheating (USEA:F1, F3).

The DC-cam Director suggested that local researchers plagiarize because they do not know how to quote and reference the materials they cite. "Their schools do not train them properly on this. It is a big challenge for me to lead them to make sure they properly reference the materials they use. The way they cite those materials need to be correct as well". This problem of inadequate training in referencing also means that "many Khmer-language books are not written according to proper academic standard with proper reference and using poor research methodologies" (DCCAM:D). From the examples provided here, this seems to be a capacity development issue to ensure proper citation etiquette and insist that faculty enforce this convention. This is a global problem for which international standards are forthcoming, and it is important to note that unlike in previous reports on Cambodia, the intentionality of active cheating, such as buying answers to a test or paying someone to write your thesis, is lacking in these examples.

Capacity development at CSOs
The challenges that CSO face suggest that academic partnerships could be productive. Currently some of the highest research expertise is housed outside universities in research think tanks and CSOs/NGO organizations. One government official suggested that the universities need to attract this expertise by re-positioning themselves as research institutions (MoEYS1). Others noted that researchers can and should do research for NGOs. This could be seen as a barrier, privileging applied over theoretical research, but also an opportunity and in line with the common sentiment that, research "should have a clear end-game since it consumes resources and will continue indefinitely if the only aim is to acquire knowledge" (PUC:VP). Partnering with NGOs can also be desirable because they offer funded opportunities to get on-the-ground training in data collection currently lacking with HEI programs (EC:PM).

In addition, NGOs such as Equitable Cambodia, research training is limited and they do not provide a research methods training to the staff, which is often available at the university level. "We don't conduct research projects, but we have projects in which we conduct research. We often use external consultants who already have training in advanced research methods" (EC:DM). Research capacity among local staff remains low, and this becomes a challenge for CSOs that require ongoing research to support advocacy claims. The input of academic research methods could strengthen EC's activities. At CCRC they are building the capacity of citizens to know their rights, to report violations, to learn where look for recourse, and how to access information through the 'Cambodian human rights portal' (www.sithi.org) they created, which houses information on laws and also reports of violations" (CCHR:SR). CCHR also shares information about important issues and references to other researchers and organizations who are doing research or want to do research in Cambodia (CCHR:SR). This demonstrates the development of a network for professional development, improving the impact of research outputs, and ongoing activities of capacity-building. The broader use of approaches such as this would help to address many of the challenges we see in the HEI of this study.

New external and local initiatives in capacity development

The lack of capacity noted here is very much in transition and worth close attention over the coming years. The DC-Cam representative felt that the research environment is more promising than in the past due to more opportunities for capacity building. This includes young researchers gaining scholarships and grants for study abroad; "many of them return back with good research background and have become mentors/instructors who teach with research base and who promote research among their networks". The increase in think tanks also can help to "delve more deeply into the under-researched issues in Cambodia… and promote and to institutionalize research for policy development and to influence policy makers" (DCCAM:D).

Many universities are also engaged in developing staff and institutional capacity. These include, methods training and research training by national and international trainers (RUPPIFL:DH: UBB:PR; USEA:DR), sometimes scheduled outside the academic calendar (RULE:F2); "unofficial training" by people with "proper research training background" (Z:DH2); and International training sessions that send researchers abroad for training (RUPPIFL:DH; RUA:Dean3; UBB:DR). In addition, USEA research activities have been developed with support from the World Bank, which runs 3-5 day workshops on how to write proposals; analyze data; make budget plans, action plans, procurements and other processes of research as well as specific cross-cutting issues such as gender, health and environment (USEA:DR; USEA:F1). One initiative to watch is the new Faculty of Development Studies and the Coordination Research Unit at RUPP, an entrepreneurial research center that provides administrative services and takes fees from successful research grants that work from their institution (RUPP:FR).

Students are also a focus of development and those at RUPP report active participation with thesis advisors in their research projects as well as data collection opportunities with NGOs (RUPP:SRT). One faculty member at Zaman said he tries to help students do research through personal mentorship, even if funds are not available (Z:DH1). CKS is trying to address student capacity with a junior fellowship, which "allows 5 Cambodian, 5 Americans and 5 French undergraduates to study contemporary Cambodia for 6 weeks over the summer. The main purpose is to increase their knowledge of the political, economic and social dimensions of the country while giving them the tools to undertake research for the first time" (CKS:PR).

At RULE, students were positive about the research support, noting that the university has a library and e-library, an office to help students find institutions, funding, and other needs for research, and that 'lecturers strongly encourage students to conduct fieldwork in the community' (RULE;SRT), and the university encourages students to join trainings, conferences, seminars, and workshops (RULE;SRT). At Zaman University, students take courses in statistics, research methods and research philosophy, and students are encouraged to write a thesis for graduation, with pre-thesis seminars on methods (Z:DH2). Students report doing research activities for 10 hours or more a week. At the same time, paradoxically, some students were not aware of a research center at the university (Z:SRT). UBB offers scholarships for poor students. Only 10-20% of these are filled, however, because "there is no good salary that results from a university education" (UBB:DR). There could be other technical or procedural factors that require further research.

While capacity building is certainly key to improving the research environment, all capacity building is not equal. The former Director of think-tank CDRI suggested that the 'capacity building' workshops on almost daily basis in Phnom Penh "are in fact short-term training or awareness raising exercises, some of value, some not, and often piecemeal, superficial and without sound research foundations. Our survey data (see table 5 and 6) reveals that the majority of the faculty surveyed (70%) had previously attended short-term research training courses, and many people had also been involved in university level research courses, with a third of the respondents completing two university research courses.

Table 5: Have you ever attended a short course on research?

	Frequency	Percent
Yes	128	69,9
No	55	30,1
Total	183	100,0

Table 6: How many research courses have you been involved in at the university level?

	Frequency	Percent	Cumulative Percent
0	52	28,4	28,4
1	36	19,7	48,1
2	59	32,2	80,3
3	18	9,8	90,2
4	8	4,4	94,5
5	5	2,7	97,3
6	3	1,6	98,9
10	2	1,1	100,0
Total	183	100,0	

These tables suggest a commitment to improve research skills; indeed, 92% (n=183) of respondents said they planned to participate in a research training course in the future. However, this approach to capacity building is not necessarily resulting in productive researchers. Approximately 62% of respondents said they had been involved in at least one research project, and only 42% of respondents had ever published their research (See Chapter 8). Given the discrepancies between involvement in training programs and limited research output, the former CDRI director argues that new approaches to capacity building are needed, including the upgrading of educational and professional qualifications and skills through postgraduate education, professional development and training programs, the provision of expert technical advice and skills transfer, as well as long-term institutional collaboration between weaker and stronger research institutions, particularly in the countries of our region (ASEAN, China, South Korea and Japan) He argues that over-reliance on expensive international consultants and technical advisers, often short-term

rather than long-term investments in building local capacity and ownership, means capacity substitution rather than capacity development, and entrenches dependency" (Strange, former CDRI Director).

Workload

A heavy workload is cited to be a key factor restricting research by both faculty and management at HEIs. In order to make a living, lecturers take on many different jobs and are often too busy to do research (PUC:DA; Director of Research, PUC; UBB:DR). Approximately 80% of lecturers at PUC are adjunct rather than full time, which means they are paid per course taught, and many are working two or more jobs, often also working in government (PUC:DA) Without funds for research, and with such a heavy workload of course teaching. For example, the director of research at the University of Southeast Asia, Siem Reap is currently teaching 7 undergraduate courses. Research activities are "just a teaser, but not really effective because when you do not have support, you can only go for five days two or three times a year so that's not really effective" (PUC:DA). There is a sense of being "on your own" (PUC:DL), with lack of financial and resource support from the government and universities.

Students are also challenged by the workload. PhD students at NUM report working as lecturers at other universities (NUM:SRT). Most, especially third and fourth year students, are working outside the university, which makes it difficult to arrange the time to meet with team members and teachers to discuss goals and research (USEA:SRT). Students do not have enough time because most of them need to make money to support their studies and families' needs (SRU:SRT). RUPP students have full time jobs, and also note the lack of time that their thesis advisors have to mentor them through their research projects. Several PhD students at NUM said that professors are too busy and have "low incentives" to support PhD students. Some professors "focus on their own business, so they give up their teaching. They always have make up classes, especially on Saturdays and Sundays" (SRU:SRT). Heavy workload of lecturers means students conducting research at MCU felt they had "limited time with their professor to be mentored in research" (MCU:SRT). The problem of supporting students has been met by some institutions by enlisting experts from overseas and from business for seminars (NUM:SRT) or as visiting faculty who will come to teach an entire semester (UBB:PR). This enforces the recommendation for cross-institutional mentoring and capacity building that we recommend.

At Zaman the university is hiring full-time lecturers, not just adjunct positions (in the political science department, 4 are full time, 6 part time). Full-time lecturers benefit students because they "stay at school to discuss with students during the office hours" and they "discourage students from studying at two universities at once" (Z:Dean1). One Zaman full-time faculty does 9-12 teaching hours per week, so has time for research and writing his PhD (Z:F; Z:D). Small class sizes and low workloads mean students get better training and faculty have more time for research (Z:D). Zaman provides little financial support for research but does provide paid leave for those who wish to attend a conference beneficial to their research. Moreover, if the staff needs to collect data outside the school, and they have clear proposals, there is no obstacle for them to receive paid leave (Z:DH1). Paid leave, however, does not defray the extra costs of doing research. In fact, in our entire research project, the only respondent that reported a good teaching load with extra time for

research was an RUA Faculty member with a Professorship (RUA:Dean3). As Zaman's model of providing full-time employment and non-teaching hours becomes more established, follow-up research will be beneficial to ascertain whether this allows faculty to pursue and publish more research.

Retention

Capacity building is clearly important and a widely reported challenge. At the same time, however, policies toward this end may encounter 'blowback' without the proper institutional incentives to cultivate long-term loyalty. In one case, the university sent lecturers to receive training and capacity building abroad, but they rarely return to the university with their new skills, and instead take higher paying jobs, often in more urban centers (UBB:DR). This blowback from capacity development leading to turnover is also reported at other HEIs. "The university [Zaman] does not want to invest [capacity development] in short term faculty members, so [we only invest in] faculty members that we can trust will stay for a long time, but we cannot generalize and it is difficult to recognize" (Z:Dean1). Although difficult to measure, the perception of such a problem may dissuade management within HEIs to pursue policies of capacity development and foment the point of view that they are in competition with CSOs, that often offer higher salaries for experienced researchers.

For NGOs this problem exists as well, however, and turnover is high. Employees gain skills that help them apply for scholarships for school or get higher paying jobs at other NGOs. The Program Manager at Equitable Cambodia said, "Sometimes during each coordinating meeting, there are new people and the old people are gone, so before starting the meeting or the project, we need to brief them about the project" (EC:PM). Another major challenge that stems from the first is low staff capacity. "Once a person has the skills, they move on, leaving the organization in need of skills they must hire from outside consultants with the required advanced research qualifications" (EC:PM). The use of external consultants is an important but insufficiently documented aspect of research dynamics in Cambodia, which will be discussed below.

Challenges to Ensuring Research Quality

Research quality in Cambodia is affected by many structural forces including basic access to journals and other research, and political sensitivity that inhibits what can be researched and what can be said to researchers. These will be explored in turn below. Other issues dealt with elsewhere in the report also affect research quality, including donor-driven research agendas, limited funding to undertake effective research, plagiarism, and limited training and skill development.

Data quality/ethics guidelines

Our study suggests that institutional attention to quality is currently weak at the HEI level; at the Ministry of Planning there is attention to the problem but limited solutions; at CSO/NGOs data quality guidelines exist but are not written policies. We found some confusion about quality standards, as evidenced at IFL where one faculty stated that "research quality assurance criteria are strongly adhered" (RUPPIFL:F2) and the head of the department said, there is no ethical guidelines yet but "most researchers are

professional" (RUPPIFL:DH). Several universities said they followed MoEYS research guidelines (MCU:VP). At the Ministry of Planning, issues with the reliability of data reflects limited skills in fieldwork and data collection (MoP2). Following Swedish International Development Cooperation Agency (SIDA) helps improve the quality check of data as they are experts in cleaning up and checking the data" (MoP2). While the ministry does not 'blame' the data collectors, neither do they offer solutions to raise their capacity through perhaps full-time employment and mentorship so they would not need the expensive assistance of external organizations.

The CSOs we interviewed did not have written policies to enforce the quality and ethical standards of their data, but they have developed quality control mechanisms they use for their advocacy research. Equitable Cambodia develops ToRs, objectives, expected outcomes and methodology and ethics concerns for their research projects. After analyzing their survey data with SPSS software, "we write a report and ask stakeholders to review and we go again to verify the information with the community to see if we have missed some information. We can correct the data before finalizing it. After that we publish the report" (EC:PM). The NGO LICADHO has several quality control mechanisms to ensure accuracy of the data they collect at village levels for their longitudinal database of land conflicts. Quality of data is difficult on this topic, as national level maps "are not at all accurate." To ensure accurate maps they have to "get to the village where there is better data" (LICADHO). They use private consultants for report writing, and have teams of 'monitors' in each area to collect data on conflicts who are organized into three levels (Monitors, Senior Monitors, and Supervisors), with higher levels training their newer peers. Every month they submit the casefiles and the supervisor reviews the case files (LICADHO). Similar to LICADHO's Monitor model, COMFREL has a network of local focal points (volunteer positions) at the province, district and commune levels. These local collectors are brought to Phnom Penh for training in survey methodology (Com:A). Each research team has a team leader who supervises the data collection to ensure correct and clear data (Com:B). At the provincial level, the secretariat of COMFREL revises the data before sending to the Head office in Phnom Penh where it is reviewed by the research/program manager (Com:B). Before issuing a report, COMFREL sometimes contracts an external peer reviewer to check the analysis (Com:A).

These examples of quality and ethical standards that do not have written standards but are driven by the use value of the data are very powerful. While written policies can ensure standard quality measures, policy should grow from action and should meet the needs of practical endeavors. Much of what we see in the Cambodian HEIs are policies attempting to meet the 'look' of practical endeavors implemented elsewhere but are not implemented — the difficulty of implementing these disembodied policies is a key theme of our findings.

Political sensitivity

Cambodian politics prohibit research into a number of politically sensitive topics (DCCAM:D), and the fear of retribution and self-censorship that this environment fosters, within the hierarchical institutional structures of universities and ministries is a significant barrier to research and communication. Problems may not be resolved because they cannot be communicated to begin with, as we discovered during the research for this project, when faculty said there were challenges to doing research at the university level, but they did not

dare tell us what they were (UBB:F2). As noted in the literature review to this report, several topics were barred at RULE. The RULE Dean noted that political pressure depended on the discipline: "The University does not have any pressure from the government. It probably has some pressure when researchers' topics are related to law, but research related to economics is undisturbed" (RULE:Dean1;DH). Students at RULE reported that "Some students write proposals asking permission for the university to conduct research, but the university does not agree" (RULE:SRT). This sensitivity to critical interrogation and evaluation can rise to comic levels, as in one case described by a LICADHO representative who said that conservation organizations will not engage in research or discussion of deforestation caused by development due to political sensitivity. "An ELC has social impact on rights and also impacts the forest, illegal logging, and on protected areas… there is a link to be made here" (LICADHO), but because the conservation programs depend on strong relationships with government agencies, they refuse to "rock the boat or be critical". These programs are on "biodiversity and forests, [and] when you refuse to address the number one issue facing deforestation- it becomes a bit farcical ….." (LICADHO).

Data collection in the field can also be difficult politically, as "the authorities ask a lot of questions and we have trouble accessing a sample" (CCHR:SR;Com:A), and "interview staff do not want to ask sensitive questions" (Com:B). Academic researchers also said that fieldwork is difficult because it is "hard to find the data and to get honest answers from respondents, they don't reveal the real thing…people say what the society wants" (PUC:LD; also noted by Com:B; RUPPIFL:SRT). In an interesting twist, government agencies also have problems getting data from local people, as a Ministry of Planning respondent noted: "Some local people think that researchers are the ones cheating them. When we go to collect data, especially during the time of election campaigns, it is hard to collect data" (MoP2). Further, hen researchers from the NGO CCHR sought data on land conflicts from the Ministry of Planning, the ministry apparently had no data to give (CCHR:SR), and academic researchers said that "some ministries or organizations try to hide their information from researchers" (USEA:F4; also reported by SRU:F1, F2, F3). One lecturer suggested that part of assessing the data quality of research reports should be to "check whether the topic is sensitive or not to make sure the information is accurate" (USEA:F4), suggesting a perception that research on sensitive topics is not accurate due to censorship and fear of retribution.

This notion that sensitive research data cannot be trusted is worrying, because the ability for researchers to address controversial and sensitive topics is an important element of Cambodia's transitioning research environment. The academic researchers we talked with were far less likely to engage in research on sensitive issues than CSOs, and a Zaman respondent suggested that there was "no need for them to research corruption and other political issues since it was already done by NGOs. The university researchers focus more on their discipline such as international relations, finance, etc" (Z:D). This respondent suggested that the research environment is favorable due to the NGO presence and government openness to criticism: "It is a good atmosphere for researchers to do research in Cambodia. Cambodia is a free country which has more than 1000 NGOs operating and working here. I can see also there are many criticisms of the government that have been published so far" (Z:D).

This idea of a division of labor between CSO research and HEI research is an interesting addition to the collaborative possibilities between NGO and HEI. But civil society is not so sure about their continuing ability to be the watchdogs. New laws restricting CSO in many sectors limit their ability to broach these topics, and the LICADHO representative said "we had three LICADHO staff jailed while doing their work, also the arrest of the Mother Nature group, these are peaceful demonstrations that are confronted by authorities". He fears this will give rise to higher levels of self-censorship, and these new laws "reduce space for doing actions and speaking out" (LICADHO). Self-censorship is already a problem in this environment. CSO respondents expressed dissatisfaction with the quality of research at universities, saying "academic research in Cambodia is not neutral, not really academic....not objective, but may have some bias and can censor information that affects the government." Universities are often affiliated with particular political parties and the government, this makes it hard for them to report accurately (CCHR:SR).

"There is political threat: many people can find some answers and truth from their research, but they cannot publish or share with other people about their findings because of fear and some challenges. Luckily, there have been some changes as high-ranking or powerful people now just reject the research result against them, but there are no punishments like before anymore... In my opinion, they should use research to challenge a project rather than reject research without a reason" (USEA:F3).

"It really depends on whether the university or the lecturers have pressure from the government to conduct research or not. If the government does not want the researchers to know something, the researchers will not have a chance to know it. The problem of pressure from the government is not a difficult one; it will be solved soon. The government is now opening more space for research. However, researchers have to be clear and honest" (SRU:Deans).

The Dean of Academic Affairs at Zaman felt that in the past, self-censorship was a problem, where "if we wanted to talk about politics, we had to keep it in the university" (Z:D). But now, he said, it is better because more researchers are appearing on radio and television, and "the government invites more engagement with public criticism". It is very important that people who speak in public should have a strong research base to gain credibility. This last comment about the credibility of your research when you speak out in public is exactly what drives NGO/CSO organizations to put forward credible data and what drives them to do research in the first place. We do not have many recommendations for the problem of political sensitivity that do not just sound silly in the face of so much complicity. What we can say, however, is that solid, credible research and fearless dissemination of data are key to breaking down the walls of censorship and complicity.

Access to journals, Data and Statistics, Libraries, and Web Resources

The common themes touched on by respondents limiting their access were language, restrictions on access to information databases, and lack of funding for subscription to journals. The difficulties of researching in English (described above) connects to issues of both capacity and hegemonic erasure (ie the dominance of the English language and the possibility that this closes off research opportunities for those who do not communicate in English, and limits knowledge of ideas that are rooted in Cambodian culture and

language). Here we will simply recount which institutions have access and which do not accompanied by comments from our respondents.

Several universities subscribe to online research databases: Zaman, PUC and RUPP have Jstor subscriptions; MCU subscribes to Science Direct (MCU:SRT)). Some universities such as USEA and UBB do not have paid database subscriptions, but students reported that they can "search information on the Internet at the computer lab or use Wi-Fi and read books in the libraries" (USEA:SRT; also RULE:SRT), and students at IFL reported doing literature searches online through sites such as Google Scholar, Google books; Youtube; Bookzz.org; Bookfi.org (RUPPIFL:SRT). Students at several universities complained that their physical library resources were inadequate, with problems of a lack of books (RUPP; RULE; UBB; SRU), slow internet, no computers to scan barcodes of books, limited staff to help students (RULE;SRT), and broken computers (SRU:SRT).

PhD Students at NUM note real difficulties in accessing data, the expense of quality data from external sources, the difficulty of obtaining data, and restrictions and obstacles of data collection due to political and social circumstances in Cambodia. They have no E-library or access to databases and it is difficult to find access to international papers. They also note that most of their research is focused on secondary source materials (NUM:SRT). Private companies are secretive and try to hide their data, and there is little cooperation from government in data collection either: data on human resources and finances can't even be found. (NUM:FR2).

Of all the research challenges we encountered, these problems of access and library resources seem fairly easy to solve. Open access to academic research and regularly updated and maintained computers would solve this problem—something the donor community has regular access to.

VI. Research Foci and Researcher Characteristics

This section outlines the main research foci of different institutions in our study, including the topics studied, the methodologies employed, and the types of funding available. We see a diversity of research topics, including a large focus on agriculture and rural livelihoods; business and enterprise; regional political relations; and internal research into improving course offerings and student job placement rates. An important theme raised in the research is the use of international consultants on short-term contracts, and how this practice is a drawback but could also be potentially beneficial to capacity building among Cambodian researchers. We then evaluate the collaborative relationships and peer-group mentoring amongst Cambodian researchers. This is an area with much room to build, and the competitive environment amongst Cambodian universities could learn from the cooperative relationships that have been forged among CSOs.

Types of research done at institutions

The Ministry of Planning (MoP) uses data to draft national plans and policy strategies. For example, in 2011-2012 the MoP conducted one research project into migration, gathering data on movement from rural to urban areas, rates of migration, reasons for migration, comparison of living standards before after migration and for migrants/non-migrants, challenges migrants face, and what happened in rural areas after their migration (such as negative impacts on the elderly in rural areas). The research was then incorporated into policy proposals, and follow-up research is planned for 2016 (MoP1). The MoP also conducted research on child poverty in 2010,11,12, and 2014. Two areas of further data collection can be recommended. First, whether or not the policy-directed research was effectively included in specific legislations or policy statements. If so, factors for effective uptake might be found. Second, more information is needed pertaining to the participants and detailed conduct of the research activities, such as how child poverty is studied and how results are translated into recommendations at the ministry level.

The universities included in our research are engaged in a variety of research topics, although methodological approaches and funding sources tend to be limited. We will discuss each in turn in this section. Several universities are involved in work on regional political relations, including Zaman, IFL and RULE. At Zaman University both qualitative and quantitative research work is conducted on regional relations and Cambodian public policy, with a solid mentorship component (Z:DH2).

UBB's attention focus is on how research and other student activities can enhance student abilities to secure funding for living expenses. Toward this end, UBB cooperates with Thai and Korean universities and sends students to study in programs on practical topics such as food packaging and making purified bottled drinking water, and other initiatives including:

- An art gallery center for students to draw pictures and sell them to others for their own benefits.

- Labs for animal science, and areas for small-scale horticulture, aquaculture and silviculture production.
- Land (20 ha) for agricultural experiment and animal husbandry.
- Online business course supported by Australia that allows students from different faculties to study business, which they hope will help translate university activities into profitable ventures for students.

At IFL, they focus on international relations, ASEAN integration, foreign policy, international economics, and geo-politics (RUPP-IFL:DH). At RUPP, the key areas are social capital, community development, climate change and agriculture, irrigation management, livelihood strategies and agriculture extension. They use multiple methods, for example focus group discussion, key informants, and structured questionnaires (RUPP:DH). RULE faculty are also engaged in research on ASEAN integration and human resources (RULE:F2), as well as banking and finance (RULE:F1;DH) and public administration (RULE:Dean1). Research faculty are mainly engaged in quantitative research, although students do qualitative research (RULE:F2). The university has little engagement with research according to faculty (RULE:Dean1;F1), although a proposal from the Economics Department successfully gained funding from the HEQCIP project.

Other researchers such as NUM and Svay Rieng focused on research for internal quality assurance (improving degree offerings and understanding the human resource needs of companies). NUM also conducts research on management, leadership and education (NUM:FR2), entrepreneurship (NUM:DR), and economics, business (NUM:FR1;DG) and tourism and environment (NUM:Dean1). Research is both quantitative and qualitative, including use of SPSS and modeling (NUM:FR2). Most articles in the NUM publication series focus on quantitative research and of the eight articles in Volume I, only one was on qualitative research (NUM:FR1). Students at NUM are involved in conducting research on diverse topics including: "Market Research: How to Manage Credit in each institution"; "Why students in Svay Rieng University do not have jobs, but they use smart phone such as iPhone"; "How to improve our business: attract customers and qualities of products"; and "Crop Growth in Community" (SRU:SRT).

Svay Rieng has some cooperative projects, such as the project on "Increasing the number of students." The university was granted only one project from the World Bank and it ended at the end of June 2015 (SRU:Deans). Research is mostly produced by the Faculty of Agriculture on public administration reform, agriculture, livestock raising, and SMEs (SRU:F1,F2,F3). SRU researchers noted that they conduct both qualitative and quantitative research, including quantitative experiments with chicken raising, and qualitative research using questionnaires (SRU:F1, F2, F3).

Tourism research was a focus of USEA and MCU. Research interests at MCU included tourism development (MCU:VP), business (MCU:Dean4) and climate change (MCU:Dean2) to migration and perception of youth on monks (MCUDean3). Note though that several faculty felt that the research does not produce research outputs (MCU:Dean4; MCU:DFY; MCU:Dean3), and does not offer training or incentives for researchers (MCU:DFY).

At USEA, the Director of Research said that the university has been successful in gaining funding from two sources in recent years: the University of Malaya to collect data on

renewable energy (USD20,000) and from the World Bank to run a research project on 'Curriculum Development of Tourism and Hospitality Management' (June 2013-June 2015, $50,000) and produced three volumes of research and workshops from this project. This involved primary research conducted in three main tourist areas: Siem Reap, Phnom Penh, and Sihanoukville, with a survey of 480 people about tourism job opportunities. Three generations of B.A.s from USEA were also surveyed to find out if they had problems getting jobs in the tourist sector after graduating (USEA:VPR). USEA also collaborates with the US Embassy; Every year, the U.S. Embassy provides US$1300 to American Corner at USEA for various projects, such English competition, training for staff and so on (USEA:VPR).

We see here how donor funding for research capacity building can be very useful for encouraging quality research design considerations and creating opportunities to do fieldwork and dissemination. The large WB grant directly impacted the education offerings at USEA, and "allows students to know what they should do to fulfill the requirements of the market. For instance, "what is tourism?" and "how can they apply for positions in tourism?" (USEA:Dean1)

RUA faculty engage in agriculture focused research on a variety of topics such as: agricultural machinery, water management, irrigation, rice milling (RUA:Dean4), horticultural production (RUA;Dean2), water quality (RUA:Dean3), climate change and governance, gender and women's empowerment and capacity building (RUA;Dean1). Funding comes from several international development organizations, USAID, IDRC, Oxfam America, People In Need, Research and Service for Development. Funding also comes from the university 70,000 USD in the Faculty of Agriculture to do research on producing 'mushrooms' from Suet, and 160,000 USD from SIDA to work in Laos, Vietnam, and Cambodia, conducting research on lecturers' capacity building (RUA:Dean4). Overall, Research production at RUA was fairly extensive but depended on individual faculty making links with international funding bodies, rather than coordinated strategies and incentives from the university (RUA:Dean4; RUA:Dean1).

We see a diverse array of research topics across universities, with the largest focus on agriculture and rural livelihoods; business and enterprise; regional political relations; and public administration. Three universities also focused on research to improve their job placement rates and attract students. One further aspect to note here is the limited methodological tools used in much of the research. Questionnaire research is the most common tool employed across the universities; this tool is primarily used for quantitative research, but in several interviews researchers discussed using surveys as a qualitative method. The methodological challenges faced by Cambodian researchers come through in this example.

Interest in research
Even though all of the survey respondents are university lecturers, not everyone has experience with doing research. Out of the 183 respondents, 112 people (61.7%), said they have been involved in a research project (Table 7). When we compare those who have been involved in research projects with those who would you like to be involved in research in the future (Table 7), we get some interesting results. Out of the 112 people who have done research, 98 said that they would like to do research in the future, 14 said they would not

like to do research again. There are only 9 respondents who have never done research and do not want to do it in the future. This means that a total number of 159 respondents (87%) are interested in doing research.

Table 7: Cross tabulation of Past research involvement and Future desire to do research

		Have you been involved in research?		
		Yes	*No*	*Total*
Would you like to do research in the future?	*Yes*	98	61	159
	No	14	9	23
	Total	112	70	182

To gauge the activity levels of researchers, respondents were asked how many research projects they are currently involved with (Figure 4). 106 respondents (58%) are not currently involved in any research projects, while the remaining 77 (42%) respondents are currently involved in research. Most of those currently doing research are involved in one project.

Figure 4: How many research projects are you currently involved with?
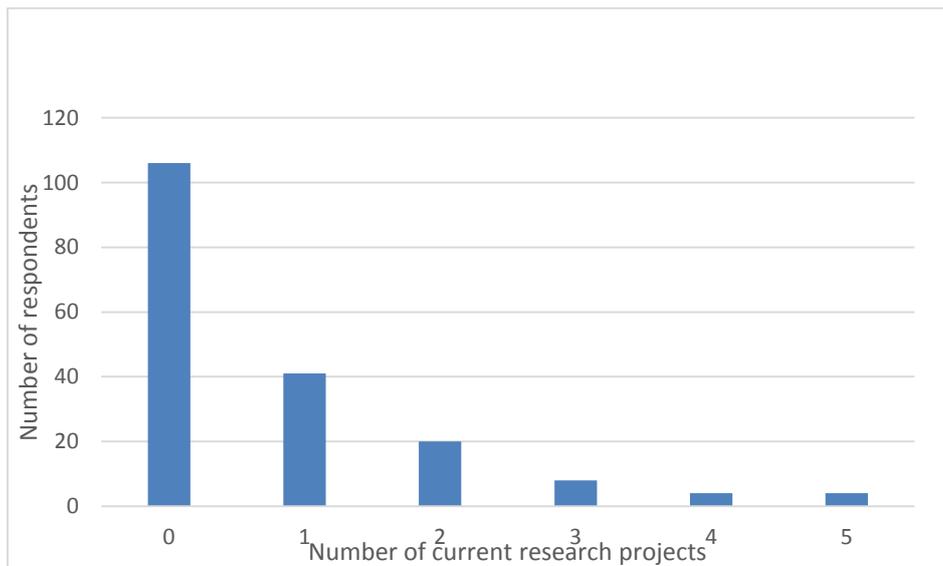
This chart suggests a large discrepancy between the interest in doing research (87% respondents) and current active research levels, with only 42% of respondents currently doing research, and very few respondents engaged in more than one project.

Research at NGOs/CSOs

Research at the CSOs was focused human rights, governance and legal analysis for advocacy reports, as well as research to inform community training programs. At CCHR, the organization conducts research, and publishes reports and briefings for human rights defenders on civil and political rights, land issues, eligibility, freedom of assembly, and association. Equitable Cambodia has three divisions: Development Watch, Community

Empowerment and Legal Awareness CELA, and Community Organizing. Research is essential to the activities of each division. The NGO also conducts research into legal issues to inform its training programs in communities affected by land issues and development impacts. "The law is complex and needs to be researched and analyzed so that it can be communicated effectively in training instructions, since there are many amendments of constitution, and of some legal texts" (EC:PM). Recent research projects at EC include investigations in Koh Kong into land disputes and child labor and negotiations with Vietnamese corporate rubber plantations in Ratanakiri (EC:PM). These activities have had diffuse policy uptake, as pressure put upon companies and investors shapes their willingness to invest in Cambodian development. Developments in this area point to 'horizontal' uptake of outcomes between non-state actors as an essential but overlooked supplement to the discourse on the 'vertical' uptake entailed in engagements with policy-makers. Research at COMFREL focuses on statistical surveys in four areas: Auditing the voter list (and comparing with the National Election of Cambodia (NEC) list; Participation and democratic governance – the participatory process, the decision-making in local level, the decentralization (Sub-National governance); Parallel vote count; and Participation of disabled voters (Com:B). They receive funding from international core donors (NGA, OXFAM, UK Embassy, Forum sheet, NDI), and smaller funding from local donors.

Use of short-term consultants for research

While our research focused primarily on characteristics of Cambodian researchers, NGOs and private sector organizations conducting research in Cambodia often hire short-term consultants; many of these are international researchers. For example, the ADB informant said that ADB staff generally do not conduct research themselves, they hire (and manage) international and national consultants (ADB): "*In terms of nationality, we recruit both national and international consultants. In many cases, we combine two cases of skill, the national consultants know well about the social context but the international consultants have the required technical skill.*" The ADB respondent noted later in the interview that they do not train researchers; they hire people who are already well trained with the necessary research skills. The NGO LICADHO also hires consultants; they usually handpick their external consultants; many are former journalists from the English newspapers, or they are staff from other NGOs or former LICAHDO staff (LICADHO). Similarly, the CCHR and EC both hire international consultants, who work under a variety of contracts for legal research, proposal and report preparation (CCHR:SR;EC:DM).

The use of international consultants is one aspect of a broader tendency for research in developing countries to be 'donor driven' - that is, research that primarily satisfies the interests of international donors rather than what is most relevant to the local context. This is a significant problem not only in Cambodia but more widely in developing countries. Our research suggests that donor agendas influence the type of research that can be undertaken and disseminated; for example, the ADB respondent was quite clear that they do not publish results if RGC does not approve. Donor reports for their projects may require 'success stories' that affect research quality, as researchers are encouraged to focus only on success and ignore other aspects of donor programs. Furthermore, donors are often under tight timelines and high-quality research may not be possible. One discussion with a researcher who declined a donor-funded consultancy illustrates this issue. He reports that

he was working in Cambodia's northwest region where there was huge unrest among indigenous populations. He was approached by ADB to do a three-month study to determine the needs of these communities in order to form better development policies. He clearly stated that such a study would take far more than three months, considering the physical distance and social reticence of indigenous communities, if they wanted to do a good analysis. ADB then found another researcher to take the job; this researcher later published the report that informed ADB indigenous community policies throughout Southeast Asia.

This issue of donor-driven research agendas is now partially being addressed by large organizations such as the World Bank that are funding training and skills development for Cambodian researchers. However, to be effective, we suggest a more substantial shift toward focusing on long-term capacity development and local research conditions for donor organizations, as well as among local research institutions, from planning and funding decisions through to implementing and communicating research. There is a prevalent perception among CSOs that they are in need of international outside consultants. Why this process has not led to skill transfer to nationals, and has led to the normalization of outsourcing requires an investigation into what elements of the process are the more specific bottlenecks to capacity development of national researchers, and how international consultants can be positively used to mentor Cambodian researchers. Given that language is an impediment, two forms of assistance by international consultants seem relevant; language and writing skills, and research methodology skills such as quantitative and qualitative analysis.

Desire for International and local researchers

The use of international researchers can bring benefits (in terms of methodological skillsets and potential mentorship for Cambodian researchers), but several interviewees in our research noted the limitations international researchers face, and the benefits of having both domestic and international researchers. DC-cam frequently works with both local and international researchers, and they noted that international researchers face different kinds of barriers to doing quality research in Cambodia. These included in their opinion that the "lack of understanding of Khmer language and local culture" inhibits the quality of research developed by outsiders. Further there is a "difficulty in finding people to meet for interviews" and "problems with food in Cambodia", that can certainly be made easier through local collaborations. In addition, local researchers often have "limited funding" that can be enhanced through international collaborations (DCCAM:D).

ADB noted different issues with local and international consultants (similar to DC-Cam): "We need a consultant who knows the social context of Cambodia, who can work smoothly with the ministries. In my cases, in agriculture, we get a good consultant and we have a good collaboration with the ministry and finally we get a good result. Sometimes, the international consultants didn't understand Khmer context and write a very good report. Finally, the report can't be used because they didn't think who will use their reports. So the maximum ownership with the ministry is very important" (ADB). This last speaks to the difficulties with political sensitivities as well as the need to bridge cultural barriers and difficulties with access.

The experiences of our own research team also highlight how much easier it is to gain access to government ministries and HEI officials using local connections. These require certain protocols that may inhibit researchers who do not have the insider knowledge.

Collaborations, Research leadership, and presence of peer-groups

The work of collaboration, leadership, and establishment of peer-groups remains limited in the local arena in Cambodia. International collaborations are more numerous and are detailed below, but local institutional collaborations remain few. In the NGO/CSO sector there is more collaboration, largely because there are so many organizations doing work in the same 'hot spot' regions. There is much discussion about the lack of cooperation, data hording, and clientism that informs these clusters of engagement, but the detrimental effects of such isolation on the part of CSOs has forced cooperation in recent years. The same is true of HEIs where competition trumps cooperation in a competitive marketplace and researchers report isolation and time constraints. This is an under-exploited area for local researchers and this team of researchers hopes that our efforts with dissemination and our web resource can help to cultivate practices that are already starting to take shape.

There are some developments toward building researcher networks as well as peer and mentor-based collaborations between HEI institutions. In our earlier section on Capacity Building (Chapter 5), we see RUPP providing workshops at provincial institutions and PUC training government ministers in research methods. In addition, the Director of the Research Department at UBB has been invited to join research training in Siem Reap and Banteay Meanchey provinces (UBB:DR). NUM has a collaborative stock exchange research group (NUM:FR1) and Svay Rieng University reports that World Bank funds promote agricultural research and cooperation with RUPP, RUA, and Prey Veng University (SRU:Deans).

One measure of collaboration is the extent of co-authoring research publications with domestic and international authors. Our survey results suggest that the majority of Cambodian researchers publish on their own (Table 8). Only 13.7% had published with a Cambodian researcher, and a very small 3.8% had published with an international co-author (note that respondents could check multiple boxes in this survey question).

Table 8: Extent of Co-Authorship among Cambodian Researchers

Authorship	Number of respondents	Percentage
Single author	102	55.7 %
Co-author with Cambodians	25	13.7 %
Co-author with foreigners	7	3.8 %

NGOs/CSOs do share information (CCHR:SR;EC:PM). Because they often work in the same regions with the same communities (many organizations respond to acute issues) it forces them to find ways to collaborate, and "it is very difficult" (EC:PM). Staff report

experiences of tension between the different and somewhat incompatible objectives of collaborating CSOs. For example, when working with HRTF (Human Rights Task Force) on the airport extension land issues, each NGO had its own mission. EC used mediation as a mechanism to influence and dialogue with the airport company as well as the public stakeholders. In the mediation process the community cannot protest and demonstrate publicly. However, the HRTF advocated their own way and asked the community to demonstrate in public during the mediation process. So in this case, each NGO had different strategies to mobilize stakeholders and for policy engagement, resulting in working against one another. This is an area of potentially fruitful investigation to determine how that coordination and information sharing has been achieved and progressively regimented over time across a variety of organizations.

Khmer culture and civil war have created an atmosphere of negative thinking for lecturers, and it is very hard to think positive and to trust others in collaboration,. The Rector at UBB President has a strong background in sociology and history and sees the personal histories, cultures, family situations, and preferences of UBB faculty as part of the larger problem (UBB:PR). Other universities report a generalized lack of cooperation (MCU:VR) and a lack of time "lecturers live far away; it is very hard for them to meet each other to work as a team; some want to continue to build knowledge, but some do not want" (SRU:Deans).

It is difficult to make recommendations for this situation, which will take time to change. The recommendations already put forward in terms of self-evaluation and cross-institution collaborations should lay the groundwork for developing new pathways toward better cooperation.

International collaboration

The arena of international collaboration is far more vibrant than local cooperation, although still in a developmental stage. This surely is part of the general perception and reality of low local capacity. Many universities and civil society organizations have forged international relationships to enhance their own capacities and activities. It is interesting that in the ministry sector there is very little cross-governmental cooperation (outside of military) but most international collaborations are between ministries and international donors. This could use some further investigation. We find a few types of international engagements active in Cambodia: Cooperation between institutions and researchers for capacity building, cooperation between national and international institutions for information sharing, and data collection and dissemination.

Zaman University has a research support center that aims to bring Zaman professors and expertise together with funding from outside (NGOs or international agencies) for project development for Cambodia (Z: DH2; Z:DH1). Zaman also offers guest lecturer positions for international scholars, who receive an office and work-space at the university, and often teach a course or guest lecture (Z:F). The Zaman director said they are trying to encourage former students taking advanced degrees abroad to complete their degree to work as full-time faculty at the university, "with a new generation of researchers, research quality will improve within 3-4 years" (Z:D).

Several universities have study abroad opportunities for faculty. For example, RUA sends selected faculty members overseas to do Masters and PhD degrees, and for short term training in partnership with International Development Research Centre (IDRC) (RUA:Dean4). UBB also fosters international study abroad programs for faculty and students in Spain, Italy, Korea, Australia, Thailand, and Vietnam (UBB:DR), has international visiting professors (UBB:PR; this is also reported at RUPP), and exchange programs with other foreign universities.

NGOs also have close links with international institutions. The Cambodian Center for Human Rights does advocacy at both the national and international level. CCHR provided data for the UN mechanism 'International Convention for Civil Political Rights' review March 2014 (CCHR:SR). LICADHO and EC also report international interactions (discussed earlier) and DC-Cam Director notes the increase in "global flows of research initiatives through networking with individuals who conduct research in Cambodia" and felt this has significantly impacted research prospects in Cambodia (DCCAM:D). This type of collaboration can increase the mentorship relationships already noted to be instrumental to capacity development for both local and international researchers. We hope that our web forum to connect national and international researchers will foster these collaborations.

Case Study: Cultivating a Research Environment - A tale of two researchers

These two case studies shed light on the assessments of two different potential contributors to the research community: A lecturer with a PhD who is not producing research, and a PhD candidate/lecturer with research aspirations. We see structural institutional challenges highlighted by both researchers, but the actions of each individual show how individual researcher activities shape a research environment.

The foundation-year director at UBB offers an illustrative case study of researchers in Cambodia. He was trained in Cambodia and has produced two theses, one for an MA degree and the other for PhD. His PhD research, on the relationship between school and community, was used as a 'support paper' for policies at MoEYS. Neither of these has been published beyond the library at the Royal Academy School and the author has no plans for publication, and no plans for further research. Even though he has not been involved in any research at this university, he says that the "research in this university doesn't work well. It is because the quality of the staffs in the research center, and the public didn't appreciate their research." He felt that the university had no clear policy for doing research, has no budget for research, that researchers don't follow research training sessions and don't participate in the research center's work. These opinions about the university's research environment contradicted many other more positive statements in the university.

Mr.Heng Sok is a young scholar at Zaman who was educated in the US for six years (MA degree in Economics from Chapman University; BA in Mathematics from Chapman University), and has also studied in Canada for two years, and is currently a PhD candidate at Canada's Simon Fraser University. He began working at Zaman University in January 2015, and is currently a lecturer and Head Department of Finance and Banking at Zaman. Besides working at Zaman, he was previously Vice Dean at University of Puthisastra for Finance. In his case, Mr.Heng said that the university is disengaged from his research. He is not sure how to access funds for research, and his research activity and publications are affiliated with his university abroad rather than with Zaman. He is currently finishing the PhD and hopes to publish in academic mathematics journals. He encourages his students to do research, and even if funds are not available to support student research, he mentors students who are interested in pursuing advanced degrees. He has his students working on understanding people's decision making processes when they choose a university, so that he can get data to help drive university administration marketing strategies at Zaman.

Mr. Sok represents a growing number of younger Cambodian scholars who have undertaken graduate study overseas, and have returned to take up lectureship positions in Cambodia. These researchers have energy, interest and research experience and skills that they can use to develop students and undertake research of their own, but they also face problems of 'disengagement' and lack of funding and support.

VII. Perceptions of research meaning and benefits

Perceptions among students

"Doing something without research is not practical. There is a need to have research before practice" *(NUM:SRT).*

Students view research as necessary to build trust and social capital in the context of a deficient and rapidly changing political system. While perceptions of quality research at the macro level focus on impartiality and objectivity, students in roundtable discussions saw research as beneficial for answering moral and ethical questions, highlighting the importance of building networks and a better understanding the world around them. They saw research as allowing students to "learn to trust yourself through study" (MCU:SRT), and "developing knowledge of one's own strengths and weaknesses" (PUC:SRT), as well as "providing clear information for social development" (PUC:SRT).

Echoing this idea of research contributing to social improvement, other students at UBB and USEA highlighted the way research can challenge social norms and provide novel solutions:

> Research is seeking problems and solutions in a society"; "Seeking something with the potential to challenge issues in a society (UBB:SRT).

> Research is being inquisitive…Research makes students struggle, improve their knowledge and critical thinking, helps students broaden their knowledge, and makes students capable of critical thinking (RULE:SRT).

These notions stand out as an ethos lacking from much of the policy discourse. The consensus around the notion that development is only possible on the basis of reliable information underscores the conception that current policy is not based on reliable information.

Students were also concerned with practical research applications, such as coping with weather events, understanding fertilizers, and new options for renewable energy. Through these practical applications students see the ways that research helps them link theory to practice. Several RUA students participated in applied research projects, and saw research as directly contributing to practical outcomes, "through research we can reduce the impact to environment… and can link theory to practice" (RUA:SRT). This speaks directly to our critique, echoed by former CDRI Director Dr. Strange, of workshop-oriented capacity building exercises. They are cheaper and less labor intensive than training students through participation in actual research projects, but they do not produce results because they lack the experiential processes where learning actually happens. It is in the doing of research that capacity is built.

Perceptions among other actors

"Research is important because no research means no development" (USEA:VPR).

Policy-makers said that the amount or quality of data needed for sound decision-making is lacking, "we need data for planning" (MoP1). This raises issues of how specific types of data are prioritized, how the needs of the ministry are communicated to research institutions, and how the Ministry could improve coordination between its own efforts for capacity development and the need for research institutions to engage with policy-makers.

Among university administration and faculty, research is recognized as both a pedagogical tool and a marketing tool. Research becomes a commodity in the exchange of social capital in the market of higher education reputation and prestige. Some people talked about the importance of PhD degrees in establishing credibility for the researcher and the institution. Several administrators also linked research to teaching quality, with the idea that "good research can increase the quality level of teaching. In general, it makes the government look good. It makes the institution look good. It makes our country look good" (PUC:Dean2). Overall, faculty members who took part in the survey said they were most likely to engage in research to improve knowledge, and to gain experience and skills (Figure 5).

Figure 5: Motivation for doing research
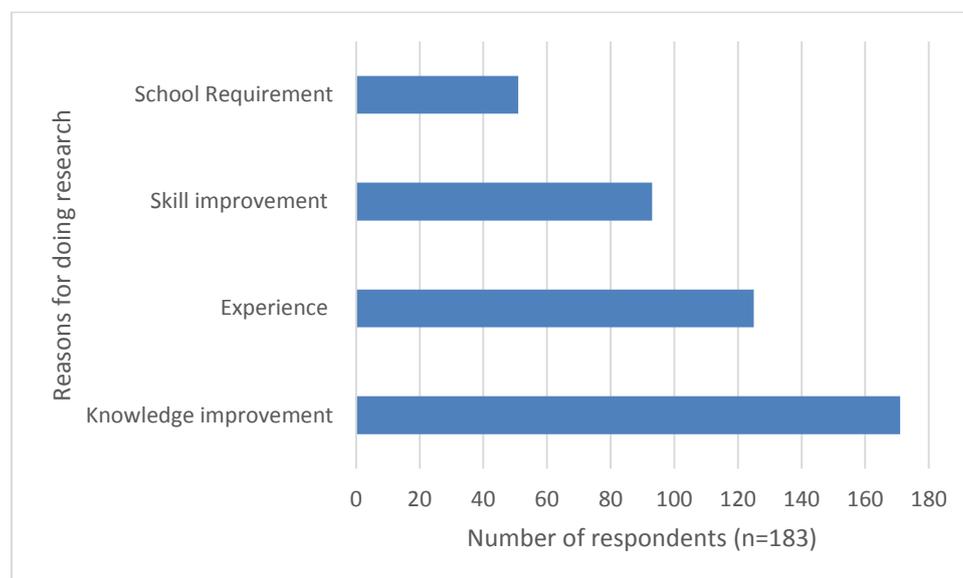
While collaboration with international researchers was seen positively as a way to increase capacity of domestic researchers, some participants talked about legacies of shame from international mentors in the past:

> When I did my Masters in 2001 the idea of doing research was new. There was new methodology… I was not clear about what research methods look like… just compiling different sources into one, taking data from this book and that book, putting it together and calling it research. Some foreigner comes to teach in Cambodia and blames the students... they don't understand so how can they know? (CCHR:SR)

For CSO participants, research is directly connected to program and advocacy work, and is "not the same as academic research...more practical" (CCHR:SR). This has benefits of rapid

and widespread dissemination of results, as the LICADHO participant suggested: "academic research is tricky because it is irrelevant on arrival- it is good data, but it is two years old by the time we see it. We do make an effort to have quality data and to have advocacy, not of accusation, but based on facts and evidence" (LICADHO). However, CSO research was also seen to have limitations in relation to academic research, because "sometimes the data we present is challenged because we use case studies and can't prove how this data represents the whole situation of the country and not just an isolated example, not like academic research that clearly labels their methodology like sampling and selecting conceptual frameworks" (CCHR:SR).

Faculty participants also expressed their frustration that research does not have value because of limited dissemination; research can expose many important problems, but if researchers don't publish and just remain silent then there is no value in research:

> Lecturers conduct research because they want to know the sources of problems, such as chemicals in food. However, even when people know there are problems, they do not solve them. Lecturers sacrifice everything, but they get nothing. Most of the researchers think of research as a job, but they do not understand the value of research. The reason is after they get results, they stay quiet (SRU:F1, F2, F3)

Conclusion

In line with the view elucidated by students and faculty that research is required for national development, some faculty and administrators said that research is a social service; "People need to think and view research as a social service, not just a career" (Z:Dean1). This idea of research as a public service agrees with the NGO approach to research as essential to advocacy and student ideas of social development. Nevertheless, complex funding mechanisms for CSOs are in place and the activity could not be classified as charitable. It is important to not relieve government institutions from their responsibility to create policy and funding structures to promote research, but this is part of a conversation that can combine the efforts and skills of HEIs with those of CSOs.

VIII. Dissemination and Policy Connect of Social Science Research

The connection between policy and Social Science Research remains limited in Cambodia. Our research suggests that the policy effectiveness of social science research has two primary catalysts. The first is money. Donors, Think Tanks, and NGOs are better funded than universities and their research more often influences policy. A notable exception is emerging research from RUPP and RUA that both receive ministry and donor funds and avoid politically sensitive human rights issues. The second is dissemination, which is linked to funding but has other important elements. Public opinion does have policy effects and if sound research can reach the general public this can be a powerful vehicle for effecting institutional changes. Finding effective avenues for dissemination is difficult in a society where general literacy is low and English competency is even lower (RUPPIFL:SRT). The problem goes beyond literacy and broad dissemination, however, and some people hesitate to publish work or even to research subjects that may be sensitive. Universities, Donors, and Think Tanks are especially susceptible to this, while civil society organizations actively push against this trend. NGO research does affect policy, despite government critique, largely because of the quality of their data and the strength of their dissemination. In contrast to other areas of the Cambodian research environment that are in transition, the policy-research connection remains limited. We have already discussed research practices among the institutions in our study, and in this section we will first discuss dissemination practices and then move to a discussion of interactions with policy makers.

Websites/Online Presence

The really effective disseminators of research in Cambodia all have fully operational and regularly updated websites. The Think Tanks, Donors, and NGOs in our study have websites that they use to present current activities and to store reports, briefs, and articles they have produced. These documents are also available in hard copy at the institutions and are sometimes distributed to government ministries and the provincial levels and to universities (CCHR:SR; LICADHO). Three of these websites, all from NGOs (CCHR, COMFREL, and LICADHO), have bi-lingual capacities and all of their reports and newsletters are available in Khmer. Although, EC does not have a Khmer option for their website and the majority of their reports are in English, with only one visible Khmer version available. CKS has a translation program and through their website users can access Khmer translations of key social science texts and the CKS newsletter. There are no Khmer language options for the websites of the Donors and DC-Cam (although CD-Cam is developing a new website and their publications and data are not currently available). In recent years, LICADHO has increased their advocacy interface with both social media platforms and online local media platforms. In late 2013 they started 'Livestream' inspired from the Guardian's "Live Page", a 24-hour stream of news and information in the form of text, photos, and video. Many people access this feed, "from journalists, who what to keep up on what is happening, to embassies, to Cambodians in and out of the country… Ministers don't need to pick up this live stream, they're the ones making the news, they know what's going on" (LICAHDO).

Websites of government ministries and universities are weak, with limited information. Many have unpopulated fields and difficult interfaces. Notable exceptions are RUPP and RUA, but the accessibility of information through the websites often depends on the department. The websites of universities and government ministries reveal the transitional nature of the research environment in Cambodia. Parts of some websites have information available and the trend is toward enhancing this. In addition, Facebook pages contain university project information (RUA:Dean1).

Publications

The Ministry of Planning issues publications with their research findings at the national and provincial levels, as well as research presentation invitations to "relevant stakeholders and donors" at the national level. However, officials we interviewed felt that effective dissemination is lacking, possibly due to a lack of funding (MoP1), or to an ineffective mechanism for providing information upon requests, which was also reported by researchers (see Chapter 5). Website data dissemination should be a high priority for MoP. The MoEYS is not currently engaged in any research, although our recommendation is that self-evaluation and research into program efficacy is an important area for them to develop.

There are a small, but increasing number of Cambodian academics publishing their work (Figure 6). In our survey, 22% of respondents said they had published their research in at least one outlet.

Figure 6: Number of publications produced by faculty (including books, articles, reports)
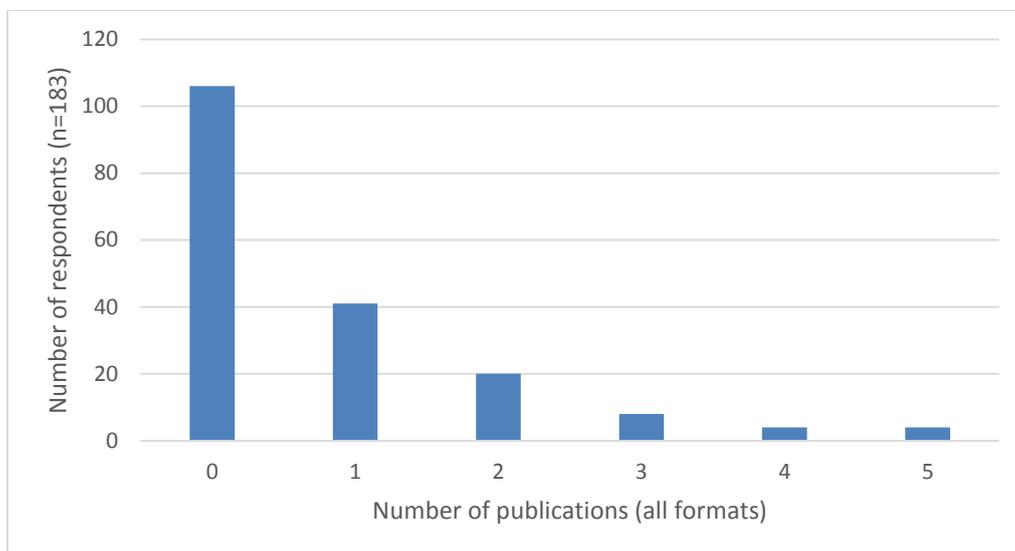
The most common form of research publication reported in our faculty survey is through journals, second is the publication of books and only a few respondents have said to publish their research outcomes in reports (Table 9).

Table 9: Types of publication outlets in which researchers have published

Type of publication	Number of respondents	Percentage
Journal	66	36.1 %

Book	33	18.1 %
Report	19	10.4 %
Other	11	6.0 %

Note though that most of these journal publications are in non-ranked journals, some of which are published by the universities themselves. Researchers from CDRI, Zaman, RUA, and RUPP all reported journal publications. At RUPP's Faculty of Development Studies they produce a high volume of peer reviewed books and articles (30 since 2010) and action research reports (20 since 2010). Some report also engaging students in both conference presentations and publication efforts (RUA:Dean1; Z:DH2). In the case of RUPP, research output and dissemination activities have increased at the level of individual departments (RUPP:FR), but policy impact is difficult to determine.

The majority of respondents who have published articles in a journal have only published one article, and only three respondents have published more than three articles (Table 10). This indicates relatively low levels of publication.

Table 10: Number of journal publications by faculty

	Number of journal publications						
	0	1	2	3	4	6	Total
Number of respondents	117	25	21	17	1	2	183

In-house Publications

Student and faculty research is kept in house for most institutions (RULE; UBB; PUC; NUM; USEA; Zaman). UBB did create DVDs of their agricultural research to disseminate to local farmers (UBB:DR) and SRU distributed 500 copies of their English language World Bank funded research reports to farmers, students, and others, many of whom could not read English (SRU:F1, F2, F3). Our study reveals that university dissemination is not only ineffective and weak, it is often actively restricted. For example, RULE requires that lecturers keep 50 copies of their published work in the university library before they can distribute or sell them elsewhere (RULE:Dean1). In addition, permission is required from the Ministry of Information to publish journals, "If we use the word journal, it's very sensitive. Journal in America, it's simple but in Cambodia we're not allowed to… a rose is a rose despite different name but here you cannot call it a journal… they sometimes don't approve" (PUC:Dean1).

These restrictions are not universal and Zaman is currently collaborating with a New Zealand university to publish a journal (Z:F) and NUM also produces a publication on success factors in Cambodian Small and Medium Enterprises in collaboration with Enthrop University. NUM also publishes a research series with assistance from the World Bank, which is available on their website, and student dissertations are encouraged, but not yet published (NUM:DG). UBB publishes "The Bridge magazine" to highlight student and faculty research, but this remains an in house publication and is not yet available on their

website, although the new policies address better use of the website for research publications (UBB:PR).

Policy maker respondents indicated little awareness of the journals or research series currently published. Researchers at both NUM and Zaman felt that there is "little emphasis on publishing or generating research for the broader public" (NUM:FR2), that it is "up to the researcher to get [research] published outside" (Z:DH2). This sentiment takes a different turn at the agricultural institution RUA, whose research is mostly funded by development donors interested in small farmer adoption. At RUA there is little dissemination beyond the donor reports and the farmers they serve (RUA:Dean4), as "the donors don't tend to put money into publication beyond the primary audiences" (RUA:Dean2).

Overall, policy uptake requires written publishing and dissemination of results and our study reveals that this remains a challenge for HEI.

Workshops/ conferences

Workshops and conferences are by far the most reported method for disseminating research findings. Our study cannot speak to the effectiveness of this method, but it does show the transitional nature of these communication mediums.

There are project driven workshops; for example, USEA's recent project on curriculum development funded by the World Bank was communicated through an "all-day dissemination workshop" that invited students, Ministry of Tourism, all seven universities in Siem Reap, and other national and international university partners." (USEA:DR). In addition, the agricultural research at RUA mentioned above often includes a donor-specified requirement for workshops to disseminate information to stakeholders and farmers at the conclusion of the project (RUA:Dean1).

There are also regularly scheduled workshops and dissemination events that are worthy of note. Public thesis defenses are practiced at NUM (NUM:SRT) and the university holds regular research/policy workshops (NUM:FR2), there is also an RUA weekly seminar that takes place at the Pasteur Institute (RUA:Dean1). CKS organizes a quarterly "workshop for Cambodian researchers", which provides Cambodian scholars a platform to share their research findings, and increase the research skills of critical thinking, analysis, and methodology through the peer review format of the workshop (CKS:PR). CDRI also actively provides workshops and symposiums; in 2015 there were 6 public events with invited national and international speakers.

In other cases, however, the use of workshops and conferences offers little in terms of capacity building or research dissemination. For example, Master's students at RULE are given one credit for attendance at one conference (Rule:DH), with little else in the way of requirement. Further, students at NUM can present their work in seminars that were once held monthly, and now occur only on demand. RUPP participants also report a decline in university-wide workshop, training, and conference activities over the past 10 years, noting that activities are more department driven today (RUPP:DR;RUPP:DDR). Without purposeful investigation into these workshops, we cannot determine their efficacy, but RUPP's decentralization strategies noted in the macro policies section of this report are worthy of continued investigation.

We did, however, collect conflicting information on the extent and quality of workshops as well as on RUPP's promotion of research activity more generally. At RUPP, dissemination practices were unclear. "To my knowledge", one director told us, "they hold workshops and conferences." But he stressed that, "I have never had any reports on how they are published" (RUPP:DR). This is echoed by the Deputy Director, who says, "the credit from research outputs or contribution of faculty in producing research outputs is not officially motivated and recognized yet" (RUPP:DDR). While the directors were unclear about how research was disseminated, the head of the communications department clearly stated that research was used for "policy intervention and academic purpose, policy briefs, refereed journals, and working papers" (RUPP:DH). Decentralization at RUPP and the conflicting understandings among administrators is indeed worthy of follow-up.

International Research Dissemination

All of our respondents, aside from government ministries, support institutional level research capacity and policy effectiveness through transnational bridges. Internationalization seems more extensive in CSOs and Think Tanks, but Universities are also beginning to cultivate more international ties. Our preliminary results shed light on the different ways that each type of organization cultivates the power of the international community toward different ends. For the NGOs their international activities are about sharing data and broadcasting advocacy issues to a wider audience. Think Tanks and Universities both use internationalization to build researcher capacity and expand their research horizons through travel. Think Tanks also use international connections to give depth and authority to their conferences and lecture series (CDRI;CKS). Universities have been innovative and made good use of international connections to enhance access to particular technologies (UBB; Zaman; RUPP; USEA). Universities and government agencies still have limited engagement with international research in terms of using international research publications and contributing to international journals, but connections are growing with individual international researchers and institutions. Below are some significant examples of these trends from our research.

UBB has sent approximately 20 lecturers abroad to countries such as Spain, Italy, Germany, Thailand and Vietnam to build their research capacity (UBB:DR) and recently, seven International Relations students from UBB joined an international conference in Singapore. UBB and RUPP are also partnering with Japanese universities to develop an incentive-based ASEAN studies in which the top 20 students receive 150USD upon completion (UBB:PR). Zaman University organizes a student conference in Cambodia, and this year opened the conference to regional participants for the first time with an eye to increasing international participation in coming years (Z:D). RUA also provides opportunities for training overseas, and regularly have visiting international researchers come to the university (RUA:Dean2; RUA:Dean4).

EC and CCHR report national and international workshops and seminars, with the aim to share practical findings and provide data for international organizations make these applicable to policy development (EC:DM: CCHR:SR). EC is involved in multiple advocacy cases that target international corporations and lending institutions. By connecting with international media and advocacy organizations they ignite campaigns in corporate home countries to expose human rights abuses. LICADHO also issues media statements

including written reports and produces videos, 'shocking' photos, radio shows, and audio reports for international media. Beyond international dissemination, they have a presence in international policy as well: "Our president is able to take trips abroad so there are policy briefs that don't end up in our website. These go to Peru or Brazil, Geneva, Washington D.C., our presence in the global policy making environment helps push the agenda that we have [in Cambodia]."

The Center for Khmer Studies (CKS) offers travel grants for Cambodian students and scholars in universities and has a new regional program focusing on "Exploring conflict in the ASEAN region". This program gathers Cambodian, Burmese, Lao, Thai and Vietnamese mid-career professionals to enhance their knowledge of conflict research, monitoring, and prevention. "The main objective is to create a network of professionals across these five countries able to work together and find opportunities to publish their research on conflict in relation to border issues, politics, environment, economics (ASEAN Economic Community) and sectarian violence" (CKS:PR). This last initiative has potential for policy impact and could be expanded to include governmental professionals.

Dynamics of Policy Uptake in Cambodia

Interactions between policy makers and researchers in Cambodia are not necessarily in transition, but reflect broad and deep structural challenges. Some of these can be addressed locally, like researcher capacity and the production of solid research relevant to policy concerns, regardless of its sensitivity. Other challenges are not local and reflect structural issues with the global political and economic system currently in favor. Around the world, elected public officials and policy makers often lack the capacity to read and understand research findings. Also, public officials often make policy decisions based on personal connections and profits rather than sound research.

Along these lines, one government official declared that, "Government policy is not produced through research" (MoEYS:2). This is echoed by an NGO researcher who suggested that in Cambodia, "some research doesn't stay neutral. The findings are not reported transparently or are not reported at all.... this can be related to the political pressure. For example, poverty in Cambodia is very high, but the researchers who found this might not dare to publish that result. Only a human rights organization or CSO who are outspoken on the issue and straightforward can provide a recommendation" (CCHR:SR). The censoring of findings was also reported by a major donor, who stated that due to controversy over land issues, reports are reviewed and then either endorsed by the Ministry and thus publishable, not endorsed by the Ministry but publishable, or "they may not agree to let us publish the data" (ADB:PD).

The issue is not entirely deliberate ignorance or suppression of sound research, however, and one researcher suggested that the lack of uptake of research by policy makers was seen to be both the fault of a lack of support by government, and due to "unclear and unconvincing research" (PUC:VP). A more subtle suggestion is that a "lack of [policy] engagement with research is a common phenomenon globally, due partly to lack of professionalism on the part of researchers, and partly because policy makers feel disconnected from academia and do not feel that the research methodology is credible" (Z:DH2). An HEI official also noted that within government departments a major

contributing factor is the lack of capacity. There is an "inability to coordinate, manage or support research as many officials have no experience in engaging with research activities" (MoEYS2).

These statements are not monolithic, however, and CCHR reports that they "provide case studies to the members of parliament about the land issue conflicts. The politicians call us for particular cases like land. This is new, and could be a result of the opposition party influence in governance" (CCHR:SR). This influence is currently under threat and may not provide the hoped for opening to policy makers, but it does suggest that such a thing could happen to influence sensitive policy topics. A Ministry of Planning official said that MoP policy makers do want more research on which to base policies (MoP2), a sentiment also supported by Zaman faculty (Z:DH2). MoP has used research results to develop policies to stem the flow of rural-urban migration; policies to provide jobs for local people; and policies to protect and improve the standard of living for migrants (MoP1).

Importantly, our findings show that for academic researchers, policy uptake is not a primary concern. Some suggest that their target audience is their community of peers and the purpose of research is to validate their own professional and academic qualifications. One faculty member at Zaman admits that his current research activities were "not even indirectly connected with policy uptake", but advance his PhD thesis and develop marketing initiatives for the university (Z:F); Another states, "my target audience is more in academia. Research should be more open to the public so they can influence the governmental policy" (Z:DH2).

Policy uptake of research can come through the broad and public dissemination of important research facts that force policymakers to acknowledge them and take some action, as the work of NGOs demonstrate. There are also moments when research is solicited to inform policy or influence practice, and some cases we found where research that could have policy relevance was conducted and shared unsolicited with policy makers. For example, researchers at Zaman University conducted a study of traffic safety. Although they weren't confident about policy uptake of their research findings, "by releasing the result, [that more resources and law enforcement are needed to reduce traffic accidents], we hope that the agency will have more information available… to consider and compare when they make decisions" (Z:DH2).

CDRI illustrates the patrimonial method of policy impact by not directly challenging the powerful ruling party and maintaining close relationships with key policy makers. This 'friendship' entails not engaging explicitly with human rights issues (CDRI:MTR). The former Director suggests that CDRI has "managed the balance of independence and engagement" and is a "constructive but critical actor in policy debate in a complex political environment" (Strange). The institute's mid-term reviewers suggested that their institutional stance limited engagement with civil society organizations and also called into question the organization's objectivity and thus the quality of their research (see MTR).

On the Ministry level, the World Bank is attempting to promote Cambodia's research culture and to foster the capacity of the Cambodian MoEYS to administer grant awards through the HEQCIP funding, although it is notable that the outputs of this project are not

explicitly directed at policy. Required outputs include: An outcomes report by the HEI for the donor, a MoEYS publication of the 45 supported research projects, a ceremony to reward these research projects, and academic publication. World Bank does intend, however, that MoEYS will use their new grant administration skills to provide further research grants with Ministry of Finance yearly funding. "The MEF funding for this year is being used by MoEYS to do a comprehensive curriculum review, which has never been done before by Cambodians, only external parties" (WB1).

Case studies of research to policy interaction and impact on policy formulation

Overall, the research-policy connection is weak. The cases we highlight are important, however because they make clear that policy impact does not come from the research itself, but from its dissemination.

Equitable Cambodia provides a case study of the impact of research on policy formulation. EC has utilized the result of research on the Vietnam Rubber Group (VRG) to file a complaint against the VRG offices in Cambodia and Vietnam. EC established a research team, developed a ToR, objectives, expected outcomes and methodology, and ethics of the research, performed qualitative and quantitative research, and conducted analysis using SPSS, then drafted a report and presented it to various stakeholders (including the community research participants) for review. The final report was submitted for legal analysis and then to judicial processes of complaint (in this case against VRG). The organization works with experienced lawyers to channel research into effective transmission into legal proceedings. The long-term result has been to pressure companies into negotiation and potential compensation for the communities. This has been instrumental in reducing abuses and problems related to economic land concessions.

COMFREL conducts research on election statistics - a very sensitive political topic. To disseminate their research, they conduct workshops to inform the public, stakeholders, and donors, and publish reports to share with the public via their website. They also make radio programs to publicize their research and invite experts to comment on the report and "we let the citizens call and give their feedbacks" (Cam:B). They send recommendations to the NEC and donors (Com:B). They note that they need to think of their interactions with the government electoral body (NEC) as "a long term process of engagement" (Cam:B). They have had some success; they suggested putting voter lists online and now the NEC have applied this recommendation (Com:A).

LICADHO engages with public, policy makers, and international actors, through a variety of channels. One case study stands out as particularly policy relevant. LICAHDO has published numerous reports highly critical of Cambodia's development practices, land laws, and human rights abuses across the country. This pressure was instrumental in the issuance of a government moratorium halting Economic Land Concessions (ELC). "We issued our claim of the increase in land conflicts, the government tried to discredit the list and they could not, they can't say we were right publically… but the work we did on ELC led to the moratorium on ELCs in 2012, this was part of the pressure that they had to face". LICADHO does not target policy makers directly, but attempts to influence them through the pressure that their work creates in public and international spheres.

The World Bank directly changed policy after conducting a household level survey that found 90% of current university students are from wealthy families. WB recommended that the fellowships currently offered by the MoEYS through the universities should include living stipend as well as tuition waiver. The ministry is still piloting the project to see how the revised fellowship system impacts academic performance and labor market outcome among low income students. In the next phase they will evaluate the spillover effects of higher education for rural students to see how this affects the village and household (WB1).

These case studies highlight two powerful pathways for policy uptake, one adversarial and one patrimonial. The World Bank and other major donors in Cambodia can have direct policy effects through the patrimonial dissemination of financial favors they deliver to government ministries and ministers. The NGOs tap into social, national, and international media use their research findings to exert public pressure on policymakers and institutions.

Conclusion

Dissemination is the key component to effective policy uptake of research. This highlights another dimension of one of the key recommendations of this report. Academic research should not be locked up in pay-per-view academic archives. Not only are they unavailable to researchers in developing countries, they are also unavailable to policy makers. The findings laid out in this section suggest that policy makers do sometimes desire research to inform their decisions, but it is not always readily available. Cambodia shows solid relationships between research institutions and international actors, especially growing and dynamic at the university level. These larger connections may help to influence Cambodian policy as researchers, some of whom are government officials, make ties across national boundaries.

This project is the first systematic attempt to link three key actors, government, CSOs, and HEIs, in the research community through an interactive forum focusing on capacity-building. Because of that, this project has the potential to generate new projects, spontaneous collaboration, and endogenous driven research. The voice of each of these three actors is taken into consideration, allowing them to improve their mutual understanding. This project seeks to reveal the challenges and potential for building better research capacity in the social sciences, while empowering all the actors that are involved. We recommend an increased support from the Government to implement policies better and to generate procedural and cultural changes needed to increase the emphasis on research at HEIs. We also recommend NGOs to increase their efforts in decentralizing activities and to increase engagements with HEIs. Furthermore, they could make a more concerted effort to promote social science research. Overall, research in Cambodia needs to move away from the persistent dependency on external support of donors. In order to achieve this, HEIs must move away from the tuition-maximization model and place more emphasis on competitiveness through human research development.

IX.   Recommendations from our participants

All interview and survey participants were asked to give their recommendations for improving the research environment in Cambodia. Overall, the vast majority of recommendations can be separated into three categories. The first category focuses on actions by the state, the second on actions by universities and the third on actions by NGOS:

Actions by the state. The state can play a role in the formulation of research standards, rankings, requirements for research production at university level, and research experience at primary and secondary school. In addition, they can provide greater financial resources through national funding competitions.

Actions by universities. Universities can incentivize research through professionalizing full-time research positions, funding, and they can encourage collaboration within and between universities, and with NGOs, businesses and government agencies. Universities can provide more learning opportunities for researchers such as courses, conferences/seminars, help with research design and analysis and with English. They can formulate better policies for disseminating information related to their own activities.

Actions by NGOs. NGOs can provide improved training of staff in order to diminish reliance on external consultants. NGOs can improve the quality of their networks in order to achieve better results in policy uptake, more coordination with HEIs (turning competition for human resources into collaborative cultivation of human resources). NGOs should aim towards a reduction of donor driven definitions of research utility and improved collaboration with government agencies balanced with continued efforts to normalize critical analysis of political policy.

Some tensions are evident here in people's perceptions of the ideal roles of these different players. For example, on the benefits of NGO advocacy research versus academic research, and on the extent to which NGOs and universities should be collaborating with government or maintaining independence. Also, a tension exists between perspectives on which role the government should play, people expressed either a preference for a greater state role for research support and incentives, or a less involved state following from the concern that research is already too politicized. This tension impacts the desire for a national standard of research ethics, given that such a standard would require delineation of prohibited topics or methods.

An outline of some of the key themes that emerged from the research are given below in more detail.

Incentivizing Research

Incentives recommended by respondents include money, time, assistance, and materials such as improved library facilities and improved office facilities (particularly air conditioning and internet access). The most common recommendations were to professionalize research positions by paying salary rather than adjunct teaching wages (HEI:1; UBB:DR) and for greater financial resources to be dedicated to research, both

through national research funds (USEA:VPR) and through university assistance (RULE:Dean1; DH) to secure funds and produce quality research Among the respondents, there is consensus on the desire to develop a culture of research, but a divergence on who should be responsible for doing so.

Many interviewees articulated a need for i**ncreased state funding for research**, and connected this with the benefits of research for national development. Cambodia's state research support compares unfavorably to Thailand, "in Thailand, they used 4% of their GDP to spend on research, but they got high returns on the research and their GDP increased more than 4%" (USEA;F1). A USEA researcher similarly felt that, "the Cambodian government should not only rely on foreign funding for conducting research [because]... research is important for development; no research, no development" (USEA:VPR). Interviewees in the provinces also felt that government funds are concentrated in Phnom Penh institutions, and more funding should be allocated to provincial universities (MCU:Dean1).

Research participants also said that **universities need to play a role alongside the state in developing research incentives.** One Rector put this succinctly; "every university should also set up a budget for research activities including funding for teaching research skills, research trainings, and publishing papers in order to develop a culture of research. More than that, universities should try to get opportunities to conduct research as much as they can (USEA:VPR; also RULE:Dean1; DH).

A PUC Dean suggested that **wealthy business-persons should also be giving money to research,** and this practice could be more encouraged by the government. He suggested the need for government and private sector to "bring up the level of consciousness of a research culture" (PUC:D1), including "making them aware of the value and importance of giving back to the community because they are making money in the community", to build a "consciousness of philanthropy". A UBB researcher similarly stated that "there should be a transfer of technology by cooperating with private firms for sustainable and long-term development of research" (UBB-FR1). From this perspective, although the state sets the foundation with a policy framework and appropriate funding, sustainability of research is found through cooperation with market actors.

Many research participants felt that **two key commodities which must be exchanged to incentivize researchers are time and money.** One University Dean echoed many others when he noted that, we need to increase the research grants; "no budget, no research... motivation is money" (NUM:DR); while others noted the need for reduction in teaching and administrative duties: "The salary should also be increased to satisfy the needs of lecturers so they can reduce their teaching hours to do research" (USEA:F3). Echoing our own recommendations, one university official stated that **providing research scholarships for graduate students** was very important (UBB:FR2).

Scholars note a **private-public divide within universities,** with private universities paying higher salaries for lecturers but focusing more on the potential gains from teaching rather than research, and public universities explicitly seeing a gain from research but with less resources for instructor salaries. Furthermore, despite widespread indication that the major inhibitor to research was a lack of financial incentives for the individual researcher, the

notion that researchers should conduct projects as a service (charity) was iterated by respondents primarily at private institutions.

Improved access to literature and research databases

One insight offered in interviews to solve the real problem of access to information was to create a national level network of access databases via internet that also included a database or forum for national research projects to post results. The key is to ensure availability for all HEIs and to encourage the use of abstracts to orient research plans (Z:F). The DC-Cam Director of Research felt that universities should create much larger libraries (DCCAM:DR), and students felt that the Doing Research project "should provide a website that allows research that is free to download" (RULE:SRT). Respondents from NUM indicate that access to internet and online resources (NUM:Dean1), an e-library (NUM:SRT), and more budget investment to provide database access (NUM:SRT), would all improve collaboration and network links between researchers (although they did not articulate how this would add to the collaboration between researchers and foment peer support).

At the same time as better physical library and database resources are needed, legal changes are also needed to instill ministries and government agencies with an awareness of their obligation to serve the public by providing information upon request related to their areas of activity. Government bodies, CSO advocacy, academics, and commercial researchers have all indicated significant problems stemming from a lack of information from government (either because state agents do not have it or because they are not willing to provide it), as well as difficulties accessing information from private businesses (SRU:F2, F3; RUPPIFL;SRT). The entire apparatus of the combined efforts of research actors to collect and disseminate information about issues and events in Cambodia is thus fundamentally handicapped by this condition and the lack of any concerted political will to change it.

Strengthening Collaboration

> `I think a multi-level cooperation and collaboration among key stakeholders – counting the government, the non-governmental sectors, the industry and the HEIs – should be made possible. (HU:S)

Interview participants suggested several kinds of mentorship and collaboration including peer support from experienced researchers, mentoring students, collaboration across universities, and collaboration with NGOs, state agencies and international researchers. Peer support was defined by respondents as conditions in which experienced researchers, including those who have studied overseas at strong research institutions, are peered with junior researchers to encourage their research programs. It is important that this relationship is one of mentoring through 'asking questions' rather than 'telling them how to do research'. This participatory approach could increase incentives for students and give them a sense of personal investment in the learning process and project outcome. Peer support opportunities are also tied in with workshops/conference activities and increasing avenues for publication and dissemination of research results. Peer support and long-term collaborative partnerships are needed between governments, education institutions, CSOs and the private sector, both nationally, regionally and internationally.

Collaboration across universities

Several stakeholders suggested more research collaboration is needed across universities and ministries, a sentiment echoed by students (Vice-President for Academic Affairs, PUC; RUPP:SRT; RUPP:DH). All institutions need to work together, "they say they like to cooperate, but they compete" (UBB:DR). The president of UBB told an ugly story involving a competing university slandering UBB student character (UBB:PR). This evidence indicates that while intra-institutional forms of collaboration are developing in some HEIs, collaboration between HEIs is much less advanced. A history of distrust and dislike stemming from competition, an almost factional loyalty following a rigid 'insider' identification among full-time and management faculty, and changes in the market intensifying competition for students, all make it improbable that HEI collaboration can sediment beyond ad hoc efforts. An added consideration is that one notion of the 'utility' of research support from donors to universities, is that it can be used in marketing the university by advertising superior quality vis-a-vis other HEIs. Put differently, a basic incentive for universities to seek research grants is contrary to efforts to use that grant collaboratively or increase collaboration more generally. Ministry level support could be a catalyst for increased collaboration. For example, MoEYS could provide exchange studies and competitions to enhance regional and international collaboration (UBB:FR2). Some university administrators are also acting to change this; for example, the Director of Research at PUC said he has developed monthly group discussions and an e-library to encourage collaboration.

Several participants suggested that **HEIs should seek collaboration with NGOs for capacity development** "because NGOs have money, but sometimes they have a lack of expertise" (Z:D1). Some academics called for more collaboration with CSOs as they can garner more research funding from development agencies, and some CSO participants suggested that academic work should be of more practical use for CSOs. Others felt that academic and CSO research are not linked but "should understand each other" (CCHR:SR), because the "environment between practical and academic is completely different; academic research is focused to the theory and the CSO report is based on practical experience and on reality" (CCHR:SR). Others suggest that it is exactly these features that would enhance collaboration. The benefits of collaborating with CSOs for financial incentives was echoed by several interviewees including students at RUPP, who cited NGO work as one of the ways they increase their research skills for graduation requirements and also as a viable career path (RUPP:SRT).

The beneficial outcomes of intensifying collaboration are varied and should be considered despite tension between these key research actors. Benefits include: capacity development and training for both parties since each may have experience and skills to offer; opportunities for action research for students with CSOs benefiting HEIs, and added human resources from student interns benefiting CSOs; a multiplier effect related to dissemination and public awareness through networks of both parties; increased knowledge at HEIs about how to access funding and increased knowledge at CSOs related to research methods and quantitative analysis; and, a positive feedback process of quality control between the two actors as CSOs pressure HEIs to engage in research so as to

conduct policy outreach, and HEIs pressure CSOs to maintain high standards of research requisite to statistical modeling and opportunities for comparative frameworks.

Collaboration between international and national researchers is important: "It is good to have research teams that put international and national scholars together to make the best use of their different skills. It is important to have research methods, theory, and ethical trainings, but it is equally important to have the social and cultural understandings necessary to forge relationships and make meaningful projects (ADB). Students at RUPP suggested that the relationship between local and foreign researchers could be mutually beneficial, because "foreigner researchers should understand the Cambodian culture before doing the research. We need more localized researchers in the institutions and international institutions to share knowledge" (RUPPIFL:SRT).

Creating national standards for research

Several interviewees indicated the need to ground the impetus for improving the research environment at the national level, in terms of national standards and policy and respect for the value of national good. In one case, a university administrator contrasted national good to partisan loyalties and asserted that researchers should think about their country or nation more than their political parties (UBB:DR). A more concerted effort is needed between all relevant stakeholders, and state actors that could take the lead include the Ministry of Planning and Ministry of Education, Youth, and Sport. Yet, key ministry level officials feel that there is no support from higher ups because the value of research is missing. The MoP contends that the government must consider doing research as being important and valuable to develop society. There should be allocation of funding from the government to conduct population census and other important research projects as well as seed money to develop research capacity building (MoP1).

A PUC Dean recommended that the government develop a common standard for research for all universities with an "open mind set" (PUC:Dean1). The government research policy prepared by MoEYS has limited effectiveness and uptake, partly because it fails to articulate detailed criteria for evaluating research improvement efforts at HEIs, and lacks implementation for the standards that are set out (NUM:PR). This is demonstrated if one compares the various statements from HEIs regarding the inadequacies of Ministry action, with the actual policy set out in Ministry documentation (discussed in the literature review). The Head of International Studies at IFL suggested the ministry create a research council to assure research quality, develop research guidelines and ethics policy, and monitoring and evaluation of projects (RUPPIFL:DH). Several others also indicated the need for government policy to catalyze research by coordinating incentives, but doing so in a way that is decentralized and which allows HEIs to conduct research and student training into social issues without recrimination from the state.

Some efforts to improve quality control standards and simultaneously provide incentives are easily attainable through MoEYS higher education policy, setting requirements for universities including clear targets and timelines. The Dean of Academic Affairs Zaman stated, "We need help from ministry of education such as establishing a research ranking, which will rank universities based on research productivities. If there is an incentive for research, more and more universities will compete to reach the top in term of research

papers." (Z:Dean2). More investigation is needed to clarify the dual role played by research in ASEAN Community C (ACC) rankings as it is both one element of consideration in overall HEI quality, but the ACC must conduct its own research into how to develop criteria for quality and how to improve its own performance over time. One CSO recommended grounding improvement in the establishment of a national research center supported by funding from the national budget (supported by the National Assembly). The mandate of such a center would be to work collaboratively with both universities and CSOs to promote research and development (EC:PM).

Increased research training and capacity building

Research participants frequently spoke of the importance of increasing **training opportunities** in research, including: Short training courses in research methodologies for faculty (MCU:Dean3), student research internships (MCU:SRT), funding students and faculty to do research and training overseas (RUA:SRT), increasing scholarship options for students, and involvement of undergraduates in research; training for preparing funding proposals and also in research methods (UBB:FR2). In this vein, students in a focus group at PUC suggested that student research competitions could promote research excellence, and this paired with workshops and classes in research skills, and an office where students could seek advice about research projects, would better promote research quality.

Several administrators felt that there is a lack of awareness of research and a lack of value placed on research in the government. One way to rectify this is to **promote research through training government officials.** A PUC Dean developed a workshop for officials at the ministry of culture, and had a good response, with about 20 officials attending the workshop, and it resulted in some research production. This program provides an example of an innovative approach to bridging HEIs and policy-makers. It enables a positive feedback mechanism to be established through experience of common benefits of cooperation, and it makes clear to policy- makers their interest in strengthening HEI capacity for research in order to aid them in better achieving ministry targets (PUC:D2).

Several people also suggested the importance of "**developing a culture of research at an earlier stage before entering university**" (PUC:D1; UBB:DR); To that end, several participants felt that the government should include research classes in public school so that student will have some knowledge about research before they attend university. Conducting some research at high school will help students to feel confident when they enter university. (Z:SRT) For students, both the MoEYS and individual HEIs need to develop policies which improve student capacities by increasing their confidence. More support from teachers in checking and advising on research writing (Z:SRT), could parallel ongoing efforts to enforce prohibitions on cheating and plagiarism (NUM:PR). At the institutional level English language support is needed for students to conduct reading and writing for research projects, and desirable for faculty so that they are abler to submit proposals for funding and results for publication (NUM:FR1).

The area in which student and lecturer capacity is perhaps most deficient is that of statistics (NUM:FR1), as well as other **research methodologies**. One Program Officer at COMFREL said the development of statistics skills should be done in a standardized way so that a unique methodology was developed for Cambodian researchers throughout the different

institutions (Com:A). Surveying the field of HEIs to see which ones require research at different levels of study does not provide reliable results related to outputs since in many cases institutional policy is poorly implemented. Tellingly, interviews with lecturers revealed that despite some university guidelines indicating the need for a research thesis to complete a Master's Degree, it is possible to be have a MA degree in some disciplines without actually having conducted research on a topic related to that field. (SRU:F1,F2,F3).

Capacity building also extends to **university supervision and guidance of student research**. PhD students said access to field sites could be improved if the university provided contacts, and facilitation for researchers to collect data, such as administrative letter for data collection (NUM:SRT). Such feedback indicates that problems run deep at HEIs since basic procedures related to supporting research are lacking. This also raises a question we came across often in the research, of whether the procedure has not been developed or has been developed but not communicated to personnel.

Interview participants also noted frustration with the lack of **research dissemination** and need for more guidance and training in this area**,** and noted that research "should be published and made public" (RULE:SRT), and researchers should "publish more in academic journals in all fields" (RULE:Dean1). Close cooperation with the relevant ministries is very important. If the researchers do not make close relations, then their work may not be accepted by the ministry and also they may not get all the information they need (ADB).

X. Suggestions for Further Research, Development and Capacity Building

This action research project uncovered several areas in which further, long-term research should be undertaken to shed further light on the research environment in Cambodia:

- Improved qualitative and qualitative analysis which details degrees of policy development and implementation at individual HEIs. What are the gaps between policy and practice? How much institutional autonomy is enough and how much is too much?

- More follow-up on the impact of ACC accreditation and the use of e-technologies in learning is needed. Questions remain regarding how these changes will impact the availability of capacity development opportunities for both individuals as well as institutions, and opportunities for higher education for students.

- Examination of the methods and activities entailed in ongoing training and research production at ministries. An elaboration of existing targets and indicators for policy implementation. How changes with MoEYS and MoP policy improve research capacities and uptake?

- Investigation of best practices of ongoing efforts to bridge HEIs and CSOs. What works for improving communication and collaboration and why?

- Research on the formation of a mechanism for monitoring and review of the HEQCIP that details transparency and accountability at the ministry level and for recipient institutions. What discrepancies exist between the aims and assessments of government and those of donors?

- It is necessary to document the degree of reliance on external consultants and begin case study and comparative analysis to map methods for effective skill and knowledge transfer. What are the pros and cons? In what ways does knowledge transfer occur and how could it be improved while dependency avoided?

- A detailed account of the various mentorship and internships institutionalized at HEIs. What available for students, for CSOs, and who knows about it?

- A detailed account of the various recent and upcoming conferences and workshops. Who participates? What kinds of outcomes are documented?

- More publications related to efforts to create commercial and economically sustainable research activities as CSOs and the implications for HEIs would be useful for planning research projects and training at HEIs. How can research be built into HEIs business models? How can types of research be integrated, and how can commercial viability of research be increased without surrendering academic freedom of commitment to social welfare?

- Action-based research aimed at fostering social capital and social accountability. Creating conditions of trust and cooperation follows from understanding the proactive involvement of civil society and youth to foment increased responsiveness

by decision-makers. Why have efforts to broaden social capital failed and how has this limited the development of human resources? How can CSOs and HEIs collaboration to increase education and awareness, as well as participation of the youth and create a new generation of proactive researchers and involved citizens?

- Research on leadership to fortify morale within HEIs and raise awareness regarding the utility, opportunity, and responsibility to engage in sound research aimed at building social capital and improving dissemination. What structural limitations exist for HEIs? How can they be reduced, and what opportunities exist for mobilizing cooperative research efforts at institutions in different specific conditions?

- Research on best practices for increasing engagements with policy makers to maximize collaboration with policy makers, while normalizing the principle that a robust civil society maintains a degree of opposition to the state. How can uptake being improved? What are the key bottlenecks and who are the key gatekeepers? How can civil society increase collaboration while maintaining its independence and increasing its impact on public awareness?

- Detailing the conditions of academic freedom and access to information and their impact on capacity development and the ability to attain national development goals. What legal and political changes are occurring and how will they affect the research environment and the potential to attain national development aims?

- Focus research efforts and resources on bridging key gaps required for social inclusiveness, such as the generation gap, the gender gap, and urban-rural divide. What are the modes and degree of exclusion? What is the overall impact on the strength of the research community?

XI Conclusion

The transitional nature of research in Cambodia is exhibited by multiple factors presented in this report. A central theme in this changing environment is a generational shift, visible in the reticence toward research of administrators and government ministries and the enthusiasm with which younger researchers and students embrace the possibilities for research. This disconnectivity between younger and older generations, and between researchers and administrators, has profound impacts on the potential research environment: if administrators believe there is no capacity and no desire to do research, they may not fund it. At the same time, the belief (and our research suggests that it is a belief) that researchers lack capacity may inhibit the necessary structural changes to provide researchers with both the time and the money necessary to conduct research. Our research highlights the enthusiasm of trained scholars in Cambodia who have both the capacity and the desire to conduct quality research, and of students with the desire and budding capacity to become researchers. Despite the skepticism from administrators and ministers, some funding is being directed toward facilitating research in the academic arena. The first round of this funding, provided by the World Bank, was hastily undertaken and funds were not properly used to enhance capacity. But it does signal an important transition at the top, which, if funds are directed towards efforts that build long-term capacity for research production and communication, could begin to create a more vibrant research environment in the universities.

The CSO/ NGO environment for research in Cambodia is quite healthy and numerous organizations are engaged in "evidence-based" advocacy. Staff of these organizations are experienced in collecting primary source data, writing reports, and disseminating their findings. They are also skilled at influencing policy both through the proof they provide through their advocacy and also through their capacity to disseminate their findings publicly. However, these NGO researchers are lacking in some basic research methods and theoretical approaches to data, both of which would help them to better manage their activities. Some of the larger social impacts of data collection and advocacy, which social science theory explores (such as how class imbalances, patronage, and funding can affect both data and communities) are not always present in the interventions of NGO/CSOs. In addition, statistical framing of case-study data would add significant weight to the large amount of data collected by NGO/CSO across the country. Novel collaborations between HEI and CSO/NGO that combine HEI researchers' skills in methodology and theory with CSO/NGO skills in data presentation and communication could have a large impact on the policy uptake of research.

Donor organizations and think tanks have been particularly successful in conducting a large amount of research and communicating findings with policy makers. However, it should be noted that not all policy engagement is positive; both donors and think tanks engage in conducting non-threatening research and withholding critical findings in order to impact policy makers. This is a very problematic element of the research environment in Cambodia that deserves attention. Notwithstanding the self-censoring of their research production, donors and think tanks are in a unique position to encourage local researchers because of the research funding they are able to access, but unfortunately these funds are often spent on external consultants rather than engaging local researchers. The low capacity

of local researchers is a less viable explanation for this than in the past and our data suggests that it is not so much a lack of capacity but a lack of time and incentives that inhibits researcher participation.

A fundamental issue is that Cambodian researchers are over-worked and under paid. This is very different from lacking capacity. We found that even in cases where funds were available, there was insufficient institutional capacity to make time for research. This is not to say that Cambodian researchers are experts, but with no time to conduct research they will never become expert researchers. A related issue is the fact that very few Cambodian researchers are women. This is in transition, as a full 50% of current undergraduate students are women, but few women advance to higher degrees. The difficulty lies in part in cultural pressures toward homemaking, but it also comes from a lack of role models.

Our research team had the opportunity to be role models for a large number of students, both through our research methods training course and through student round table discussions. During these encounters we discovered the profound impact research can have on all groups involved in the research process. The act of researching produced an environment where both our interview team and our interviewees were thinking about, talking about, and in fact creating new possibilities for what research could mean. It is our hope that through engagement with our web resource, which will enable communications between national and international researchers and also provide news of funding and research opportunities, young students in Cambodia will begin to engage in the art of doing research.

Finally, policy makers must understand that allocating budget to promoting and doing research is investing into the future HEIs of the country. The main point here is to change the mindset – looking at long-term development rather short-term success. Making research compulsory for university students and faculty cannot be just the usual way, like one institution needs to find its own funding and makes it happen. It needs government support, collaboration between HEIs, networking with major donors and partnership with key stakeholders.

Here is one of the many promising comments that we received from our dissemination of findings from RULE:Dean1

"Thank you for sharing your knowledge and experience with my students, because of this we learned how many students are interested in research and we also know what the challenges are in doing research. I on behalf of the graduate program at RULE really want our students to engage in research. As you have mentioned, research can help to uncover the reality of the problems and only after that we are able to look for proper solutions.

This event will greatly benefit our students but also the society as a whole. I hope that your research will have a positive impact and that it will make policy makers realize how great the importance of research is. Your research shows that we are facing various problems such as limited human resources and limited funds to support research. These are the main barriers that prevent doing research.

Once again, I appreciate you for you effort to promote the culture of doing research in our society."

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Appendix

Annex 1: Research Participants

In order to select a diverse sample of HEIs, we ranked all universities as 'high', 'medium', or 'low' research producing institutions through an initial web search of publications by faculty members, and then a self-assessed ranking of the university's research output in the survey.

Selected List of Higher Education Institute in Phnom Penh

Name of University	Web Rank	Survey Rank
Royal University of Phnom Penh	High	High
Royal University of Agriculture	Mid	Low
Royal University of Law and Economics	Mid	High
Pannasastra University of Cambodia	Mid	High
National University of Management	High	Mid
Zaman University	High	Mid
University of Cambodia	Mid	Mid
Royal University of Fine Arts	Low	Low

Selected List of Higher Education Institute in Provinces

Name of University	Web Rank	Survey Rank
University of Battambang (Battambang)	High	High
University of Southeast Asia (Siem Reap)	Mid	High
Svay Rieng University (Svay Rieng)	Mid	Mid
Mean Chey University (Sisophon)	Mid	Mid

Selected List of NGOs in Cambodia

Name of Civil Society	
LICHADO	
Equitable Cambodia	
Cambodia Center for Human Rights (CCHR)	
The Committee for Free and Fair Elections (COMFREL)	

Selected List of Think-Tank in Cambodia

Name of Think-Tank	
Cambodia Development Resource Institute	
Center for Khmer Studies	
Documentation Center of Cambodia	

Selected List of Major Donors

Name of Donor	
World Bank	
ADB	

Selected List of Ministries in Cambodia

Name of Ministry	
Ministry of Planning	
Ministry of Education, Youth and Sport	

Royal University of Phnom Penh

The Royal University of Phnom Penh (RUPP) is Cambodia's oldest and one of the largest public universities. It hosts more than 12,000 scholarship and full-fee paying students, across a diverse range of undergraduate and postgraduate programs. It is unique in Cambodia for offering specialist degrees in fields including the sciences, humanities and social sciences, as well as professional degrees in fields such as information technology, electronics, psychology, social

work, and tourism. RUPP also provides Cambodia's foremost degree-level language programs

through the Institute of Foreign Languages. Due to its many achievements, RUPP has full membership of the ASEAN University Network (AUN).

RUPP has over 450 full-time staff. All of its 335 academic staff members hold tertiary qualifications, including 15 PhDs and 280 Masters degrees. They are supported by over 120 administrative and maintenance staff. In addition, the university maintains links with Cambodian and international NGOs, local and international universities and government ministries. As a result, various international and non-government organizations and government offices regularly contribute adjunct faculty members to help expand RUPP's capacity.

The Royal University of Phnom Penh first opened its doors as the Royal Khmer University on January 13, 1960,with a National Institute of Judicial and Economic Studies, a Royal School of Medicine, a National School of Commerce, a National Pedagogical Institute, a Faculty of Letters and Human Sciences, and a Faculty of Science and Technology. The language of instruction during this period was French. With the establishment of the Khmer Republic, the Royal Khmer University became the Phnom Penh University. Between 1975 and 1979, the Khmer Rouge regime forced the cessation of formal education. Schools and universities were closed and destroyed, and teaching services decimated. Along with all other educational institutions in Cambodia, Phnom Penh University ceased to function during this time. In 1980, the Ecole Normale Supérieure reopened, again teaching predominantly in French. The following year saw the opening of the Institute of Foreign Languages (IFL), initially training students to become Vietnamese and Russian language teachers. Both colleges focused on training students to become teachers, thus rebuilding the education system within Cambodia.

In 1988, the Ecole Normale Supérieure merged with the IFL to create Phnom Penh University. In 1996, the university underwent its final change of name, becoming the Royal University of Phnom Penh.

During the past decade, the University has continued to grow and now includes the

Faculty of Science, Faculty of Social Sciences and Humanities, and the Institute of Foreign Languages. New departments and degree programs are developed regularly to keep up with the changing needs of Cambodian society. In keeping with its commitment to higher education, RUPP began to develop postgraduate degrees at a Masters level since 2001. For more information visit: www.rupp.edu.kh.

Paññāsāstra University of Cambodia

Founded by a group of Cambodian-American expatriates, PUC began its operation in January 2000. PUC is a private higher education institution. PUC strives to deliver quality education that is attainable by, and responsive to the needs of the people of Cambodia and that of the global community. We place special emphasis on quality research based education, studies of peace, conflict resolution, development, moral and ethical conducts as well as social responsibility. The mission of PUC is to actively participate in nation-building through providing good quality and internationally recognized academic programs to young generations and professionals. PUC, believing in quality education with character building, has adopted *Sila* (High Moral Conduct), *Samādhi* (Mental Discipline), and *Paññā* (Wisdom) as its motto, which represents the three hallmarks of the spiritual journey leading our graduates towards success and happiness in life. PUC is the first higher learning institution in Cambodia that provides English based education in all subjects, and is officially authorized and accredited by the Royal Government of Cambodia to grant degrees in Bachelors, Masters, and Ph.D. to qualified students. PUC adopts international standard curriculum generally used by American and other developed countries' colleges and universities (combining General Education and Foundation Courses with Major Core subjects).

This academic model assures that credit units and degrees earned at PUC will be recognized by and equivalent to those of other accredited universities abroad. From our founding, we have taken our role most seriously to educate and empower future leaders. PUC strives to provide top quality instructions and to play a leadership role in local, national, regional, and global affairs. Our faculty members are drawn from business, government, NGO, and academia from around the world, including the US, Canada, Australia, New Zealand, United Kingdom, Germany, France, Japan, India, the Philippines, etc. In order to integrate our graduates into the ASEAN and international community, we use English as our primary vehicle of learning. Indeed, PUC is the only university in Cambodia to offer all instructions and textbooks in English. Within ten years, we are very well known in the region, and are recognized as the most competitive higher learning institution in Cambodia for degree seekers. However, each year student enrollment is growing so fast that we cannot absorb all the demand, but select only a reasonable number among the best candidates. This is in order to maintain good quality instructions through adequate preparations and planning. Currently, PUC has six urban campuses in Phnom Penh and two campuses in the provinces (Siem Reap and Battambang) with a total student body of approximately 25,000. PUC comprises of seven Faculties and one Graduate School of Management and Economics granting Bachelor's, Master's, Doctoral and Ph.D. degrees, along with short courses on Leadership Development, Management Training, and Computer Applications. PUC has about 6000 plus students, and 220 part time and full time lecturers. For more information visit: www.puc.edu.kh.

Royal University of Law and Economics

RULE is the first higher education institution in Cambodia. It was originally found in 1949

as the National Institute of Law, Politics and Economics. It was reorganized in 2003 as a university, under the name of Royal University of Law and Economics (RULE). The name of the university still bears the words "Law" and "Economics" to indicate that the two disciplines are at the core of the university training program. However, other disciplines of social and natural sciences, such as language and computer sciences are being added to our curriculum. Currently, the university has four faculties, two graduate schools, and one center. Realizing that the public sector and private sector are the two pillars in supporting the development of Cambodia, the university set its broader objective. Traditionally, the university's sole objective was to develop human resources for the public sector. But now, the objective enlarged to include the private sector as well. Various training programs in business administration were established and rapidly developed and recognized. Year after year, the university has been proud of sending many talented individuals to both public and private sector. The university's alumni now are working in various government's ministries, private companies and international organizations. Beside the roles of supplying competent human resources to Cambodia's society, RULE serves another role as gateway of Cambodia to the world. This role is proved by a vast cooperation with international institutions and universities through the exchange of students and faculty members.

RULE has a prior partnership with the University Lumière Lyon 2. This French excellence branch, which currently gathers more than 200 Khmer students, enables them to participate to an overseas bachelor's degree from this French University. The overall activities of the cooperation office is led by the team composed of a project officer, an international volunteer, a French coordinator and an executive secretary. Royal University of Law and Economics (RULE) also has the academic program of bachelor degrees in English Language Based Bachelor of Law (ELBBL) and Bachelor of International Relations (B.I.R) study in English. RULE also has a Japanese cooperation program. RULE is focusing more attention and academic research activities and expanding its emphasis on education toward research orientation. Three research centers were established, the Research Center of Law, the Research Center of Economics, and the Research and Education. RULE has 96 full time lecturers, 325 part time, and 13458 students study for BA and 1240 students study for MA. For more information visit: www.rule.edu.kh.

Svay Rieng University
Svay Rieng University (SRU) is a public university located on NR No. 1 in Svay Rieng province in the southeast part of the Kingdom of Cambodia. SRU was established through the sub-decree No. 73 ANKR/BK dated May 27, 2005 and inaugurated on January 25, 2006. SRU has approximately 150 staff, almost 3,000 graduates and around 3,000 current enrollment. SRU has five faculties (Faculty of Agriculture; Arts, Humanities and Foreign Language; Business Administration; Science and Technology; and Social Sciences) and is offering twelve specializations including Accounting, Management, Marketing, Finance and Banking, Mathematics, Computer Science, Agronomy, Rural Development, Animal Sciences and Veterinary, English Literature, English Translation and Interpretation, and Public Administration. SRU grants Associate's degrees (Management, Accounting and English), Bachelor's degrees, and Master's degrees in Business Administration.
SRU cooperates with some local universities, industries and organizations as well as collaborating with variety of international universities and institutions from around the

world. SRU has collaboration agreements with the Chinese Academy Tropical Agricultural Sciences (CATAS), Yangzhou University, and the Galilee Institute in Israel. SRU continues to be involved in research projects including those funded by Higher Education Quality and Capacity Improvement Project (HEQCIP), the World Bank, Erasmus Mundus, and other university partners. For more information visit: www.sru.edu.kh.

University of South-East Asia
The University of South-East Asia was established on July 7, 2006 by four dedicated Cambodian shareholders in response to the government educational development program of building and enhancing human resources through higher education. It is located in Siem Reap province, Cambodia USEA was recognized by the Royal Government of Cambodia and operating through Sub-decree No. 63 duly signed by his Excellency Prime Minister Hun Sen. The Ministry of Education, Youth and Sports (MoEYS) recognized USEA by issuing Prakas No. 802 dated 09 July 2007. USEA gained its double accreditation in 2006-2009 and 2010-13 granted by the Accreditation Committee of Cambodia (ACC). USEA has four faculties: Faculty of Economics, Business and Tourism; Faculty of Arts, Humanities, and Languages; Faculty of Sciences and Technology; and Faculty of Social Science and Law. USEA grants Associate's Degrees, Bachelor's Degrees, and Master's Degrees.
USEA had its first enrollment of 600 bachelor students and at present with a total enrollment of 2,980. The enrollment in the undergraduate program is 2,780 and 200 in the MBA program. The top three faculties are: Faculty of Business and Tourism, Faculty of Art, Humanities and Languages and Faculty of Science and Technology. The graduate rate of employment is 95%. USEA has international partnerships with various universities in Thailand, China, Philippines, Vietnam, Spain, Malaysia, and India.

USEA has a Research and Development Office, which was established in 2006, to capitalize on the opportunities created by technological advancements and new research on learning. The Office's goal was to create a vision for the strategic application of research throughout the education system in support of student learning and achievement and consistent with the administration's broader education and economic priorities. The R&D Office has a multidisciplinary approach in support to the fields of business, economics, tourism, management, information technology, and education. R&D Office performs three primary functions: research; monitoring; and data management. The limited resources and increased demands for increasingly specialized services challenged R&D Office capacity to effectively support the government and USEA's priorities. Thus, R&D Office is continually re-aligning itself to ensure its program is relevant, effective, efficient, affordable, and valued. Creating a balanced research program that ensures long-term stability to support decision and policy making through monitoring and data management activities while maintaining flexibility to respond to evolving demands is accomplished through research and services. A logical Research Plan will ensure R&D Office targets research in support of the USEA's strategic plan for development. For more information visit: www.usea.edu.kh.

Zaman University (ZU)
Zaman University was founded in 2010 by Mr. Ali Kokten, who is the former Chairman of Zaman International School (ZIS), which had two campuses at that time: A high school and a kindergarten & primary school. The success of both campuses has

convinced ZIS to extend its mission to contribute further to the development and improvement of education in Cambodia. In recognizing a global world and the need for global communication, since its inception, the language of instruction at Zaman University has been English. The university has been subscribed to more than 10,000 e-books and e-journals to provide rich resources for students and the faculty. Also, Zaman University also has a Library, Computer and Language Lab, Physics Lab, and Civil Engineering Lab. Currently, Zaman University has 4 faculties (Faculty of Engineering, Faculty of Arts, Humanities, and Engineering, Faculty of Economics and Administrative Sciences, Faculty of Information and Computer Technologies) and 8 departments. Zaman has approximately 400 students and 40 full time instructors and 30 part-timers. Zaman University has partnerships with North American University (United States), Gediz University (Turkey), Meliksah University (Turkey), Suleyman Demirel University (Kazakhstan), University of Malaya (Malaysia), and Zirve University (Turkey). The Research Center for Social Sciences (RCSS) is a multidisciplinary research Center within Zaman University. The Center draws on faculty from various disciplines of social sciences who bring their expertise to promote a culture of research and improvement in Cambodia and pursue the general end of human progress. The Center provides a platform that brings together social science theories and methods to conduct state-of-the-art research on important social problems and basic social science questions. Zaman University also hosts the Zaman University Science and Engineering Fair to give Cambodian high school students the opportunity to showcase their talent in research. The Zaman University Science and Engineering Fair (ZUNSEF), aims to increase the inspiration and level of enthusiasm for science and engineering research among Cambodian students. ZUNSEF is organized by Zaman University every year since 2011. ZUNSEF follows the rules, standards and guidelines of INTEL ISEF and plans to play an active part in Intel International Science and Engineering Fair (Intel-ISEF) with affiliation. "An Intel ISEF-affiliated science fair" is a science competition tied to the Intel ISEF network. These competitions take place in over 40 countries and nations. For more information visit: www.zamanu.edu.kh.

Cambodian Center for Human Rights

CCHR is a leading non-aligned, independent, non-governmental organization that works to promote and protect democracy and respect for human rights – primarily civil and political rights - in Cambodia. We empower civil society to claim its rights and drive change; and through detailed research and analysis we develop innovative policy, and advocate for its implementation. CCHR is an advocacy organization facilitating grassroots participation by empowering local communities through education of their civil and political rights. It facilitates constructive interaction between Cambodian civil society and the international community in order to advocate the progressive realization of Cambodian human rights. More often than not, the interests of the wealthy and powerful trump those of average Cambodian citizens, at a detriment to the whole country. CCHR works to address these issues, through monitoring human rights violations and the democratic process, advocating for policy and legislative changes necessary to the promotion of human rights, and through empowering activists and communities to advocate for their rights.

Human rights activist Kem Sokha launched and registered CCHR in November 2002. In early 2007 Kem Sokha left CCHR to pursue a career in politics. Ou Virak replaced him as CCHR President and in the same year won the Reebok Human Rights Award for his work promoting freedom of expression. In March 2014, Ou Virak stood down as

CCHR President and was replaced by Ms. Chak Sopheap, who is now leading CCHR in the role of Executive Director. For more information visit: www.cchrcambodia.org.

Equitable Cambodia

Equitable Cambodia was formed out of the localization of the international solidarity organization Bridges Across Borders Cambodia (BABC) and was registered as a Cambodian national non-governmental organization in March 2012.

BABC worked to support people's action for inclusive development, social justice and human rights in Cambodia from 2003-2012. During that time, it successfully fought poverty and deprivation through the establishment of child protection facilities, formal and non-formal education, leadership and harm reduction programs from which over 6000 children and youth benefited, and through community-based development initiatives that increased the food security and improved the health and well-being of over 5000 poor and vulnerable Cambodians.

BABC was a leading advocate of land and housing rights in Cambodia. Through media and legal advocacy, coalition building, policy research and lobbying at the national and international level, BABC helped to elevate the issue of forced evictions and land-grabbing in Cambodia and made international development agencies more accountable and responsive to this pervasive human rights problem.

Equitable Cambodia is now carrying on this work under Cambodian leadership. Equitable Cambodia is governed by a Board of Directors and managed on a day-to-day basis by an Executive Committee, comprised of the senior management of the organization. The Executive Committee is coordinated by Mr. Eang Vuthy, who serves as the legal representative of the organization. The overall goal of Equitable Cambodia is to transform the national development model into one that respects, protects and progressively fulfills the human rights of the Cambodian people. For more information visit: www.equitablecambodia.org.

COMFREL

Established in 1993 to monitor the elections, is a proclaimed civil/human rights advocacy group with its fingers in all sorts of sores that riddle the country. They are striving to help to create an informed and favorable climate. Additionally they want free and fair elections, ends that will be met through lobbying and advocacy for a suitable legal framework and a higher degree of education among voters in order for them to have a clear understanding of their rights. They attempt to monitor activities that both discourage irregularities and provide comprehensive monitoring data to enable an objective, non-partisan assessment of the election process.

The mission is multi-faceted according to the website, and next up on the list is this: for meaningfulness of post elections through education and public forums to encourage citizens to participate in politics and decision-making, advocacy/lobby for electoral reforms that increase accountability of elected officials and provide comprehensive monitoring data to enable an objective, non-partisan assessment of the fulfilment of political platform and performance of elected officials. For more information: www.comfrel.org.

Asian Development Bank

Founded in the postwar rehabilitation era of the 1960s, ADB began with a vision of an Asia free of poverty. During its early years, ADB focused on food production and rural development. It expanded in the 1970s to education and health, then to infrastructure

and industry. Because of the gradual emergence of Asian economies in the latter half of the decade, a demand for better infrastructure was spurred in order to support economic growth. Consequentially, ADB focused on improving roads and providing electricity. They were actively involved in supporting energy projects following the world's first oil price shock by developing the domestic energy sources in member countries. In 1974, a landmark year, ADB established the Asian Development Fund to provide concessional lending to the poorest members. In 1980, as the region's economy evolved, ADB saw the private sector as an important ally. Thus they made their first direct equity investment and gathered more resources for development from the private sector. A decade and a half later, following a severe financial crisis that hit the region, ADB responded with projects and programs to strengthen the financial sectors and create social safety nets for the poor. For more information: www.adb.org/countries/cambodia/main.

World Bank (WB)

Established in 1944, the World Bank Group is focused on ending world poverty. At current, they are supporting and creating projects in Cambodia in the health sector, financing sector, child health and nutrition, education sector, water resource management, agribusiness access to finance, strategic program for climate resilience (KH) phase 1, and capacity development for sustainable forest management through climate change mitigation (worldwide project, non-annex I countries). This is basically a list of projects and general subjects of projects. The World Bank's overarching goal and decision making compass is still to eradicate world poverty.

The World Bank suspended new funding to Cambodia since 2011 amid controversial land projects in the Phnom Penh capital. We included World Bank in our survey because of the important Higher Education improvement project, funded in 2010 and still underway. For more information visit: www.worldbank.org/en/country/cambodia.

The Center for Khmer Studies

The Center for Khmer Studies (CKS) is a Non-Governmental Organisation that has been active in Cambodia since 1999. Its mission is to support research, teaching and public service in Cambodia. The organisation provides different academic programmes for national and international scholars with the goal increasing and promoting knowledge of Cambodia and the Mekong region. The organisation organizes projects and programmes on a broad range of topics. It is mainly focussed on the social sciences with programmes geared towards research on economic, political and social topics. Beyond this, the organisation also pays attention to Cambodian culture and art with a special Khmer dance project and the Khmer Language and Culture Study Programme.

CKS aims to promote and enrich the knowledge of Cambodia and the Mekong region by connecting Cambodian students and scholars with their international counterparts. To achieve this goal, the organisation facilitates research and international scholarly exchange through programs that increase understanding of Cambodia and its region. It helps to strengthen Cambodia's cultural and academic structures and integrate Cambodian scholars into their regional and international community. And finally, the organisation aims to promote a strong Cambodian civil society. For more information, visit http://www.khmerstudies.org/

Cambodian Development Resource Institute

The Cambodia Development Resource Institute (CDRI) was established in 1990. The organisation started out as a training institute from the Cambodian Ministry of Planning. It

provided trainings to government officials in English language skills, computer skills, negotiation skills, economics and development issues. The trainings were designed to better equip Cambodian officials with an international context.

Three years later, the organisation transformed into an independent research institute. The goal of the organisation is to promote inclusive and sustainable development through independent research and capacity building. The organisation still focusses on development policy and the development of human capacity, but there are also new subjects that are included. Research projects at the CDRI focus on 6 main topics: agriculture, economics, education, environment, governance and health.

The CDRI office is based in Phnom Penh and employs researchers with various levels of skills and experience, ranging from research assistant to senior research fellow. Based on the six focus areas, fellows at the CDRI design, implement, analyse and disseminate their own research projects. Furthermore, CDRI organizes events such as conferences, symposia and round table discussions to bring different stakeholders together in order to discuss the new trends in the Cambodian research environment. Topics of such events are the development of Cambodian research quality, promoting international cooperation, addressing the skill mismatch in higher education institutes and developing guidelines in professional sectors to set high quality standards. For more information, visit http://www.cdri.org.kh/

Annex 2: Concept Note

Project Description: Post-conflict reconstruction had to overcome significant challenges to the development of a research community in Cambodia, but remaining obstacles are apparent in the limitations on translating quality data collection and analysis into public policy. The majority of social science research is conducted by a small number of organizations. The quality issue, aims, and impact of this research should be charted in order to clarify the overall condition of the research community. At the same time, a weakness in social science research in Cambodia is the lack of emphasis and training by universities. The project combines mentoring of students and research training with the measurement and mapping of the research community. It does this by focusing on the way in which different stakeholders have participated in and been affected by specific policy outcomes.

Objectives: The project aims to: 1) measure research activities and classify research organizations; 2) investigate the manner in which this is successfully translated into public- policy; 3) assess the degree to which research organizations are themselves involved in the capacity-building of researchers; 4) utilize the student mentoring program to evaluate the potential for student participation as a means to increase human resources in research; 5) understand the best practices of research organizations that contribute to public-policy and the development of able young researchers; 6) gain an understanding of the quantity and quality of research being produced while creating a network to connect researchers and disseminate findings; and 7) finally, through utilization of the web-based resource and network, identify some mechanisms for gauging and improving both the publicizing of research to relevant stakeholders and the inclusion of research results into the public policy process.

Activities: The project will develop a training course for student and a mentoring workshop program that combines classroom learning and fieldwork. Student capacity-building will be incorporated into ongoing active Institute research projects aimed measuring the scope and content of the research environment. The scope and content of the research community will be measured and a web database and network will be developed.

Outputs: The project will enable or result in a functional workshop, which can be utilized by multiple organizations across sectors to train young researchers or build research capacity. The project will create a record of the environment in Cambodia including types of research, types and kinds of research organizations, and a variety of related issues. The net effect of the project will be to make research initiatives, organizations, and consultants more engaged and collaborative in 'best practices' it terms of the policy-making process. The research results and web-resource allow a process of dialogue and debate, which fosters future cooperation and capacity-development.

Annex 3: Research documents

Key Informants Interviews

(Executive Director of the Institute, University President, Vice President)

1) What is the university/institute's vision and strategy to promote and advance doing research in Cambodia?

2) What are the current challenges your institution faces it comes to doing research in Cambodia?

3) Please share your thoughts on the new opportunities and recommendations for improvement in doing research in Cambodia?

Key Informants Interviews

(Dean, Department Head, Lecturer, and Researcher, Donor, Think Tank, NGO/CSO)

Types of Research Activities and Funding

1. Can you please describe the topics of social science research that are most important for work at your organization?

2. Does your organization have a legal framework for research, for example policy, strategic strategy or action plan? Can you describe some research activities of your organization (prompt: workshop, conference, seminars, outreach activities and publication)?

3. Where does the funding for your organization's research activities come from? Does your organization have sufficient funds to conduct research as planned? How much percent of total budget does your organization allocate for research activities?

Building Research Capacities

4. Please tell us about the research training of staff at your organization? How is your staff trained prior to involvement in projects or during the course of conducting research projects? Are they trained for action research, academic research or both?

5. Is your organization conducting qualitative or quantitative research? Please give some examples. Can you explain a little about the data collection process for that research? Do you have quality assurance criteria on doing research (ethics, other mechanism)

Impact of Research

6. How are the outputs of your research used (programs, planning, policy, or academic)? Please give more explanation about the outputs and usage?
7. How are the findings of the research published and/or disseminated? Are the findings used for academic-oriented, policy-oriented, or program-oriented?

General Indication of Doing Research in Cambodia

8. What are the current challenges you face when it comes to doing research? (Prompt – personal, professional, financial?)

9. Share your thoughts on the new opportunities and recommendations for improvement in 'Doing Research in Cambodia'?

Focus Group Discussion with Students
One Hour Session

1. What does the word research mean to you?
2. Is there any research policy at your university? Please describe or/and provide a policy statement.
3. Does your university have research board/committee/office?
4. Does your university offer research courses, supervised research projects, and research activities? In which year is research methodology taught?
5. How research activities are important to university students and society?
6. To what extend are students involved in research activities at your university? (Prompt: library, fieldwork)
7. Is your university equipped with enough books, research papers and tools for carrying out research at your university?
8. What are the current challenges in doing research at your university? (Prompt: personal, institutional, societal)
9. Can you make some suggestions on things we should include in our research project "Doing Research in Cambodia: Making Models that Build Capacity"?

No. _____

Research Questionnaire for Faculty

Doing Research in Cambodia: Making Models that Build Capacity

Research Assistant

Name: _____   Date: _____

Tel: _____

"Doing Research in Cambodia: Making Models that Build Capacity" Project
Supported by Global Development Network (GDN)
Contract Reference Number: GDN/GRANT/2014-15/248/DR/CICP

This study investigates and examines the research environment and research productivity, quality and social utility in Cambodia. As part of this study we will analyze institutional perceptions of how research is produced in different organizations: higher education institutes (HEIs), think tanks, government ministries, civil society groups and donor organizations. We want to understand how the demand for research emerges, how research capacity building is organized, and how research is measured.

University code (See back page for the full name of the university)

☐ **[1] RUPP**   ☐ **[2] RUA**   ☐ **[3] RULE**

☐ **[4] PUC**   ☐ **[5] UC**   ☐ **[6] ZU**

☐ **[7] SRU**   ☐ **[8] RUFA**   ☐ **[9] UB**

☐ **[10] NUM**   ☐ **[11] USEA**   ☐ **[12] MCU**

SA: Single answer   *Field supervisor*

MA: Multiple answers   Name _____

                                     Date _____
University mode

☐ **[0] Public**   ☐ **[1] Private**

---

1. Demographical information

00.0	Name	_____	
01.0	Age	_____ years	
02.0	Gender	☐ 0-Male	☐ 1-Female
03.0 **SA**	Marital status	☐ 1-Single ☐ 3-Divorced	☐ 2-Married ☐ 4-Other_____
04.0 **SA**	Highest education level	☐ 1-Certificate ☐ 3-Master ☐ 5-Other_____	☐ 2- Undergraduate ☐ 4- PhD
05.0 **MA**	Where else have you studied? ☐ 1-Cambodia ☐ 2-Asia ☐ 3-Europe ☐ 4-USA ☐ 5-Canada ☐ 6-Australia ☐ 7-Africa ☐ 8-Russia ☐ 9- Other_____		
06.0	How long have you worked at this University? _____		
07.0	Are you employed as full-time or part-time faculty/staff? ☐ 0-Full-time ☐ 1-Part-time		
08.0 **MA**	What is your main role at this University? ☐ 1-Teaching ☐ 2-Administration ☐ 3-Research ☐ 4-Field supervision ☐ 5-Student assistance ☐ 6-Other_____		
09.0	How many hours are you teaching/working per week?_____		
10.0 **MA**	Which faculty are you working for? ☐ 1-Arts ☐ 2-Humanities ☐ 3-Social Science ☐ 4-Science ☐ 3-Engineering ☐ 4-Other_____		
11.0	What subjects do you teach?_____ _____		

2. Capacity building related to research

12.0 **SA**	Have you ever enrolled for any research course at the university level? ☐ 0-Yes ☐ 1-No
13.0	How many courses on research have you enrolled in at university level?__

14.0	Where have you taken a research course at university level?	
	☐ 0-Cambodia	☐ 1-Overseas
15.0 *SA*	Have you ever attended any short course on research?	
	☐ 0-Yes	☐ 1-No
16.0	How many short courses on research have you enrolled in?_____	
17.0 *MA*	Where have you attended a short training course on research?	
	☐ 1-Training center	☐ 2-NGOs
	☐ 3-Research institution	☐ 4- Other_____
18.0	And which country?	
	☐ 0-Cambodia	☐ 1-Overseas
19.0 *MA*	What are your strengths in terms of research related skills?	
	☐ 1-Resrach proposal	☐ 2-Research methodology
	☐ 3-Quantitative analysis	☐ 4-Qualitative analysis
	☐ 5-Academic writing	☐ 6-Information presentation
	☐ 7-Publication	☐ 8-Other_____
20.0 *MA*	What types of analysis are you familiar with?	
	☐ 1-Qualitative analysis only ☐ 3-Both	☐ 2-Quantitative analysis only
21.0	Do you plan to participate in training on research in the future?	
	☐ 0-Yes	☐ 1-No
22.0 *MA*	Which tools or topic are you planning to study or train on?	
	☐ 1-Research proposal	☐ 2- Research methodology
	☐ 3-Quantitative analysis	☐ 4-Qualitative analysis
	☐ 5-Academic writing	☐ 6-Information presentation
	☐ 7-Publication	☐ 8-Other_____

3. Involvement in research projects

23.0	Have you been involved in research projects?	
	☐ 0-Yes	☐ 1-No
24.0	If not, would you like to be involved in research in the future?	
	☐ 0-Yes	☐ 1-No
25.0	What changes would you suggest to improve the research environment in	

	Cambodia?	
MA	☐ 1-Training	☐ 2-Funding
	☐ 3-Access to information	☐ 4-Communication with policy makers
	☐ 5-Pay for research	☐ 6-Institutional requirement
	☐ 7-Others_____	
26.0	What are your research interests?_____ _____ _____	
27.0	If yes, do you have your own research project?	
	☐ 0-Yes	☐ 1-No
28.0	How many projects are you involved in now?_____	
29.0	If you do not have your own project, are you involved in research with others? **Yes** or **No.** If Yes, tick the box below	
MA	☐ 1-Faculty at this university	☐ 2- Faculty at other universities
	☐ 3-Research institution	☐ 4- NGOs
	☐ 5-Master/PhD student	☐ 6-Other_____
30.0	Which of the following tasks did you undertake?	
MA	☐ 1-Data collection	☐ 2-Data entry
	☐ 3-Data analysis	☐ 4-Academic writing
	☐ 5-Publication	☐ 6-Other_____
31.0	Why are you involved in doing research?	
MA	☐ 1-Knowledge improvement	☐ 2-Experience
	☐ 3-Skill improvement	☐ 4-School requirement
	☐ 5-Wages	☐ 6-Other_____
32.0	Where are you or your institution mobilizing research funds?	
	☐ 1-Cambodia ☐ 2-International ☐ 3-Other_____	
33.0	Please list institutions that you received research funds from _____ _____	
34.0	What are the results of your research?	
	Numbers of journals_____ Numbers of books_____	

	Numbers of reports_____	Numbers of others_____
35.0	In what way have you published? ☐ 1-Single author ☐ 2-Coauthor with Cambodian(s) ☐ 3-Coauthor with foreigner(s) ☐ 4-Other_____	
36.0	How does your university encourage/ incentivize research activities?	
MA	☐1-Get paid as teaching time ☐ 2-Awards as certificate ☐3-Permission to leave from work ☐ 4-Awards as money ☐4-Promotion ☐ 4-Other_____	
37.0	How do you disseminate your research findings?	
MA	☐ 1-Peer-reviewed articles	☐ 2-Books
	☐ 3-Policy paper	☐ 4-Newspaper
	☐ 5-Newsletter	☐ 6-Policy brief
	☐ 7-Fact and figure	☐ 8-Other_____

4. Usage of publication for your research projects

38.0	What you are using your research for?		
MA	☐ 1-Teaching ☐ 2-Literature review ☐ 3-Policy orientation ☐ 4-Project designs ☐ 5-Other_____		
39.0 *MA*	Have you used any of the following in the course of your study/research?		
	☐ 1-Journal articles	☐ 2-Book chapter/edited book	
	☐ 3-Working	☐ 4-Research report	
	☐ paper 5-	☐ 6-Policy paper	
	☐ Technical paper	☐ 8-Other_____	
40.0 *MA*	Which type of papers are the most useful for your study/research?		
	☐ 1-Academic research papers	☐ 2-Action research papers	
	☐ 3-Policy papers	☐ 4-Technical papers	
	☐ 5- Other_____		
41.0 *MA*	How do you find those publications?		
	☐ 1-Library at this university	☐ 1-Library at another university	
	☐ 3-Library at an NGO	☐ 4-Library at an IGO	
	☐ 5- Google scholar search	☐ 6-Licensed online	
	☐ database 8- Other _____		

42.0	Are you familiar with reading articles through online or hard copy?		
	☐ 0-Online	☐ 1-Hard copy	
43.0 SA	Are you familiar with reading of Khmer or foreign language version?		
	☐ 0-Khmer version	☐ 0-Foreign language version	
44.0 MA	If foreign language version, which one?		
	☐ 1-English version	☐ 2-French version	
	☐ 3-Other_____		

5. Perceptions on research

		Social				
45.0	**How are you satisfied with the following?**					
		VL	L	M	H	VH
45.1	Availability of university funds	1☐	2☐	3☐	4☐	5☐
45.2	Capacity to mobilize external	1☐	2☐	3☐	4☐	5☐
45.3	National research cooperation	1☐	2☐	3☐	4☐	5☐
45.4	International research	1☐	2☐	3☐	4☐	5☐
45.5	Research-based university	1☐	2☐	3☐	4☐	5☐
45.6	Research courses at university	1☐	2☐	3☐	4☐	5☐
45.7	Short-term research courses	1☐	2☐	3☐	4☐	5☐
45.8	Research activities at class	1☐	2☐	3☐	4☐	5☐
45.9	Student theses	1☐	2☐	3☐	4☐	5☐
45.10	Sharing research experiences	1☐	2☐	3☐	4☐	5☐
45.11	Publishing locally	1☐	2☐	3☐	4☐	5☐
45.12	Publishing regionally	1☐	2☐	3☐	4☐	5☐
45.13	Publishing internationally	1☐	2☐	3☐	4☐	5☐

Note: VL = Very low; L = Low; M= Moderate; H = High; VL= Very high

6. Perceptions on usage of publication

		Social				
46.0	**How are you satisfied with thewing? follo**					
		VL	L	M	H	VH
46.1	Access to journal articles	1☐	2☐	3☐	4☐	5☐
46.2	Access to research reports	1☐	2☐	3☐	4☐	5☐
46.3	Access to technical papers	1☐	2☐	3☐	4☐	5☐

46.4	Access to policy papers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
46.5	Access to licensed database	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
46.6	Access to online publication	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
46.7	Access to hard copy publication	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
46.8	Publications required by faculty	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
46.9	Publications required by	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Note: VL = Very low; L = Low; M= Moderate; H = High; VL= Very high

7. Other issues related to research environment

47.0	What is the impact of research on academic and public policy?
	_____
	_____
	_____
	_____
	_____
48.0	How would you describe the culture of research in your organization?
	_____
	_____
	_____
	_____
	_____
49.0	Please describe what are the main barriers (personal, institutional, and financial) that prevent you from being involved in research?
	_____
	_____
	_____
	_____
	_____

Please use additional paper if necessary

វិទ្យាស្ថានខ្មែរ សំរាប់សហប្រតិបត្តិការ និង សន្តិភាព

Cambodian Institute for Cooperation and Peace

12 February 2015

H.E. Dr. HANG ChuonNaron
Minister of Education, Youth, and Sport
Royal Government of Cambodia
Phnom Penh, Kingdom of Cambodia

Your Excellency,

First and foremost, I would like to send you my warmest greeting from the Cambodian Institute for Cooperation and Peace.

I wish to inform you that CICP had just received a grant from the Global Development Network (GDN) to assess the research environment in Cambodia. Therefore, we would like to seek the opportunity to pay a courtesy call to you to explain the objective of this project and seek your valuable inputs and guidance to promote the research capacity, as part of the overall effort to improve the quality of education in Cambodia.

Please allow me to describe the essence of this project as follow.

This project is called "Doing Research in Cambodia: Making Models that Build Capacity."This project aims toexamine the research environment in Cambodia and how to improve it. Moreover, it also seeks to develop a training system for capacity building of young Cambodian researchers, which can be utilized at the university level. The outcomes of this project hope to create better understanding how research is done, promote the efficiency of how research is used and suggest the best ways on how researchers and users could be trained and developed.

CICP holds very high regard toward the Ministry of Education, under your wise leadership and greatly applaud the current reform policies undertaken by yourself as the new minister of Education during this current government to improve the quality of public education in Cambodia. We believe that our project can contribute, in a modest way, to accelerate your reform policy and promote higher standard of education in our country so as to better prepare the human resource development in line with our national education goals and promote greater vitality in the field of doing research.

I hope that you will be able to meet with our research team at the date and time convenient to you.I would like to take this opportunity to thank you very much in advance for your kind attention regarding this matter.

Please accept, Your Excellency, the assurance of my highest consideration and warmest personal regards.

Sincerely Yours,

Pou Sothirak
Executive Director of CICP

វិទ្យាស្ថានខ្មែរ សំរាប់សហប្រតិបត្តិការ
និង សន្តិភាព

Cambodian Institute for

Cooperation and Peace

Phnom Penh, 11 May 2015

Dr. Kol Pheng
Chairman and President of Pannasastra University of Cambodian
Phnom Penh, Cambodia

RE: Interview Permission about Doing Research in Cambodia

Esteemed Dr. Kol Pheng,

First and foremost, I would like to send you my warmest greeting from the Cambodian Institute for Cooperation and Peace

I write to request permission to include your institution in our research sample for a Global Development Network (GDN) funded project called, "Doing Research in Cambodia: Making Models that Build Capacity." The project will assess what research is conducted in Cambodia, by whom, and how. In addition, we have developed a training system to build the capacity of young Cambodian researchers, which can be utilized at the university and ministry levels. The outcomes of this study will contribute to a better understanding on how research is done, will promote the efficiency on how research is used, and will offer insight into how researchers and users could be trained and developed. CJCP requests the opportunity to interview you, deans, administrators, and faculty at your institution, and also to conduct one focus group on campus with students.

I believe that our project can contribute, in a modest way, to accelerate and inform educational reform policies in ways that can promote and advance higher standards of education in our country during these times of great transition. CICP hopes that you will open your doors to our research team and encourage students and faculty to participate in our study. Kindly let me know when you will be able to meet with our research team at the date and time convenient to you. Thank you very much in advance for your considerate attention regarding this matter.

Please accept, **Dr. Kol Pheng,** the assurance of my highest consideration and warmest personal regards.

Sincerely
Yours,

Pou Sovachana
Principal Investigator

Annex 4: Research Methods Training Course

Overview: This course will train students in Social Science research methods. Combining intensive classroom-style learning and practical field experience in active research projects, students will develop skills and learn research planning and implementation. Participating students will develop their own small research protocols within the larger framework of active CICP projects to further their own studies and gain practical experience in field methods.

Content: We currently have two active research projects. The first measures the scope and diversity of the research community in Cambodia, from public universities to NGOs. The second investigates resource allocations involving climate change and agriculture, from the grassroots to the international organizations.

The two - day classroom workshop will focus on various data collection tools and techniques:

- Research Protocols
- Interviews
- Surveys
- Focus Groups
- Observation

- Literature Review
- Archival Data Collection
- Data Management
- Data Analysis
- Web Development

Using data collected, we will design an interactive web resource that will serve as an open source data space and a network where researchers can gather, organize, and share data at both the national and international levels. Student involvement in the development of this web resource will be a vital portion of our larger objective.

Objectives:
- Enhance the research environment in Cambodia
- Foster traditional models of respect, deference, and care
- Help students create effective and meaningful research
- Provide students with professional skills
- Develop committed young researchers
- Nurture an effective and responsive public policy process.
- Build a network of researchers

Expected Outcomes:
- Students who can ask critical questions and conduct effective research to answer them
- Students who know the various components of research projects, from conception to dissemination
- Students who can conduct and lead independent research projects in the future.

Research Methods Training Course

<u>**6-7 February 2015**</u>

1)   Session 1: Exploring types of research and research questions

What is research?
Research is a creative process of searching for information to answer a particular question or explore an issue.

Research is generally separated into **secondary research** (also known as desk research), which involves gathering, synthesising and analysing data that has already been produced, and **primary research**, where data is collected from research participants/experiments. Primary research can be **quantitative** or **qualitative.**
 Secondary sources can include:

- Previous research
- Official statistics
- Diaries, Letters
- Government reports
- Web information
- Historical data and information

Primary sources can include:
- interviews
- Focus groups
- observation
- action research
- case studies
- life histories
- ethnographic research
- longitudinal studies

Research is approached in a variety of ways...in its methods, analysis and presentation...which may be influenced by the theoretical approach the researcher takes. There are many theoretical positions. Some of the main positions include:

Positivists and empirism: Both positivists and empirisists believe it is possible to gather information about the social world and classify it in a way that makes sense.

Grounded Theory: New theory develops as the researcher recognizes new ideas and themes that
emerge from what people have said and/or from events which have been observed. The researcher will review the raw data which will inform patterns. Hypotheses about the relationship between various ideas or categories are then tested out and constructs are formed which lead to new understandings and concepts - therefore, the theory is 'grounded' in the data.

Interpretivist: advocate qualitative research over quantitative research methods, as they believe that the basis of sociology is to interpret social action, which can only be understood by understanding the meanings and motives on which it is based through

qualitative methods such as interview and observation.

Critical social science takes the view that research should be used to make positive changes within society, as it views society as oppressive and wishes to use research to liberate groups from oppression.

Research Design

The **research design** is very important. This provides the structure of the research and links all of the elements of the research together. Research design includes consideration of:

1. What is the broad topic of interest?
2. What is the particular purpose/aim of this research project? 3.What are the key research questions?
4. What is the sample population for the research? (Who do you need to talk to?) 5.What kinds of data do you need to answer your questions? (Primary? Secondary? Both?)
6. How will the data be collected? (what methods will you use?) 7.How will the data be analyzed?
8. Identify any potential problems/issues and how you will deal with them.

Quantitative research

What is it?

Quantitative research is a more logical and data-led approach which provides a measure of what people think from a statistical and numerical point of view. This often answers 'What', 'Who' 'How many' questions. For example, if you wanted to know how many people at a university conduct research, how many use research, how often (on a scale) they use research, how important (on a scale) they think particular barriers are to research etc.

Quantitative research can gather a large amount of data that can be easily organised and manipulated into reports for analysis.

How to do it

Quantitative research largely uses methods such as questionnaires and surveys with set questions and answers that respondents tick from a predefined selection. Answers can be measured yes/no, different choices, strengths of feeling such as 'strongly agree' 'disagree' or numbers such as scales from 1-10. Quantitative surveys can also use open-ended, qualitative questions.

Qualitative Research

What is it?

Unlike quantitative research which relies on numbers and data, qualitative research is more focused on how people feel, what they think and why they make certain choices, and allows for more in-depth understanding of particular people's experiences. This often answers 'How', 'Why', questions.

How to do it

Qualitative research often uses discussion around certain concepts or ideas with open questioning (ranging from set interview questionnaires to open discussion). Follow up, probing questions are an important part of eliciting information in interviews and focus groups. Ethnographic research involves observing and taking part in the daily life of the research participants.

Taking a mixed approach

Combining these two sets of information can produce insightful results. For example, before undertaking a survey to gather quantitative results you can do initial qualitative interviews with key informants to understand what questions are important for your survey. Or, after a quantitative survey, you can use qualitative interviews to make sense of the results you got. In the Doing Research, we will use both quantitative and qualitative approaches.

2) The Research Process

We begin with a question. From that question we make a plan to answer it. We create tools and build the infrastructure we think will produce the necessary data. Then we collect and examine the data.

There is a constant interaction between the researcher and the work of data collection; we cannot know if our tools and infrastructure will give us what we need to answer our questions. The good researcher does not know the answer to her questions and must regularly examine and evaluate the methods, tools, and assumptions of the process. The following questions should help you discover important elements of this process. You will answer the same questions at the beginning and the end of your involvement in the research project.

> A) What is the relationship between the researcher and the community being researched?
> B) Who has the tools to answer the research questions?
> C) Why and for whom is this research question important?

3) Critical Research

When you enter any community as a researcher, from the first encounter, there exists hierarchal relationships. Community members and researchers alike can have pre-conceived ideas about individual roles in the research process.

As a researcher the most important thing to remember is that you do not have any answers—only questions.

This can be difficult. We are often taught 'the answer', as if books, professors, and previous experience give answers. For the social science researcher, working in the field with living communities, there are many levels of power and expectation you will encounter. You may be younger than many of your research participants, but you will need to ask questions of them. You may have more education than they do, but you will

need to listen closely and respect the answers they give you. You may find your beliefs challenged by what you see and hear, but you must continue to see and hear in a way that can make the data meaningful and relevant. Remember, you have no answers—only questions.

You may be challenged for taking more than you give back or be expected to give more than you can.

Exercises:
Making your questions clear: You are conducting a survey with one elderly man and two others
are standing close by listening and offering comments. Your interviewee does not understand the
question and offers only a partial answer. You rephrase the question, but he does not understand what you are asking. The others offer 'helpful' suggestions as to your intended meaning, which also miss what you are trying to ask. How will you make yourself understood by people who think they know what you are looking for? And, what do you learn from the misunderstandings?

You are sitting with a group of people of mixed age and gender, conducting a survey with one man the age of your father. This man gives you answers that go beyond the survey questions you are asking. How do you make sure that your questions are answered? How do you record and account for what this man is telling you?

You are surveying a young woman and after her answer she says, 'but I am not clever like you who have been to school.' What kind of meanings could this statement have?

4) **Research skills**

Interview Skills

Key points for interviews (these are adapted from John Hopkins School of Public Health research skills booklet):

• **Use open-ended questions**
• **Avoid leading questions**
• **Probe issues in depth**
• **Let the informant lead**

Using Open-ended Questions: **Closed Questions:** Questions for which the answer

choices are either given to the respondent or understood by the respondent.

Examples:
"Is your hair black, brown, or red?" [Choices provided] "Are you
interested in research?" [Choice implied: yes/no]

Closed questions limit the amount of information that a respondent has to offer. Sometimes we want to ask closed questions, especially in surveys, but we should ensure that we follow up with open-ended questions.

Open Questions: Questions that allow the respondent to answer without presented or implied choices
Examples: "What color is your
hair?" "What are your interests?"
Open Question Words:
What? Where? Who? When? How? Why?

-Group exercise adapting closed to open questions

Avoid Leading Questions
(From Herman & Bentley, 1993)
• Allow people to answer in their own terms voicing their own views, values and experiences.
• Leading questions are phrased to suggest a particular answer or to imply that one answer is expected or more correct:
 "Why do you think the quality of research is so bad at your
 university?" "Why are community forests so endangered?"
"Who have you met with about improving your situation?"
"How good is the communication between researchers at your university and policy makers?" "How good is the communication between CF representatives and policy makers?"

These questions were phrased to elicit answers related to negative assessment of a situation, and positive assessment of a situation, respectively.

• Non-leading questions on the same topics could be asked this
way: "What do you think about the quality of research at your
university?" "What is important about community forests (CF)?"
"What do you do to improve the research environment at your
university?" "What do you do to improve and protect community
assets in the CF?"
"What is the communication between researchers at your university and policy makers like?" "What is the communication like between policy makers and CF representatives?"

Exercise: Asking Non Leading Questions
How could you ask these questions using non-leading formats?

1. Why is research important?
2. Why are community forests important?
2. How frustrated do you feel at the bad research quality in Cambodia?
3. How ineffective are climate change policies for villagers?

4. Do you know that policy is often formed with little knowledge of research?

Probing
• "What?", "How?", "Why?" questions
Follow up an interesting statement with these prompts to encourage more information.

• Tell me more about...", "Please describe....", "Do you mean that..." statements

• Silent Probe
Just remain quiet and wait for informant to continue
This often happens as you are busy writing what the informant has just finished saying.

• Echo Probe
Repeat the last thing an informant said and ask them to continue
"I see. You met with the research team and created a plan. Then what happened?"

• The Uh-huh Probe
Encourage participant to continue with a narrative
by making affirmative noises:
"Uh-huh," "yes, I see," "right, uh-huh"

Other Tips for Interviewing

1. Do not begin interviewing right away: Friendly greeting and explanations. Establish 'cultural ignorance:' interviewer as learner

2. Ask only one question at a time. Don't jumble the response by trying to combine multiple questions at once.
3. Listen and express interest in what the informant tells you: More of a friendly conversation, Not a strict question & answer exchange.

4. Try to encourage informant to expand on their answers and give as many details as possible Informant's tendency is to abbreviate answers. Use "describe," "tell me about"
Do not move on to a new topic until you feel you have explored the informant's knowledge on the question at hand (unless the participant seems uncomfortable).
5. Most problems are the fault of the interviewer. Learn how to re-phrase/re-think questions

6. Attempt to remain as neutral as possible. Avoid being judgmental.
7. Encourage and elicit responses with non-committal body language, such as nodding, or murmuring "uh huh," and so on. Don't suddenly jump up or make judgmental responses, or it may seem that you are unusually surprised about an answer, which may influence the subject's response to the next few questions.
8. Phrase your questions in such a way as to ensure an open-ended response. Don't put

words in the interviewees' mouths, but let them choose their own vocabulary and phrasing when responding.

9. Word the questions clearly. Make them concise

10. The last question should be an invitation for the interviewee to add any final points or comments of his own.

11. At the end of the interview, thank the participant and ask them if they would like to be part of the report presentation, and/or receive a written copy of the report. If they would like this, ask for their contact telephone and/or email.

After you are done:

1. Go over your notes and make sure you can read your writing while it is still fresh in your
memory.

2. Write up your observations and extra notes from the interview as soon as possible, ideally on the same day.

Exercise: Interviews in pairs

Based on your research projects you designed earlier, think of 3-5 interview questions that could help to answer one or more of your research questions. Please break into pairs and take turns interviewing, using the skills you have learned.

<u>Surveying Skills</u>

Conducting research can be exciting, with numerous new encounters and opportunities for rethinking and evaluating your questions. But it is also hard work! Doing a survey can be difficult as you will do the same set of questions over and over again.

It is important that you do not get bored and let this affect the research process. Remember to approach each survey participant as those it is the first person you interviewed.

Key tips for surveys:

First, and most important, you must remember that you are talking with *someone*. This is a person with a history, a family, and many experiences different from your own.

- Make eye contact with each question
- Remember that behind the answer to every question you ask is the lived experiences of the individual you are talking to.
- Learn the questions. You should be able to ask them naturally, without constantly looking down at your tablet/papers.
- Make sure you understand the meaning of every single question in the survey. If you don't understand the meaning before you undertake the survey, your interviewee will not understand the meaning either.
- Learn and understand all the answer options. You should be able to quickly understand how the interviewee's answer fits within an answer option in the survey form, or is something different that you can record as 'other'.

- Remain neutral. Do not interpret the questions in your own way; they should be asked as stated on the form. Do not anticipate, guess, or lead the answers.
- Ask the questions clearly and slowly.
- Give the interviewee time to think and answer. Pause. Don't rush.
- Ask questions to clarify their answers. Be sure you understand what they mean.
- Try to avoid missing answers or 'don't know' answers. If you can encourage people to answer by asking them to explain a bit more, explaining the question again etc. this can help people to feel comfortable and improves the data collection. However, if people still do not provide an answer it is okay to input 'don't know'.
- Sometimes someone will answer beyond one question and provide information that answers another question. Be attentive to that and incorporate what you are learning into your questions. For example, "I heard you say that you produced a research paper last year. What is the total number of research papers you have produced?
- Make observations about gestures and body language.
- Be attentive to long pauses or to rapidly answered questions.
- Think about the answers people give you as you are doing your survey.
  How do these relate to other answers you have heard? Is there something more that people are communicating that may be beyond the scope of the survey instrument?

Exercises:
Group exercise in threes:
One person in the group is the interviewer, one person the interviewee, and one person observes. Do a short survey using the practice survey form. The first time you do it, the interviewer should use what they think are 'bad' interview techniques. The second time, use 'good' interview techniques. The group members report back to the group: How did it feel for the interviewee when the interviewer used good/bad techniques? What did they do differently?

Observation Skills

- o Remember that there is more data to collect than the answers to questions.
  - Body language is important as mentioned above, also long pauses or rapidity in speech.
  - What are the surroundings?
  - What activities are going on beyond the survey questions?
  - Who is involved in these activities?
  - Who is standing around listening?
  - Could there be social tensions that influence the answers

you are receiving?
- Be attentive to your surroundings and record your observations at the end of the survey.

Exercises:

Group discussion in pairs, then report back:

-How might the presence of a professor influence a student's answers about the research environment at their university? Or, how might the presence of a student influence a minister's answers about climate change initiatives.

-What can you do if a teacher is present during the interview with a student or comes in while the interview is taking place? Or, what do you do if a village authority is present or appears during a discussion of current land use patterns?

-What do you do if a group of people are there when you arrive? Who will you interview?

Observe role-play, and record observations:

-Two or more people from the group will role-play an interview, with some different scenarios introduced. Record your observations. Discuss how this might affect the data and what you might do in this situation.

Conducting secondary research:

Secondary sources consist of data that has already been produced and can be contemporary or historical, qualitative or quantitative.

Researchers must always carefully consider the reliability and validity of secondary sources. Quantitative researchers must be able to both gather information efficiently, and critically evaluate that information.

Are yourself questions about each research paper/report you gather, including:

1. Has the author formulated a problem/issue?
2. Is it clearly defined? Is it important?
3. What is the author's research orientation or other personal information that is relevant to understanding the research?
4. In a research study, how good are the basic components of the study design (e.g., population, methods, analysis)?
5. Does the author's argument make sense?
6. Are the conclusions validly based upon the data and analysis?
7. In what ways does this book or article contribute to our understanding of the problem under study,? What are the strengths and limitations?
8. How does this book or article relate to the specific question we are asking?

Exercise:

In pairs, look at the sample research paper provided. Read and analyze the document based on the above criteria.

<u>**Research Ethics**</u>

Ethics is about protecting the people you are doing research with, and yourself, from harm and being respectful.

The three principles of ethics include informed consent, confidentiality and avoiding harm to do good.

- **Informed consent**

It is important that those participating in the research understand its aims and objectives and that informed consent is given, for research that is carried out with children or vulnerable adults, it is essential to acquire informed consent from a parent, guardian or responsible adult

- **Confidentiality**

Confidentiality needs to be considered - how will confidentiality be maintained? is it always appropriate and applicable (i.e. criminal activities, if someone is in harm...etc)

- **Avoid harm and do good**

Ethics can go so far as to suggest that research needs not only avoid harm, but to ensure that its purpose is to do good...how might this impact on the methodology of the research? and the impartiality?

When you are interviewing, make sure you always think about ethics.

The person we are interviewing is giving us their time. We need to repay their generosity by being well prepared, on time, and polite.

Before you begin the interview:

1. Explain who you are, why you want to talk to them, and what you wish to find out. The purpose of that interview should be made clear to the interviewees before you meet them.
2. The interviewees should know in general what sort of questions they will be asked, and approximately how long the interview will last.
3. Ask for permission to record the interview, and/or to take notes.
4. Explain issues of confidentiality
5. Describe any foreseeable risks
6. Describe any expected benefits from their participation
7. Let them know they can stop participation at any time

Further guidelines for human subject research:

Human Subjects Protection

When conducting research on human subjects, minimize harms and risks and maximize benefits; respect human dignity, privacy, and autonomy; take special precautions with vulnerable populations; and strive to distribute the benefits and burdens of research fairly.

Honesty

Strive for honesty in all scientific communications. Honestly report data, results, methods and procedures, and publication status. Do not fabricate, falsify, or misrepresent data. Do not deceive colleagues, granting agencies, or the public.

Disclosure

Avoid or minimize bias or self-deception. Disclose personal or financial interests that may affect research.

Integrity

Keep your promises and agreements; act with sincerity; strive for consistency of thought and action.

Carefulness

Avoid careless errors and negligence; carefully and critically examine your own work and the work of your peers. Keep good records of research activities, such as data collection, research design, and correspondence with agencies or journals.

Openness

Share data, results, ideas, tools, resources. Be open to criticism and new ideas.

Respect for Intellectual Property

Honor patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give credit where credit is due. Give proper acknowledgement or credit for all contributions to research. Never plagiarize.

Confidentiality

Protect confidential communications, such as papers or grants submitted for publication, personnel records, trade or military secrets, and patient records.

Colleagues
Respect your colleagues and treat them fairly.

Social Responsibility

Strive to promote social good and prevent or mitigate social harms through research, public education, and advocacy.

Non-Discrimination
Avoid discrimination against colleagues or students on the basis of sex, race, ethnicity, or other
factors that are not related to their scientific competence and integrity.
* Adapted from Shamoo A and Resnik D. 2009. *Responsible Conduct of Research, 2nd ed.* (New York: Oxford University Press).

Research questions for the Doing Research project (for use with exercise).
We will talk through the questions, and explain the reasoning for each question. Then we will
practice in pairs, roleplaying the interview process.

1. Please give a brief background on research activities conducted by your organization.
2. What are the main goals for conducting research at your organization?
3. Who are the funders for your research? What are their requirements?
4. Are your institutions requiring to seek for approval or to go through a process to protect the rights of human subjects?
5. Who is engaged in conducting research and data collection? Does your organization encourage students to conduct research?
6. How do you ensure the validity and reliability of the research conducted by your organization?
7. How are the outputs of research being used (programs, planning, policy or academic)?
   Please give more explanation about the outputs and usage.
8. To what extent is the research conducted by your organization? Are they local, provincial, national or international representations?
9. What are the key problems and constraints in conducting research? Have your research findings been criticized or/and rejected by any institutions?
10. Were the findings of your research published (self-publication, local publisher or international publisher)? How are they disseminated?
11. Can you share some lessons learned and practices produced by research conducted in your institutions?
12. Can you recommend any topics and techniques for projects on important issues?
13. Can you give some suggestions for other researchers in social science?
14. Any final thought you wish to see getting done on our "Doing Research in Cambodia: Making Models that Build Capacity" project at the completion on March 2016?

Annex 5: List of People and Institutions Participating with interview codes

Government
Ministry of Education Youth and Sports
Dr. Say Sok, National Technical Advisor of HEI   (MoEYS1)
Dr. Leang Un, HEI   (MoEYS2)
Ministry of Planning
H.E. Mr. Poch Sovanndy, Deputy Director General   (MoP1)
Mr. Khim Fandane, Department Head of Research   (MoP2)

Pannasastra University of Cambodia
Dr. Sin Men Srung, PUC Vice President for Academic Affairs   (PUC:VP)
Kong Phallac, Dean of Law   (PUC:Dean1)
Dr. Gary Kawagushi, Director of Research   (PUC:DR)
Dr. Susan Hagadoorn, Associate Dean Arts, Letters, and Humanities   (PUC:F)
Dr. Sam Sam Ang, Dean Arts, Letters, and Humanities   (PUC:Dean2)
Mao Kolap, PUC Library Director   (PUC:DL)
Students Roundtable   (PUC:SRT

Zaman University
Sezai Karaosmanoglu, Acting Rector   (Z:DR)
Dr. Deth Sok Udom,   Dean of Academic Affairs, Provost
Heng Sok, Faculty, Department Head   (Z:DH1)
Kairat Moldashev, Lecturer   (Z:F)
Serkan Bulut, Lecturer, Department Head-PS, IR   (Z:DH2)
Students Roundtable   (Z:SRT)

Battambang University (UBB)
H.E. Sieng Emtotim, President of University of Battambang   (UBB:PR)
Mr. Seav Sovanna Director of the Research Center   (UBB:DR)
Mr. NGOUN Thou, Vice director of Foundation Year Department   (UBB:DFY)
Mr. Vichea, Research faculty   (UBB:FR1)
Ms. Sivchou, Research faculty   (UBB:FR2)
Mr. Chamroeun, Research faculty   (UBB:FR3)
Mr. Sophat, Research faculty   (UBB:FR4)
Mr. Chhoeuth Khunleap, Faculty   (UBB:F1)
Mr. Prum Horn, Faculty   (UBB:F2)
Students Roundtable   (UBB:SRT)

Royal University of Phnom Penh   (RUPP:IFL)
Mr. Hoeun Ratanak, Academic Lecturer   (RUPPIFL:F1)
Lak Chansok, Academic Lecturer   (RUPPIFL:F2)
Neak Chandarith , Vice Director of International Studies   (RUPPIFL:DH)
Students Roundtable   (RUPPIFL:SRT)
Thou Reno, Head of Research Office and MA program   (RUPP:DR)
Lay Chanthy, Deputy of Research Office   (RUPP:DDR)
Dr. Heng Nareth, Head of Community Development   (RUPP:DH)
Mak Sithirith, Research Faculty Sustainable Development   (RUPP:FR)
Another Students Roundtable   (RUPP:SRT)

Svay Rieng University
Loek Virak, Vice President   (SRU:VP)
So Chandara, Director Admin Office   (SRU:DA)
Meng Visot, Staff of Accounting Office   (SRU:S)
Hem Chanwat, Director of Foundation Year Department   (SRU:DFY)
Mom Ket, Secretary of Staff Office   (SRU:SSO)
Ros Vanchey, Dean of the Faculty of Agriculture   (SRU:Dean1)
Suos Yuthari, Dean of the Faculty of Sociology   (SRU:Dean2)
Thai Bunthoeun, Dean of Academic Affairs   (SRU:Dean3)
Pen Dina, Committee over Research and Development Office   (SRU:DR)
Suong Palla, Associate Dean of the Faculty of Management   (SRU:ART)
Phun Thaingly, lecturer   (SRU:F1)
Noun Lada, Lecturer   (SRU:F2)
Va Vann Than, Lecturer   (SRU:F3)
Kong Sareun   (SRU:FRT)
Students Roundtable   (SRU:SRT)

Royal University of Agriculture
Dr. Mom Seng, President   (RUA:PR)
Kong Kroesna, Dean vet medicine   (RUA:Dean1)
Chheng Hong, Dean agronomy   (RUA:Dean2)
Chhouk Borin, Dean fishery   (RUA:Dean3)
Lor Lytour, Dean agro engineering   (RUA:Dean4)
Students Roundtable   (RUA:SRT)

Royal University of Economics and Law
Peou Saroeun, Vice Rector   (RULE:VC)
Dr. Soeun Sophorn, Director of Graduate Program   (RULE:Dean1)
Chheang Meng Hiek, Depart. Head ACCT/MGT   (RULE:DH)
Long Mamady, Lecturer   (RULE:F1)
Lay Kong, Lecturer   (RULE:F2)
Students Roundtable   (RULE:SRT)

Mean Chey University
Mean Chey University
Ngo Channorak, Vice Dean Business and Tour   (MCU:Dean1)
Roy Retha, Vice Dean SOC   (MCU:Dean2)
Chea Soeun, Vice Rector   (MCU:VP)
Chiv Sarith, Dean A & H   (MCU:Dean3)
Enn Nimal, Dir. Foundation Year   (MCU:DFY)
Thith Thou, Vice Dean A & H   (MCU:Dean4)
Yorn Try, Vice Rector Scientific R & D   (MCU:Dean5)
Students Roundtable   (MCU:SRT)

National University of Management
HE Dr Hor Peng, Rector   (NUM:PR)
Heng Sopheap, Dean Tourism   (NUM:Dean1)
Dr. Kang Sovannara, Director Graduate School   (NUM:DG)

Ly Sok Heng, Research Coordinator   (NUM:FR1)
Sau Lay, Lecturer   (NUM:F1)
Sok Seang, Head English Dept.   (NUM:DH)
Tan Saroeun, Research Faculty   (NUM:FR2)
Students Roundtable   (NUM:SRT)

University of Southeast Asia, Siem Reap
Sien Sovannara, President of University of South-East Asia   (USEA:PR)
Rous Bunthy, Vice President   (USEA:VPR)
Dr. Mean Sothy, Director of IR and Research   (USEA:DR)
Yim Sameth, Dean of Economic, Business and Tourism   (USEA:Dean1)
Yoeung Sothan, Dean of Economic, Business and Tourism   (USEA:Dean2)
Chum Sovankunthearos, Lecturer   (USEA:F1)
Loy Nuthsethiseth, Lecturer   (USEA:F2)
Chhort Bunthorn, Lecturer   (USEA:F3)
Students Roundtable   (USEA:SRT)

University of Cambodia
Dr. Y Ratana, Vice President for Academic Affairs   (UC-VP)

World Bank
Tsuyoshi Fukao   (WB1)

Cambodian Center for Human Rights
Chanthyda Chor, Management Committee, Senior Researcher   (CCHR:SR)

Equitable Cambodia
Phen Kimsong, Program Manager: Development Watch   (EC:PM)
Chheang Phea, Department Manager HR/Admin   (EC:DM)

Center for Khmer Studies
Dr. Krisna Uk, Executive Director   (CKS:PR)

DC Cam
Dr. Dy Khamboly, School Director of DC-CAM (Sleuk Rith Institute)   (DCCAM:D)
Dr. ENG Kok Thai, Research Director of DC-CAM   (DCCAM:RD)

Comfrel
Senior Program Officer   (Com:A)
Mr. KORN Savang, Senior Program officer   (Com:B)

ADB:
Mr. HEM Chanthou, Senior Project Officer, ADB   (ADB)

CDRI:
Internal Reviewers   (CDRI:IR)
Larry Strange: Former Director   (CDRI:FD)

Eam Phyrom, Ph.D. Candidate
Graduate School for International Development
and Cooperation (IDEC), Hiroshima University   (HU:S)

LICADHO (Mathieu Pellerin)   (LICADHO)

"Ensure that academic staff and students, especially postgraduates, contribute to improving the research and development culture in Cambodia to serve national needs. Encourage all HEIs and faculty members to develop research and consultancy services that strengthen and benefit Cambodia culture, identified national skills needs and development priorities."

– Ministry of Education, Youth and Sport, Higher Education Vision 2030.

"Research should be done to help the researcher and stakeholders see a bigger world."

– Student, Zaman University

I believe in innovation and that the way you get innovation is you fund research and you learn the basic facts. "

– Bill Gates

CAMBODIAN INSTITUTE FOR COOPERATION AND PEACE
No. 204, Street 1966, Phum Paung Peay, Phnom Penh Thmey, Khan Sen Sok, Phnom Penh, Cambodia
Tel/Fax: (855) 12 81 99 53
Email: cicp01@online.com.kh
Web: www.cicp.org.kh