

PREVENTING RISKS RELATED TO POPULATION DISPLACEMENTS: DEFINING MODELS OF **EDUCATIONAL ACTION IN CAMBODIA**



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ABSTRACT

This research focuses on living conditions before and after relocation of 'displaced' people in two communities with 1,700 families (around 6,800 people) in Phnom Phen, Cambodia: Bhumi Andong Community and Bhumi San Sok Community. People of these two communities are different in their origin. However, due to their non-Cambodian citizenship (permanent immigrant status) they suffer similar problems before and after relocation. Before relocation their main problems are—illegal encroachment of public land, unhealthy living conditions, short notice mandate of relocation, coerced and unfair relocation practice, and non-participative the selection of new location. After relocation, similar problems have been repeated and living conditions are worsened. They have been driven to settle down in flood areas far away from the city in which there is no supply of electricity, running water, transportation, schooling and security system. When housing is not prepared for them in advanced, each family has to build their own living lodges with any materials available. They have to struggle hard with hostile attitudes of and attacks by the native settlers in nearby communities, lack of clean water supply, complete darkness in the night, and flood in rainy seasons. With the lack of road and transportation systems, parents become unemployed and their children cannot attend schools. Governmental intervention to manage land-ownership and to build infra-structure can solve problems temporarily. Land is leased, not permanently granted to families enlisted by governmental officials. The interventions of NGOs have made significant improvement in the areas of education for children, health care services, housing, and job trainings.

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CHAPTER 1

INTRODUCTION

Introduction:

“Internal displacement is the great tragedy of our times. The internally displaced people are among the most vulnerable of the human family”.

Kofi Annan¹

Preventing Risks Related to Population Displacements: Defining Models of Educational Action is an international research project funded by the Centre for Coordination of Research of the International Federation of Catholic Universities (CCR-IFCU). To highlight the paramount importance of the phenomenon of population displacements, the CCR-IFCU brings together universities from Asia, Africa and Latin America to work on the project. By examining the deep causes of displacement and the responses of the State and civil society towards the phenomenon, the project aims “to reduce some of the risks related to displacement through preventive and educational models”.

Assumption University of Thailand has formed a research team to conduct research in response to the reality and context of Cambodia. Focusing on the situation of population displacement in urbanity, ***Preventing Risks Related to Population Displacements: Defining Models of Educational Action in Cambodia*** will be carried out in Phnom Penh, the capital city of Cambodia. The study will examine the provision of education to internally displaced persons (IDPs), in particular children, in the urban areas of the country. The roles of educations in preventing risks and improving livelihood of the IDPs will also be addressed.

¹ Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator, Mr. Jan Egeland, made a reference to Secretary-General Kofi Annan’s anecdote in Forward to the second edition of the *Guiding Principles on Internal Displacement* published in September 2004.

Research Questions:

1. What is the situation of population displacement in Cambodia?
2. How has development-induced displacement affected internally displaced persons (IDPs), in particular children, in urban areas in Cambodia?
3. How can education prevent risks and improve livelihood of children experiencing displacement in urban areas in Cambodia?

Research Objectives:

1. To understand the situation of population displacement in Cambodia.
2. To examine the impacts of development-induced displacement on internally displaced persons (IDPs), in particular children, in urban areas in Cambodia.
3. To define models of educational action in preventing risks and improving livelihood of children experiencing displacement in urban areas in Cambodia.

Scope of the Study:

As this study is intended to provide an understanding of population displacement in the context of urbanity, the locale of the study will be in Phnom Penh, the capital city of Cambodia. Development is identified as a major cause of population displacement in Cambodia urban cities. The focus of the research, thus, will be on children and the provision of education for children affected by development-induced displacement. Nevertheless, where education for adolescence and adult IDPs are available, this study will also explore models of educational action targeting these groups of populations.

CHAPTER 2

METHODOLOGICAL APPROACH

Research Methodology:

In this research study, a qualitative approach to data collection and analysis will be employed. Three main methods of data gathering are documentary research, in-depth interview, and case study.

Documentary Research

The aim of documentary research is to explore the concept and definition of internal displacement and internally displacement persons (IDPs). The documentary research will also help address the situation of population displacement in Cambodia. Literature related to population displacement will be gathered and analysed. The literature will include:

- the *Guiding Principle on Internal Displacement* (UN Commission on Human Rights, 1998), its *Handbook* (Martin, 1999) and *Annotations* (Kälin, 2000),
- statistics and electronic resources compiled by relevant national and international agencies; such as the United Nations High Commissioner for Refugees (UNHCR), the UN High Commissioner for Human Rights (OHCHR), the International Displacement Monitoring Centre (IDMC), Housing & Land Rights Network, and the Inter-Agency Standing Committee (IASC)
- scholarly articles and academic research; such as articles published in *Refugee Survey Quarterly*, *Journal of Internal Displacement*, *Forced Migration Review*, *Forced Migration Online*, and research studies conducted by Brookings-LSE Project on Internal Displacement, Norwegian University of Science and Technology (NTNU): IDP Research network, the Asian Research Center for Migration, Chulalongkorn University,
- news coverage and journalistic articles on the issues of internal displacement.

In-depth Interview

In order to gain a better understanding of population displacement in Cambodia, representatives of relevant government departments, UN agencies, policy makers, human rights commissions, academic and research institutes, local and international NGOs will be interviewed. Not only will the interviews help address the situation of population displacement, but also help identify communities and educational actions for the further case study.

Case Study

The purpose of case study is to provide exemplars of educational action for children who experience displacement. Case studies of displaced and 'displacement-affected communities'² will be selected to examine how education has been managed in response to the needs of the children living in such communities. The roles of educational action in preventing risks and improving livelihoods of the children will also be addressed through the case study.

Methods and Procedures:

1. Conduct literature search on rights to education in the situation of internal displacement.
2. Conduct in-depth interviews with stakeholders involving the advocacy of right to education and the provision of education for IDPs.
3. Identify and recruit case studies of displaced communities, displacement-affected communities and educational action for IDPs in urban areas in Cambodia.
4. Conduct ethnographic fieldwork in the communities. The fieldwork will include gaining access to communities, identifying gatekeepers and key informants, visiting communities, conducting in-depth interviews, observations, and photographic research.
5. Analyse data and write a report on Part II: Defining Models of Educational Action.

² A concept of "displacement-affected community" is recognised in the *Report of the Representative of the Secretary-General on Human Rights of Internally Displaced Persons*, Walter Kälin (A/HRC/13/21) in January 2010. It refers to "communities which host or (re)integrate" internally displaced persons and, as such, are also affected by internal displacement. In many instances, IDPs struggle to find their own accommodation and resort to live with host families.

CHAPTER 3

THEORETICAL APPROACH

Conceptual Framework

Cambodia: country and people, history and poverty¹

Country and people

Cambodia is located in the southwest of the Indochina peninsula with a coastline on the Gulf of Thailand. It shares borders with Vietnam to the east and southeast, Laos in the north and Thailand to the north and west. Cambodia's population is estimated at 11.5 million people, of whom 90% are ethnic Khmer. The gender ratio of the Cambodian population has been skewed by wars and violence which took a disproportionate toll among the male population. Although recovering, in the mid 1990s women comprised 56 percent and a third of all households were headed by women. The population is also relatively young with fifty percent of the people under the age of 18. Cambodia remains an overwhelmingly rural country with approximately 85% of people living in rural areas. The high annual growth rate of the population (3 percent in the early 1990s) has been the result partly of return of displaced people after the wars. Population increase has now settled at about 2.7 percent.

Historical background

The Paris Peace Accord of 1991 ended more than twenty years of war and disruption in Cambodia. The United Nations Transitional Administration for Cambodia (UNTAC) managed the transition period from 1991 until the national elections in May 1993. The nation's constitution was proclaimed by the Constituent Assembly in September 1993, with King Norodom Sihanouk as head of state. Cambodia was thereby re-established as a constitutional monarchy, with an elected senate and national assembly. This is a similar constitutional model to that with which Cambodia had gained independence from France in 1953 under the then Prince Norodom

¹ Michael Hubbard, International Development Department, School of Public Policy, University of Birmingham, Birmingham B15 2TT, UK. In *OECD-DAC studies on donor practices: Cambodia case study November 2002*.

Sihanouk---with the difference that all powers had flowed had at that time flowed from the monarch. In the 1950s and early 60s Cambodia enjoyed prosperity and security similar to its neighbours and much infrastructure was put in place. In the late 1960s Prince Sihanouk embarked on a policy of nationalization, and economic development was disrupted. A coup d'etat in 1970 displaced Prince Sihanouk and installed General Lon Nol as president of the Khmer Republic, with a constitution based on multiparty democracy. Prince Sihanouk fled to Beijing and formed the Khmer Rouge to oppose the US-backed Republic, joining with communist forces under Pol Pot in Cambodia to form the National United Front of Kampuchea. The rebels captured Phnom Penh in April 1975, Pol Pot having seized control of the movement, and created Democratic Kampuchea based on extreme Maoist communism. Towns and cities were evacuated into forced rural collectives and over 1 million people were killed, with the

educated targeted as enemies of the people. Opposition to Khmer Rouge regrouped in Vietnam resulting in the 1979 invasion by Vietnamese forces which replaced Democratic Kampuchea with the People's Republic of Kampuchea, based on the Vietnamese model of central planning, with backing from the Soviet Union. The state controlled all foreign trade and all enterprises, and local government consisted of revolutionary committees implementing central decisions. The Khmer Rouge withdrew to the border with Thailand and continued a low-level guerilla war which would last until 1998. Prince Sihanouk formed an external resistance movement (MLNK). Increasing reconciliation between Prince Sihanouk and Prime Minister Hun Sen, the downfall of the Soviet Union ending external funding, and the withdrawal of Vietnamese troops from Cambodia, led to the Paris Peace Accord of 1991. In sum, Cambodia's tempestuous history in recent decades is that of a small state suffering unusually severely as a result of spillovers of wars and extreme ideologies from its bigger neighbors Vietnam and China, in the wider conflict of the Cold War.

Poverty

Cambodia remains one of the poorer countries in the world⁴, ranking 130th out of 173 countries in the Human Development Index (UNDP 2002), with the lowest Purchasing Power Parity per capita GDP and the second lowest life expectancy among its neighbors, Thailand, Vietnam, and Lao PDR (see Table below). Thirty six per cent of people were estimated to be living below the poverty line in 1999. Rates of maternal mortality, under 5 mortality and tuberculosis are high compared to neighboring countries, except Lao PDR (Min of Health 2001:19). Adult literacy (percent age 15 and above) is far behind that of Thailand and Viet Nam, while total fertility is a high 5.2 percent per year (1995-2000).

Table: Human Development Indicators for Selected Countries

Country	Adult Literacy in 2000 (%)	Life Expectancy	Total Fertility, 1995-2000 (%)	GDP per Capita, 2000 (PPP US\$)	HDI Rank
Thailand	95.5	69.6	2.1	6,402	70
Viet Nam	93.4	67.2	2.5	1,996	109
Laos	48.7	52.5	5.3	1,575	143
Cambodia	67.8	56.5	5.2	1,446	130

Source: UNDP (2002)

Economic growth has risen since the early 1990s, as has urbanization. While urban incomes have risen there is concern that rural poverty is not falling with economic recovery, particularly in remoter areas poorly served by roads, health and education services. Agricultural productivity remains low compared to that of the wider region, dependence on agriculture for income is thought to be high and much agricultural land is still too dangerous to use because of land mines and unexploded bombs.

Cambodia Education System

Education in Cambodia is controlled by the State through the Ministry of Education in a national level and by the Department of Education at the provincial level. The Constitution of Cambodia establishes that the State shall protect and upgrade citizen's rights to quality education at all levels, guaranteeing that all citizens have equal opportunity to earn a living (Article 66). The State shall adopt an educational program *according to the principle of modern pedagogy including technology and foreign languages*, as well as the State controls public and private schools and classrooms at all levels (Article 67).

The Cambodian Education System includes

- pre-school
- primary
- general secondary
- higher education and
- non-formal education.

The education system includes also the development of sport, Information Technology education, research development and technical education. School enrollment has increased during the 2000s (decade) in Cambodia. USAID data shows that in 2011 primary enrollment reached 96% of the child population, lower secondary school 34% and upper secondary 21%.

In Cambodia, an education system has been in place since at least from the thirteenth century on. Traditionally, Cambodian education took place in the Wats (Buddhist monasteries) and was offered exclusively to the male population. The education involved basic literature, the

foundation of religion and skills for daily life like carpentry, artistry, craftwork, constructing, playing instruments etc.

This 'traditional' education was gradually changed when Cambodia was a French colony (1853-1963). The French introduced a formal education system influenced by a Western educational model, which was developed through the independence period (1960s), alongside with the traditional education. During the following civil wars, the education system suffered a chronic crisis and was completely destroyed during the Red Khmer regime (1970s). Between 1980s and 1990s, education was reconstructed from almost 'nothing' and has been gradually developed until now.

Presently, after its reform in 1996, the formal educational structure of Cambodia is formulated in 6+3+3. This means 12 years for the completion of general education that divides up into six years for primary education (grade 1 to 6) and six years for secondary general education (grade 7 to 12). Secondary education consists of three years each for lower secondary education (grade 7 to 9) and upper secondary education (grade 10 to 12). This formulation does not include at least one year for pre-school education (kindergarten) for children from 3 to below 6 years old and university education of 4 to 5 years. Two other components of Cambodian educational structure involve non-formal education providing all children, youth, adult, disabled people with literacy and access to life skills. The other component is teacher training education. This allows students that successfully completed grade 12 or grade 9 to pursue teacher certificates at provincial teacher training colleges (for primary school teachers) or regional teacher training centers (for lower secondary school teachers).

Currently, the educational system is run by the Cambodian state, but private education exists at all levels and is run by private sectors. Most private schools offering pre-school education and general education have been operated by the communities of ethnic and religious minority including Chinese, Muslim, French, English and Vietnamese. Private higher education is accessible mainly in the capital of the country, but it is also available throughout the provinces of Cambodia.

Cambodian general education is based on a national school curriculum that consists of two main parts: basic education and upper secondary education. Basic education curriculum is divided into three cycles of three years each. The first cycle (grade 1-3) consists of 27-30 lessons per week lasting 40 minutes which are allocated to the five main subjects:

- Khmer (13 lessons)
- Maths (7 lessons)
- Science & Social Studies including Arts (3 lessons)
- Physical and Health Education (2 lessons) and local life skills program (2-5 lessons)

The second cycle (grade 4-6) comprises of the same number of lessons but is slightly different:

- Khmer (10 for grade 4 and 8 for grade 5-6)
- Maths (6 for grade 4-6)
- Science (3 for grade 4 and 4 for grade 5-6)
- Social Studies including arts (4 for grade 4 and 5 for grade 5-6)
- Physical and Health Education (2 for grade 4-6)
- Local life skills program (2-5 for grade 4-6).

The third cycle (grade 7-9) consists of 32-35 lessons which are allocated for 7 major subjects:

- Khmer
- Maths
- Social Studies and Science (6 lesson respectively)
- Foreign languages (4 lessons)
- Physical & Health Education and Sports (2 lessons)
- Local life skills program (2-5 lessons)

Upper Secondary Education curriculum consists of two different phases. The curriculum for the first phase (grade 10) is identical to the third cycle of primary education (see above). The second phase (grade 11-12) has two main components: Compulsory and Electives. Compulsory involves four major subjects with different numbers of lesson allocated per week: Khmer literature (6 lessons), Physical & Health Education and Sports (2 lessons), Foreign language: English or French (must choose one, 4 lessons each) and Mathematics: Basic or Advance (must choose one, 4 or 8 lesson respectively). Electives include three major subjects covering four or five sub-subjects with four lessons allocated per week for each one (students may choose one or two or three of them):

- Science: Physics, Chemistry, Biology, Earth and Environmental Studies
- Social Studies: Moral/Civics, History, Geography, Economics
- EVEC: ICT/Technology, Accounting Business Management, Local Vocational Technical Subject, Tourism and Arts Education and other subjects

For those choosing Basic Maths or Advance Maths must choose four sub-subjects or three subjects respectively from the electives.

Displacement from Development

Infrastructural development projects carried out by states, often with the assistance of the international community, frequently result in the displacement of peoples from homes that

stand in the way of dams, highways, or other large-scale construction projects. New standards are emerging for states to address the displacement consequences of development.

Michael Cernea (1999), a sociologist, who has researched development-induced displacement and resettlement for the World Bank, points out that being forcibly ousted from one's land and habitat carries with it the risk of becoming poorer than before displacement, since a significant portion of people displaced do not receive compensation for their lost assets, and effective assistance to reestablish themselves productively. Cernea has identified eight interlinked potential risks intrinsic to displacement.

1. **Landlessness:** Expropriation of land removes the main foundation upon which people's productive systems, commercial activities, and livelihoods are constructed.
2. **Joblessness:** The risk of losing wage employment is very high both in urban and rural displacements for those employed in enterprises, services or agriculture. Yet creating new jobs is difficult and requires substantial investment.
3. **Homelessness:** Loss of shelter tends to be only temporary for many people being resettled; but, for some, homelessness or a worsening in their housing standards remains a lingering condition. In a broader cultural sense, loss of a family's individual home and the loss of a group's cultural space tend to result in alienation and status deprivation.
4. **Marginalization:** Marginalization occurs when families lose economic power and spiral on a "downward mobility" path. Many individuals cannot use their earlier-acquired skills at the new location; human capital is lost or rendered inactive or obsolete. Economic marginalization is often accompanied by social and psychological marginalization.
5. **Food Insecurity:** Forced uprooting increases the risk that people will fall into temporary or chronic undernourishment, defined as calorie-protein intake levels below the minimum necessary for normal growth and work.
6. **Increased Morbidity and Mortality:** Displacement-induced social stress and psychological trauma, the use of unsafe water supply and improvised sewage systems, increase vulnerability to epidemics and chronic diarrhea, dysentery, or particularly parasitic and vector-borne diseases such as malaria and schistosomiasis.
7. **Loss of Access to Common Property:** For poor people, loss of access to the common property assets that belonged to relocated communities (pastures, forest lands, water bodies, burial grounds, quarries and so on) result in significant deterioration in income and livelihood levels.
8. **Social Disintegration:** Displacement causes a profound unraveling of existing patterns of social organization. This unraveling occurs at many levels. When people are forcibly moved, production systems, life-sustaining informal networks, trade linkages, etc are dismantled.

Others have suggested the addition of other risks such as the loss of access to public services, loss of access to schooling for school-age children, and the loss of civil rights or abuse of human rights, such as loss of property without fair compensation, or violence from security forces or risks of communal violence in resettlement areas.

Human rights Law and development-induced displacement

In 1986, the UN General Assembly adopted a Declaration on the Right to Development (W. Courtland Robinson, 2003), which states that "every human person and all peoples are entitled to participate in, contribute to and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized." The heart of the problem is that people displaced by development projects are generally seen as a necessary sacrifice on the road to development. The dominant perspective is thus that the positive aspects of development projects, the public interest, outweigh the negative ones, the displacement or sacrifice of a few.

However, a change in paradigm has emerged in recent years with more emphasis on human rights and social justice. These rights include (Balakrishnan Rajapogal, 2000):

Right to Participation. The affected communities must be able to participate in different levels of decision-making, from the local (project), state (programme), national and international levels.

The right to participation is well grounded in the International Bill of Human Rights (for instance, ICCPR, art. 25). More specifically, the 1991 International Labour Organization Convention Concerning Indigenous and Tribal Peoples in Independent Countries (ILO Convention 169) stipulates (Article 7) that indigenous and tribal peoples shall participate in the formulation, implementation and evaluation of national and regional development plans that affect them.

Right to Life and Livelihood. When security forces take action to move people forcibly or to quell civil dissent against development projects, this may constitute a direct threat to the right to life, which is protected in the UDHR (Article 3) and the ICCPR (Article 6). The right to livelihood is threatened by the loss of home and the means to make a living – whether farming, fishing, hunting, trading or the like – when people are displaced from habitual residences and traditional homelands. The right to own property and not to be arbitrarily deprived of this property as well as the right to work are spelled out in the UDHR (Articles 17 and 23, respectively) as well as in Article 6 of the ICESCR. Article 11 of the ICESCR, moreover, provides for "the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions". Included in the right to life is the right to environment. This concept has also been phrased as "intergenerational equity" or the right of future generations to inherit a planet, or a particular piece of it, that is capable of sustaining life. The many linkages between protection of human rights and protection of the environment have long been recognized. The 1972 United Nations Conference on the Human Environment declared that "man's environment, the natural and the

man-made, are essential to his well-being and to the enjoyment of basic human rights--even the right to life itself".

Rights of Vulnerable Groups. While development projects may create vulnerability through impoverishment, they disproportionately affect groups that are vulnerable to begin with, particularly indigenous peoples and women. Human rights of vulnerable groups are protected generically in the International Bill of Human Rights. The ILO Convention 169 spells out protections for indigenous groups. The principle of non-discrimination is not only codified in the UDHR (Article 2), the ICCPR (Article 2) and the ICESCR (Article 2) but also in the 1979 Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

Right to Remedy. The right to remedy is asserted in the UDHR (Article 8) and in the ICCPR (Article 2). As noted in a report to the World Commission on Dams, "often, due to the nature of the development process, the project-affected peoples come to know about actions that have been taken without their knowledge or consent. Therefore, they need a quick and efficacious remedy that can halt on-going violations and prevent future ones. The right to remedy is therefore crucial...to all development projects."



CHAPTER 4

UNDERSTANDING CAMBODIA'S DISPLACEMENT POPULATION: THE CASE STUDY OF COMMUNITIES

Bhumi Andong

Tambon Kroka, Amphur Posanejai, Phnom Phen Province

Living Condition Prior to Relocation

Bhumi Andong people are 'displaced' population by ancestors. Having no official birth document/ birth certificate to declare their citizenship, they cannot be Cambodian citizen. They are Cambodian-Vietnamese who have been living in such location long time ago. Sad Sambo says that "we were born here and we do not know when and how long we have been here". Due to their living in the government premise without land ownership certificate, they are considered encroachers and could never obtain land ownership certificate over the piece of land they inhabit. They earn their living on daily wages and garbage collection for sales. "They have to struggle to find an end-meet each day", says Wan Saraineang. San Song has given consistent observation that "majority of the Bhumi Andong people earn their living on daily wages which could be obtained by being hired to do any kind of manual jobs. Others collect garbage for sales".



Preparation for Relocation

“There was a rumor spread around the community that a certain company did purchase the piece of land in which we were living”, said San Song. “Three to four weeks later there was an official announcement from the Provincial Hall that we all had to move out of this piece of land in which we inhabit within a week”. San Song gave further report that “two representatives of the community were invited to visit two possible sites for relocation and they eventually chose ‘Andong’ for the reason it was not far from the place we inhabited”.

Education Condition in the Former Community

In their former community, majority of the displaced people were educated to the threshold of literacy only. The parents preferred to retain their children at home to help them work to earn for a living rather than to encourage them to attend school. Wan Sarainong gave an observation that “parents do not see the significance of education. They prefer their children to work to earn money to support family rather than attending school”.

Relocation

The government issued a mandate to 700 families to move out of their former community and relocate in a new site on 6th May 2006. These 700 families were divided into 2 groups.

1. Group I consist of 200 families from the former community. They are the families that possess land-ownership certificate on the piece of land in which they inhabit. The government allocated a piece of land of 18 square metres (3X6 metres) worth 200 US dollars to each of these two hundred families. The government officials had a representative of each family to pick up a draw to determine which piece of land belongs to each family. San Song gives further observation that these families are entitled with the right to inhabit only, not the right of ownership on the piece of land they are allocated. Since they are not granted the land ownership certificate they cannot use the piece of land to guarantee a loan from commercial bank. During the

first phase of the relocation, the new settlers did not live in houses. The government and NGOs, most probably NGO provided each family with a shelter tent.

2. Group II consist 500 families that did not possess land ownership certificate over the premise in which they live in their former community. All these 500 families had to live together in one big shelter tent. There has been no clear decision on where they could settle down so far.



Adjustment and Adaptation

During the first 6 months of the relocation, the community was divided into sub-community (sahakhum) in accordance to the administrative pattern of the former community. Each sub-community was under the jurisdiction of the former sub-community leader and of sub-community administrative members. During the first 6 month period, community members could not find any job to do to earn their living. They all had to be dependent on donation granted by government officials and NGOs. During the daytime and night time, the adults had to take turn to surveillance their community compound and guard their temporary shelter tents.

After the first 6 months, adult left the community to find job outside the community compound. The jobs they could find were employment for daily wage or garbage collection. The families that possess right to settlement on the piece of the land they inhabit started the construction of their permanent houses with the assistance of the government and NGOs.

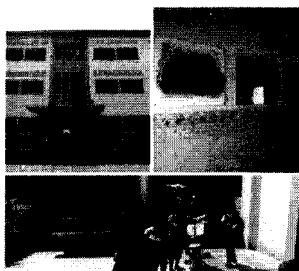


Two-Year Cessation of Formal Schooling

School children had to stop their study for two years since they could not find any school to admit them to the schooling system. After two years of educational cessation, government gave a solution in which school primary school children could get admission and which one secondary school children could get admission. Wan Saraineang gave a verbal report in an interview that "Like other children in our community, my child could not get admitted to school for two years. Everyone had to give priority to the problem of how they all could struggle for survival. In addition, we did not know which school would admit our children". Sad Sambo gave consistent information that "We were not aware of the schools that our children could attend. The government found a solution for our children only two years later".

NGO's Roles to Mobilize Education

After three years of settlement, NGOs started to mobilize education for children. During the beginning phase, they induced two forms of education; 1) Pre-School Education, and 2) Primary School. Currently there are 4 schools to provide education to children in the community. Though there are enough education facilities and education is free and open for all, there were a good number of children who stay away from school. The greatest problem and obstacle to the schooling of these children were the lack of awareness of the significance of education among parents. "Parents do not give priority to education of their children. Though the schools provide their children with expenses, textbooks, uniforms, and all kinds of learning aids and equipment, their children do not attend school on regular basis. They will join school on the day when parents do not need them to work to support the family", says Sam Song. An administrator of one private school who does not wish to have his/her name mentioned reveals that "These parents prefer to have their children to help them work to send them to schools". Currently there are around 20 percent of the children in school age who have not yet applied for schooling. When the researcher team toured around the community during school hours, they found a lot of children of school age lingering. When one of the researchers asked a question why they were lingering outside school compound, a child of around 8-9 year old replied that he/ she did not join school at all.



School of Hope Cambodia



Wonkwang Baby Daycare Center

Negative Impacts

Currently this community is intensively congested, the number of families and population doubled from the beginning. When they first moved in there were 700 families, during the survey period the number of families inhabiting the community increased to the total 1,570 families. Due the reason of double increment of the families, they encounter a lot of problems and negative impacts. They are occupation problem, health and hygienic problem, drug and narcotic problem and unemployment problem.

Occupational Problems

During the course of time these displaced people could not change the pattern of their earnings. Most of them still collect fresh water shells from waterways, garbage, and used items for sales. When the number of population doubled, number of competitors increased and daily income decrease. Those who were lucky enough to get a job in a factory had to suffer the gradual decrease of their daily wage. Currently, factory workers earn around 80 US\$ per month or 3.7 US\$ per day for 26 working day per month

Health and Hygienic Problems

Their access to governmental medical service is very low. NGOs play prominent roles to provide them with health and hygienic services.

Drug and Narcotic Problems

High percentage of young people in the community is drug addicted. Wan Saraineang gives an observation that “A great number of the youth are addicted to drugs or get involved in drug rings.”

Unemployment Problems

Thirty Percent of community member in working age are unemployed. A young man of twenty-five year old tells an interviewer that “His employment is temporary. His employment last for only some few days and becomes unemployed for other days. He can get employed for around 2-3 days in a week”.



Bhumi San Sok

Tambon Khamon, Amphur San Sak, Phnom Phenh Province

Living Condition Prior to Relocation

People who currently inhabit at Bhumi San Sok are those who moved from nearby congested area. They were group of people, around 1,000 families that encroached to occupy a sparse forest in the year 1991. Almost all community members earn their living on daily wages from construction work, rolling street vending, and garbage collection for sales. Lai Jantee gave an interview to the researcher team that “Most of them have to struggle to find an end-meet daily. They cannot afford to have any saving. All suffered from abject poverty. Chantee gave an observation on their housing that “Their lodges are temporary shelters built roof to roof in a congested community”.



Preparation for Relocation

In early 2001 there was a rumor spreading around the community that the government will reinstate the piece of land in which they establish their community and they all would be relocated to a new site. Community members got together to protest against government relocation scheme. They argued that they did not want to move away because they found it convenient to earn their living in the location they formerly lived. Om Sokhe explained that “We have been here for a long time. We could earn enough to live decent life”. Six months later whole community turned into arson. Om Sokhe gave further explanation that “they burned down our community since they wanted to drive us away from the piece of land on which we lived. People in the community were aware of the imminent losses in the evening

before an arson broke out when they found that someone poured down benzene throughout the community. Before they could plan for a preventive measure, the arson broke out in many locations in the community simultaneously.

People attempted to carry their belongings out of the burning scene and fled the fire to get together in a park near their community. When the arson was completely extinguished, they could not return to their former community any more since everything was completely burnt down to the ground. They decided to build temporary shelters with materials spared from the fire inside the park. Later on, government officials paid a visit and did a survey of their losses. After 15 days, they completed the registration of all arson victims and informed all of them to prepare for relocation. However, they did not inform the arson victims of the new location in which they could establish their new community. Fifteen days later, the government officials informed arson victims of their relocation and government would provide them with free transportation to the site they currently inhabit.



Education Condition in the Former Community

Most adult members of the community (around 60 percent of them) did join formal schooling for at least 1-2 years. They could read and write to a certain extent. The rest 40 percent never attend school and were illiterate. However, the figure of literacy is opposite in the group youth. The percentage of illiteracy among the youth is as high as 70 percent. "These young people do not care for education. Seventy percent of them never attend school since

their parents preferred to have them work to earn for a living by collecting garbage or used items rather than to encourage them to attend school. These young people eventually are addicted to drugs, get involved in drug ring, and rob other people's properties from their houses and cars parking along the road side", Said Jantee.

Bhumi San Sok: A New Community

After arson, there were around 1,000 families that move out of the community to settle down temporarily in the public park nearby. On the following day, another similar arson broke out in a nearby community. The second arson drove another group of around 2,000 families to move to the same park. Eventually, there were around 3,000 families packed in the park. The government spent 15 days to do a survey of the losses and to register all the arson victims and another 15 days to process the relocation. These 3,000 families were divided into 2 groups. Group I consisted of the first 1,000 families that suffered from the first arson. These families were relocated at San Sok. Group II consisted of 2,000 families that suffered from the second arson. They were relocated separately in a nearby area.

Government officials have family representatives to pick up a draw to determine which piece of land of 18 square metres belongs to them. At the beginning, everyone was very frustrated to discover the fact that they were relocated to a barren low land. There were not any kind of infrastructure, public utilities and services provided neither roads, nor electricity, nor tap water, nor public services. They all had to draw muddy water from a nearby swamp for drinking, cleaning, and cooking purposes. Lai Jantee gives an account of their bewilderment that "We are so stunned that we do not know how to go on. How could we live on a piece of land that there are no facilities and services to support our survival at all. There is no running water, nor electricity. We could not find a location nearby to earn a living in same way we did before. If there is a possibility, we have to walk a very long way with great difficulty out of a new community. When it rains, the whole area is flooded".

People who inhabit in the area were hostile to the new comers. They attempted to drive the new comers away, and sometimes hurt and plundered the new comers because they did

not want resources to be shared by the new comers. The new comers had to hide themselves in their shelters. They have to suffer all these hardships for about 2 years government and NGOs gradually showed up with lending hands to start the construction of permanent houses. They were supplied with infrastructure, public utilities and services only 4 years after their arrival or in 2005.

Adjustment and Adaption to New Environment

These people could adjust and adapt themselves to new environment very slowly due to their lack of appropriate education. The assistances from the NGOs were enough just for daily survival. They could only provide food and beverage to support their daily life due to the number of people. There are as many as 3000 families, 10,000 people who needed the distribution of food and beverage every day. Chantee tells our interviewer that "Most of them are frustrated and unable adjust themselves and adapt to new living condition in which there is no water supply. They have to withstand the hardship before they could eventually accommodate to the new environment".

Three-Year Cessation of Formal Schooling

Children who were in school years and joined school during the settlement in their former community had to stop their schooling de facto since they were overwhelmed by the urgent mission to rebuild their home. The idea of schooling came back to their mind again when they could properly settle down and completed the construction of their new house. With the encouragement and support of the Catholic Church in Phnom Penth, over 80 per cent of young children during school years could return to school. Moreover, the Catholic Church and NGO's attempts to improve parents' understanding and attitudes towards education brought a lot more children to schools. Lai Jantee gives an observation that "With the support and encouragement of the the Catholic Church and NGOs, parents become aware of the importance of education and send their children to school.

Community people with working age are provided with vocational education. They are trained to do jobs as laundry, beauty making, sewing and cooking. Some of them can apply the knowledge gained from training to work in textile and garment factories



Living with Nightmares

Though these community members could adjust and adapt themselves to the living conditions of the new environment to a certain extent, they could hardly overcome the attitude of being 'displaced'. They have a great concern over the security of their living condition. They are afraid that that they would be driven out of their community anytime again. A Parisher gives an explanation that "The bad experience of being driven away from their community by a planned arson and hardship during their early settlement in arid land has left a deep wound in the heart of San Sok Community people. It becomes their unforgettable memory. Currently with the support of the Catholic Church of Phnom Penh and NGOs, they are aware of their basic rights to settlement and employment. They have formed a group to claim for fair treatment from the government, however, they have not yet received positive responses from the government.



CHAPTER 5

RESEARCH FINDING

Research finding

Research finding on the Living Condition of Two Displaced Communities in Phnom Phenh, Cambodia

1. Preamble:

This research focuses on living condition before and after relocation of 'displaced' people in two communities, Bhumi Andong Community and Bhumi San Sok Community in Phnom Phenh, Cambodia. Despite the differences in their origin, these two communities share similar problems that this research addresses as followings:

1. They are considered encroachers who occupy public land illegally. Therefore only few of them own legal entitlement over the piece of land on which they build their houses/ shelters.
2. They are poor people who have lived in their congested communities in the vicinity of Phnom Phenh for a long time. However, the government demands their relocation to new areas for the unknown reasons. Most probably the government has leased the piece of land on which their communities are located to private businesses for commercial purposes.
3. The relocation has not been carried out in a proper manner—a) there is no public hearing, b) notice concerning relocation is not given in advance, c) necessary

facilities in a new community are not provided adequately in Bhumi Andong Community and are not provided at all, in advance and shortly after their relocation in Bhumi San Sok Community.

2. Living Condition and Occupation Prior to Relocation

2.1 Bhumi Andong Community:

Bhumi Andong people are 'displaced' population by ancestors. In this community, there are around 700 families. Most of community members are Cambodian-Vietnamese who were born and have been living in such location long time ago. However, they cannot be Cambodian citizen due to the lack of official birth document/ birth certificate to declare their citizenship. They cannot become Cambodian citizen. Being considered immigrants, they could not own a piece of land legally and could never obtain land ownership certificate over the piece of land in which they inhabit. They have to encroach and establish their community over the public land.

2.2 Bhumi San Sok Community:

People at Bhumi San Sok are groups of poor people, around 1,000 families who moved from nearby congested area to occupy and establish a new community in a sparse forest in the year 1991.

2.3 Occupation of the People in two communities:

Members of these two communities live in poverty. Their living lodges are temporary shelters built roof to roof in a congested community. They have to struggle for daily end-meet. Majority of them earn their living on daily wages obtained by being hired to do any kind of manual jobs, construction work, rolling-cart-street vending, and garbage collection for sales. They cannot afford to have any saving.

2.4 Education Condition in two communities:

These displaced people are educated to the threshold of literacy only. Most adult members of the community (around 60 percent of them) did join formal schooling for 1-2

years. They could read and write to a certain extent. The rest 40 percent never attend school and are illiterate. However, the figure of literacy is opposite in the group youth. The percentage of illiteracy among the youth is as high as 70 percent. Due to the lack of education, the youth are addicted to drugs, get involved in drug ring, and rob other people's properties from their houses and cars parking along the road.

3. Relocation

3.1 Pre-Relocation Situation

Relocation is unexpected and the notice concerning relocation has not been given in advance. The clue of relocation has been given in terms of a rumor spreading around the community in the beginning of 2001. According to the rumor they overheard, the government will reinstate the piece of land in which they establish their community and lease it to a private company for commercial purpose. Four or five weeks later, there was an official announcement from the Provincial Hall that they have to move out and relocate in a new site. In the community in which members comply to their demand, community for people living in current Bhumi Andong government official invite their community leaders to visit a possible site and insist that it has been chosen for them any way for the reason that it is not far away.

In a community in which community members got together to protest against government relocation scheme (current Bhumi San Sok community), their whole community turned into arson and was completely burnt down to the ground. All 1,000 families in community have to move to the public park nearby. Another arson that broke out in another nearby community adds another 2000 families in the public park. Later on, government officials paid a visit and did a survey of their losses. After 15 days, they completed the registration of all arson victims and informed community members to prepare for relocation.

The government never informs the arson victims of the new location in which they could establish their new community. Government officials informed arson victims of their relocation only few days in advance, a few days later government brought free transportation to move them to the site they currently inhabit.

3.2 Relocation

3.2.1 Relocation for the People in Bhumi Andong Community

The 700 families were divided in two groups and relocated to two new sites which are not far away from their former community and other existing communities.

Group I consist of 200 families from the former community. They are the families that possess land-ownership certificate on the piece of land in which they inhabit. The government allocated a piece of land of 18 square metres (3X6 metres) worth 200 US dollars to each of these two hundred families. The government officials had a representative of each family to pick up a draw to determine which piece of land belongs to each family. San Song gives further observation that these families are entitled with the right to inhabit only, not the right of ownership on the piece of land they are allocated. Since they are not granted the land ownership certificate they cannot use the piece of land to guarantee a loan from commercial bank. During the first phase of the relocation, the new settlers did not live in houses. The government and NGOs, most probably NGO provided each family with a shelter tent.

Group II consist 500 families that did not possess land ownership certificate over the premise in which they live in their former community. All these 500 families had to live together in one big shelter tent. There has been no clear decision on where they could settle down so far.

3.2.2 Relocation for the People in Bhumi San Sok Community

The 3,000 families that settle down temporarily at the public park were divided into 2 groups. Group I consisted of the first 1,000 families that suffered from the first arson. These families were relocated at current San Sok community. Group II consisted of 2,000 families that suffered from the second arson. They were relocated separately in another area near San Sok community. Government officials have family representatives to pick up a draw to determine which piece of land of 18 square meters belongs to them.

4. Current Living Condition in their new communities

4.1 Physical Condition of the community

The condition of new communities there were no facilities provided when they first move in. Currently these two communities are intensively congested, the number of families and population doubled from the beginning. In Bhumi Andong Community, when they first moved in there were 700 families, during the survey period the number of families inhabiting the community increased to the total 1,570 families. In Bhumi San sok community and another new community nearby, number of community members is doubled now. Due to double increment of the population, they encounter a lot of problems and negative impacts as congestion, epidemic, sanitary, and drug. The government officials have absolute authority to determine which family is entitled to a piece of land and supply of public facilities as running water and electricity. Right to inhabit in a certain piece of land granted exclusively to those who have their names in the list of former community members. Others are regarded as encroachers of public land. However, land ownership certificate is not granted to anyone/ any family. The community was divided into sub-community (sahakhum) in accordance to the administrative pattern of the former community. Each sub-community consists of members of same ethnic group as Cambodian and Vietnamese. Each was under the jurisdiction of the former sub-community leader and of sub-community administrative members who has a duty to report to government officials. During the research survey, members of the two communities voice their needs for clear government policy concerning their settlement and land ownership.

4.2 Facilities:

People at Bhumi Andong Community did not suffer from too many problems at the beginning phase of their settlement since they are relocated in a piece of land that is not too far away from other existing communities and their former community. However, right to inhabit in a certain piece of land (not land ownership) is allocated to and facilities are provided to those who own land ownership certificate in the former community only. Other members

have to purchase a piece of land of their own most probably from those who are entitled to a piece of land in a new community.

People at Bhumi San Sok Community have to struggle and encounter all kinds of hardship at the beginning phase of their settlement. Everyone was very frustrated to discover the fact that they were relocated to a barren low land. The government did not provided them with any kind of infrastructure, public utilities and services provided neither roads, nor electricity, nor tap water, nor public services. They all had to draw muddy water from a nearby swamp for drinking, cleaning, and cooking purposes. They have to suffer all these hardships for about 4 years before the government gradually showed up with lending hands to start the construction of permanent houses, infrastructure, public utilities and services. During the four-year-period of suffering, their daily survival was dependent on the donation of clothes, food, and other supplies by NGOs.

4.3 Transportation:

People at Bhumi Andong Community did not suffer transportation problems at the beginning phase of their settlement since they are relocated in a piece of land that is not too far away from other existing communities and their former community. However, community members of San Sok have to suffer serious transportation and problems. Lai Jantee gives an account of their life at the beginning phrase that “We wonder how could we live on a piece of land that there are no facilities and services to support our survival at all. There is no running water, nor electricity. We could not find a location nearby to earn a living in same way we did before. If there is a possibility, we have to walk a very long way and with great difficulty through the flood in rainy season”. The government has to spend four years to allocate budgets to construct new community roads, connection roads, temples, schools and other public utilities and services for them.

4.4 Occupations/ Unemployment Problems

At the beginning phrase, members of the two communities could not find any job to do to earn their living. Members of Bhumi San Sok community have to suffer the hostility

attitudes of the people who inhabit in nearby communities long before their arrival. They attempted to drive them away, and sometimes hurt and plundered them because they did not want resources to be shared by the new comers. The new comers had to hide themselves in their shelters. After the first 6 months, adult left the community to find job outside their community compound. The jobs they could find were employment for daily wage or garbage collection. Thirty Percent of community member in working age are unemployed. A young man of twenty-five year old tells an interviewer that “His employment is temporary and last for only some few days and becomes unemployed for other days. He can get employed for around 2-3 days in a week”.

For community members of Bhumi Andong Community, due to the lack of education people could not change their earning patterns. Most of them still collect fresh water shells from waterways, garbage, and used items for sales. Those who get a job in a factory had to suffer the gradual decrease of their daily wage when the number of population doubled, number of applicants increased. Currently, factory workers earn around 80 US\$ per month or 3.7 US\$ per day with 26 working day per month.

4.5 Public Health Problem:

Due to the congestion of population and housing in the two communities, people suffer all kinds of health related problems and epidemic. High percentage of the young people in the community is addicted to drugs or get involved in drug rings. These problems are worsened when clean water and sanitary services are adequately provided. Their health problems cannot be easily resolved when their access to governmental medical service is very low, government officials never care to have these services improved, and the nearest hospital is far away from their community. Key providers of their health care services are NGOs.

4.6 Environment:

The problems of housing and population congestion have caused chronic environmental problems in the two communities. Their key environmental problems are caused by the lack of environmental awareness and management system of: 1) used water, 2) garbage, 3) garbage

burning, and 4) ventilation. These pollutions eventually cause bad smells, epidemic, and increment in the number of epidemic transmitters as mosquitoes. These pollutions eventually lead to the deterioration of individual and public health. Members of the two communities want the intervention of the government sectors to establish mechanisms to solve these environmental problems and establish pollution management system in their community.

5. Education of the Youth

5.1 Education Institutes:

When these people move to new community, their children had to stop their schooling for 2-3 years. Most families have to retain their children at home because they need children to contribute their labor to work for survival. During the first 2-3 years of their settlement, everyone had to give priority to the problem of how they all could struggle for survival. Another reason is that they could not find any school to admit their children to schooling system. They start an idea of their children's schooling only after they are confident that they could survive and have completed the construction of their new home. After 2-3 years, government gave them instructions in which school primary school or secondary school their children could get admission. Currently with the supports and encouragement of government agencies, Catholic Church in Phnom Phen, and NGOs, 80 per cent of their children attend school.

5.2 Parents' Attitudes on Education

The greatest problem and obstacle to the schooling of these children were the lack of awareness of the significance of education among parents. Most parents do not give priority to education of their children. These parents prefer retaining their children at home to help them work to sending them to schools. Though the schools provide their children with expenses, textbooks, uniforms, and all kinds of learning aids and instruments, their children do not attend school on regular basis. They will join school on the day when parents do not need them to work to support the family. Currently there are around 20 percent of the children in school age who have not yet applied for schooling. When the researcher team toured around the

community during school hours, they found a lot of children of school age lingering. When one of the researchers asked a question why they were lingering outside school compound, a child of around 8-9 year old replied that he/ she did not join school at all. Other problems leading to the regular school attendance of the children are: 1) the greediness of the parents who keep their children moving to the new school that offers them more immediate benefits, 2) a relocation of the new schools due to the termination/ complexity of rent contract.

With the encouragement and support of the Catholic Church in Phnom Penh, over 80 per cent of young children during school years could return to school. Lai Jantee gives an observation that "With the support and encouragement of the the Catholic Church and NGOs, parents become aware of the importance of education and send their children to school".

6. NGO's Roles to Mobilize Education

There are several NGOs working actively to the improvement of the quality of life the people in these two communities. They are Catholic Church of Phnom Penh, World Vision, and Red Cross. Their contributions are in the areas as follows:

6.1 Housing

The government allocated a piece of land of 18 square metres (3X6 metres) worth 200 US dollars to families that possess land-ownership certificate on the piece of land in which they inhabit only. There are around 200 families at Bhumi Andong Community. However, there are granted right to inhabit only, not the right of ownership. Since they are not granted the land ownership certificate they cannot use the piece of land to guarantee a loan from commercial bank. The rest, 500 families at Bhumi Andong Community and almost all families at San Sok community that did not possess land ownership certificate over the premise in which they live in their former community are not granted a piece of land and are not entitled to every government assistance. They have to purchase a piece of land by their own. During the first phase of the relocation, the new settlers did not live in houses. NGOs provided each family with a shelter tent, clothes, food, and other supplies. After they can settle down properly, NGOs support and assist them to build permanent houses.

6.2 Education

Catholic Church of Phnom Penh and NGO's play an important role to create right understanding and attitudes towards education among parents. Their achievement has brought a lot more children back to schools. In addition, they have induced two forms of education; 1) Pre-School Education, and 2) Primary School. They play key roles to move schools in former community to the new ones. They also build new schools for the new communities. 'Hope Organization' from Korea has built a comprehensive school with a combination of kindergarten level and grade school level (Grade 1-9). Currently there are 4 schools to provide education to children in the communities. The schools provide enough education facilities and free education for children and are open for all. They use the same syllabus as that of governmental school. Required subjects are: Khmer Language, mathematics, geography, social studies, science and morality. Classes are offered in two sessions for two separate groups: morning and afternoon sessions. Community people with working age are provided with vocational education. They are trained to do jobs as laundry, beauty salon, sewing and cooking. Some of them can apply the knowledge gained from training to work in textile and garment factories

6.2 .1 Day Care Center

Day Care Center serves working parents who cannot take care their small children during working hours. 'Wonkwang Daycare Center' from Korea admits small children of 8 months up to 3 years. Working parents can assign their small children to the care of the center on weekdays (Mondays-Fridays).

6.2.2 Center for Special Aid:

Center for Special Aid is to provide tuition services to children of the poor families that are driven out of their premise for certain reasons. 'CIAL Children Center' is established by Italian Association for Aid to Children. This center offers free special lessons in Khmer Language and mathematics to children in kindergarten schools and grade schools (grade 1 up to grade 8)

from poor families who cannot cope up with their normal class due to socio-economic problems of their families.

Catholic Church of Phnom Penh and NGOs have contributed to better living conditions of the people and education of the children of the two communities significantly. However, these organizations have to struggle to raise enough funds, most probably in terms of donation from abroad to support their charity activities. They have to increase fund every year since population of the two communities keep increasing. They have voiced to the research team that when government officials lack serious concerns, commitment, and dedication to assist their own people, heavy burdens fall on the shoulders of NGOs.



CHAPTER 6

RECOMMENDATIONS

Recommendations for Problem Solving

1. Formal Education of the Youth:

1.1 Adjustment of Parents' attitudes:

A change in political-socio-economic dimensions in Cambodia leads to the education reformation of the country. Government agencies and NGOs should work closely to raise parents' awareness to the significance their children's education. Their tradition to keep children at home for labor can deteriorate children's opportunity to access to education. In modern world, youth education is one of the key factors that contribute to national, communal, and individual development, and the well-being of the family a whole. It is believed that 'children are future leaders' and 'they are hopes of the nation in the future'. Holistic education to form children to a be person of competence and integrity can pave way to the creation of sustainable quality society that would benefit individuals, families, and the nation as a whole.

1.2 Education Institutes:

Government education agencies and their officials have to establish a school in or near the community before new settlers will move in so as to assure continual education of their children. Budget, education personnel, and facilities should be adequately allocated to assure effective and efficient education.

1.3 Learning and Teaching Materials:

Quality of education can be improved by providing up-to-date learning and teaching materials, facilities, and libraries. Education personnel of all levels should be encouraged to attend professional training in teaching techniques and methodologies, quality education processes, and IT for education.

1.4 Transportation:

Road system and transportation system should be developed to connect communities to schools. The development of school bus system or dormitory can expand the opportunity to access to education and curve the cost of education for children from poor families.

2. Informal Education:

2.1 Occupational Security Development:

There should be a development of public health care program that provide free of charge basic health care services to everyone and health care insurance program to workers who are not official employees of a certain registered organization such as daily wage earners, street and rolling cart vendors, taxi drivers, construction workers, and motorcyclists for rent. There should be a system to guarantee their minimum income and pension program to guarantee their subsistent income in case of unemployment. Marginalized people should have an opportunity to attend career development training so that they can earn extra income and improve the quality of their life.

2.2 Human Rights

Rapid socio-economic development in Cambodia causes a greater concern over the security of their living condition to people in the two communities. They are afraid that they would be driven out of their community anytime again. Their bad experience of being driven away from their community by a planned arson and hardship during their early settlement in arid land has left a deep wound in the heart. It is their unforgettable memory. Currently with

the support of the Catholic Church of Phnom Penh and NGOs, they are aware of their basic rights to settlement, housing, employment, basic education, basic health care services, security and governmental/ public services. They have formed a group to claim for fair and equal treatment from the government. Government agencies should regard them valuable Cambodian citizens and give positive responses to voices.

2.3 Environment:

Government agencies and NGOs should provide training program for the development of environmental consciousness for people living in these two communities and other slum areas. They should learn how their lifestyle causes chronic environmental problems in their two communities. They should learn how to manage used water and garbage released from each family. They should be aware of the fact that these pollutions eventually cause bad smells, epidemic, and increment in the number of epidemic transmitters as mosquitoes. These pollutions eventually lead to the deterioration of individual and public health. Government agencies and NGOs should assist the two communities to establish community committees to develop pollution management system in their communities and solve their environmental problems by their own.

2.4 Public Health Services:

The researcher team has found a tremendous gap in the access to public health care services between Cambodian people living in big cities and those who live in vicinities. There are few quality health care services, health care personnel, and health care facilities provided to people living outside big cities and rural areas. Cambodian government should development of public health care program that provide free of charge basic health care services to everyone especially the marginalized. Cambodian government should allow NGOs to join the government agencies to provide health care services to its people.

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