



# សាកលវិទ្យាល័យបណ្ឌិតស្រីកម្ពុជា

## Paññāsāstra University of Cambodia

Sīla

Samādhi

Paññā

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#### Chairman Message

*Paññāsāstra University of Cambodia (PUC)* was initially established in 1997, but was not in operation until year 2000. It was founded by a group of Cambodian expatriates in the United States of America.

PUC strives to deliver high quality education that is attainable by, and responsive to the needs of the people of Cambodia and the world. We also strive to equip our graduates with high quality of leadership, wisdom, peace, morality, and social responsibility. The high standards we place on quality education is a major reason why PUC has enhanced its ability to attract world-class leadership, faculty, staff from all over the world to share their best experience, expertise, and education to our younger generation; and that is the chief reason why PUC has developed the kind of recognition it has today.

We are certain that thousands of former PUC students have mentioned the name of their school over the years. Throughout the country, because of PUC they can apply their acquired education to making their lives better.

We can never tell where PUC’s influence stops. The students we have taught, cultivated, and guided pass those lessons along to their parents, siblings, friends, and neighbors. The impact of our work stands the test of time – it has a positive ripple effect that touches lives for generations. That is the power of education.

From our founding, PUC was built to

provide, among other things, a culture of research and development, and innovation. PUC is a place where people can generate, and develop ideas from discovery to enhancing the quality of life.

PUC is poised to become a research institution that can provide opportunities to an increasing number of our graduate and undergraduate students, staff, faculty, leadership, scholars, researchers, scientists to conduct important research initiatives and innovative research projects.

PUC’s new vision for research is to articulate our role in knowledge by enhancing innovation in advanced technologies, brand-new processes, brand-new commodities, and brand-new ideas; to provide research activities to our faculty leading to create the next generation of scholars well-prepared to advance knowledge and discovery.

To this end, PUC is proud to announce the establishment of *Paññāsāstra Institute of Academic Research and Development (PIARD)*, and to release its first publication to share our broad knowledge relating to national, regional, and global findings, and development.

To meet these challenges, PIARD will network with faculty members, other research institutions, the private sector-small and medium enterprises, companies, industries, corporations- organizations, and the public sector in order to effectively meet the ever-changing global technology and economy.

In order for our country to grow and prosper, we must address our research agenda, invest in research initiatives, optimize research support services, and strengthen our innovative and competitive capability.

Let us work together to build Cambodia's human capital and higher education institutions to be regionally and globally competitive.

**Kol Pheng**

**Chairman and Founder**

***Paññāsāstra University of Cambodia***

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### ***Prime Minister's New Actions On Existing Policy***

#### **Introduction**

The Prime Minister's New Actions on Existing Policy hereafter 'new actions' will have a profound influence on the way local authorities going to implement government policies, not only on land policy but natural resources management alike. This article contributes to a better understanding of these new actions and the implication they bring about the essence of state intervention on policy implementation. For instance, these new actions support a firmer role of the state in managing disputes over land ownership and land concessions: Economics and social land concessions. And they give stronger legitimacy to the government's Land Law 2001 and a more direct state intervention in various policies in the future.

Theoretically, there are several theoretical frameworks useful for explaining the rationale of these new actions. One of those frameworks is institutionalism as land issues are driven by competing interest between private and public spheres.

Another approach is to understand these actions in the context of economic development; and a neoliberal perspective on government intervention (role of the state) would be helpful for understanding the implication of the new actions. At the same time, it would be inadequate to examine issues in land management outside the historical context. After all, Cambodia's political history is key evidence for institutional formation, function and purpose of government and state. Struggles for land ownership have had a direct influence on social and political stability.

Thus land ownership issues have been the thorn of the government's land policy, and have been the causes of conflict and unrests among people, businesses and communities. The volatility of land conflict must be resolved with tact and sensitivity, requires policy pru-

dence and cautionary measures.

#### **Reign of Chaos: Private Property Abolition**

Cambodia land policy existed since 1980s, nonetheless, land titling and ownership has been problematic for the government to resolve because of protracted conflict and abolition of private property right by Democratic Kampuchea (1975-1978). Private property ownership had to be redefined in post DK regimes. Just like any other post conflict economies, approaches to land management, including land titling and distribution require strong institutional enforcement with clear authority and institutionalism for effective land administration and management.

The Government Land Law 2001 attempted to codify and systemize land law; for instance, land for economic concession versus land for social concession but even with the government's earnest effort, enforcement of this law has been ineffective.

#### **The Challenge: Redefining Land Ownership**

In post conflict Cambodia, administrative and technical challenges, along with historical legacy have made redefining land ownership and distribution one of the most sensitive issues for the government. These complexities transpired administrative and legal complications beyond technical concerns, creating social and legal ambiguities in land allocation.

The ambiguities of these challenges should not be exaggerated as a policy of the State to justify or rationalize land grab; or State's endorsement to protect acts that contradict, contravene and circumvent land law and policy. One must understand the historical legacy, especially the legacy of Democratic Kampuchea regime, which abolished private property ownership as protracted conflict, deconstructed the entire socio-economic system, while the liberal market system is forcing reconstruction of neoliberal governance without institutionalism.

Fortunately or unfortunately, the market activities further exacerbate land administration, policy options and political priority. That is, one must take in consideration the institutional limitations in addressing land management as the 'trade off' between economic objectives versus social objectives thus makes land management intricately political. Cambodia is in fact still in an early stage of nation building when institutional arrangements over land management are countered by competing interests among stakeholders are exploiting land issues for their own agenda.

### No Longer Business as Usual

As a result, for the time being, Prime Minister Hun Sen's "New Actions on Existing Policy" were introduced to address these shortfalls directly and expediently. These new actions, however, should not be construed as quick fixed solutions to land ownership and distribution because that is not the purpose.

The purpose is to enforce and implement existing legal and regulatory framework, as they should be, according to Land Law 2001. Nonetheless, these new actions establish unprecedented implication for Cambodia land ownership and dispute settlement: (i) the imperative role of the state in land disputes management; and (ii) institutionalizing redistribution policy for social economic development. The new actions expedite and accelerate issuance of titles to qualified families for implementing various socio-economic developments.

For that reason, the new actions address a broad spectrum of concerns, including encouraging economic land use intended by law, ensuring property ownership, entitlement, conflict management, peaceful dispute resolution, community building, poverty reduction, redistribution of state property and strengthening implementation and government service delivery and responsiveness.

The implications of this "new actions" are strategic and

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far-reaching, instituting tangible policy and service delivery of the state.

### The Result

As of June 24th, 2012, the number of families to have their lands measured and their titles sorted to have reached over 300,000 families and the size land come to over 1,200,000 hectares waiting for the government to take action. Over 1,100 youth volunteers worked along side with the Ministry of Land Management, Urban Planning and Construction.

The actions resolved a considerable amount of land dispute through institutional mechanisms with community action along with the state authorities. The approach signals a more direct intervention of the State on behalf of the people without disrupting the economic environment and harming the market system.

### Conclusion

Ultimately, the "new actions on existing policy" paradigm should be enforced with institutional and legal instruments and above all it must have the support of the State. The country must understand the long term objective of these new actions and its implication for nation building, particularly in the context of socio-economic development and economic transformation.

### Sisowath D. Chanto

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**Paññāsāstra University of Cambodia is organising the 5th Graduation Ceremony on 14 January 2013. The ceremony will be presided over by SAMDECH AKKA MOHA SENA PADEI DECHO HUN SEN, Prime Minister of the Royal Government of Cambodia at the National Institute of Education (NIE) in Phnom Penh.**





*Ayai Yell or Ayai Tumpuon , Tumpuon Repartee Singing.*  
(Photo Sam-Ang Sam)

### **Music In The Lives Of The Indigenous Ethnic Groups In Northeast Cambodia**

Ethnography is a Western discipline, but to the authors of *Music in the Lives of the Indigenous Ethnic Groups in Northeast Cambodia*, it is an undertaking that should not be left to Westerners. The book is a significant work of ethno-musicology, studying the tribal peoples who live in the highlands of Ratanakiri province in Northeastern Cambodia. They were, and to an extent, still are, people of the remote mountain forests. They do simple cultivation, hunt, and gather plants, and keep some animals for labor and for food. They have been protected from globalization until recently by the remoteness of their villages, but with improvements of transportation and communications, they are integrating into the global economy very quickly, putting traditional culture survival at risk. There is a sense of urgency to the book, which is documenting cultural practices which may soon disappear, or at least greatly diminish with the demise of the over 50 generation.

To document the lives of the tribal peoples, the Tumpuon, the Chray, Kroeung, Preou, Kravan, Kachakk, Pnong, and Lun, the authors (which includes the PUC Dean of Arts and Humanities, Dr. Sam-Ang Sam) made many trips to observe the actual practices of the tribal peoples. The book is written in English and uses what seem to be exclusively English language published sources. Observations and interviews in the field are used to bring the indigenous cultural practices to light. The authors wisely devised a Romanization scheme for the words for the many Khmer and the above mentioned tribal language (which are oral languages with no writing system) terms used. There is no standard for Romanizing Khmer, which can be very confusing to the foreigner or non-Khmer speaking person. It's interesting that the book is not bilingual. Obviously most Cambodian people would not be able to read the book.

The book reads more like an encyclopedia or reference

book than a narrative. However, it is so full of interesting facts and anecdotes that it is a page-turner. The book starts out with general demographic, cultural and historical background on all of the indigenous cultures and then focuses on each culture in turn. The first section, headed, "Setting" is full of fascinating facts. It discusses many issues of history and culture that provide the background to the musical traditions of the indigenous peoples. Although each indigenous group has different cultural practices, they have many commonalities. The tribal cultures in question have never incorporated Hinduism or Buddhism into their beliefs, and incorporate animist, and ancestor worship in their everyday lives. And, of course, music plays an instrumental (pun intended) role in their rituals and general lifestyles. There are many obvious rituals, like weddings and funerals which obviously incorporate music, but there are less obvious ones, music is even used to keep pests away from crops, and to accompany animal sacrifices.

A lot of the music-oriented cultural content is about the various musical instruments that are played, and what kinds of ceremonies and stories are part of the contexts for the music, and of the social needs fulfilled by the music. The descriptions are detailed and are accompanied by photos. However, there seems to be some gaps that need to be filled. The book doesn't claim to be comprehensive and only a start to what hopefully will be many more ethnographic studies in the future. However, even so, many questions came to mind: Who makes the instruments? How do they become instrument makers? How do the musicians learn to play? Are there master musicians?

It would be great to have a cd included with the book to illustrate the sounds of the instruments and singing, and also photos and video could be included on a cd. In fact it would be good to have a html, or online version of the book.

Obviously, the practice of a green and sustainable economy, not to mention lifestyle, is alive in Cambodia. However, how long it will last in the presence of new media, language change, lack of private property and land grabbing, is hard to say, although, it's obvious change is happening at an ever growing pace.

It might have been better for the instruments to be described in one chapter and the ceremonies in the indigenous groups' chapters. There really are a lot of similarities between the different groups' instruments.

**Gary Kawaguchi**

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## ***Causal Linkage of Education and Economic Growth***

### **Introduction**

The casual linkage between higher education and economic growth is an ongoing debate. It is uncertain that increasing the level of investment in higher education guarantees higher economic growth but with policy prudence, institutional values, and program priority: exceptions are possible.

Due to the brevity and limited scope of this paper, the discussion herein is not debating the national education policy, the implementation, the challenges, progress or shortfalls thereof. This article simply notes the role and value of education in economic development. The writing simply points out that education can contribute to economic growth given if the proper social value and policy environment are instituted. For instance, financial resource alone is insufficient for sustaining quantitative and qualitative education in a market economy. Perception in the value of education, particularly research culture and cognitive skills development, with a clear focus on program priority are needed to achieve economic growth.

### **Invest in Higher Education: Expected Results**

Education is costly and time consuming: Their outcomes and results are unpredictable or foreseeable. Nevertheless, local and national governments invest heavily to improve the cost effectiveness of education through increasing accessibility and quality of education with the expectation of yielding not only economic growth but also improving the living standards of the society.

However, these expectations should be understood with caveat because investment in education alone does not guarantee economic growth more or less improve the quality of living or social equity as expected.

To achieve economic growth and social equity, education policy must strike a balance between qualitative and quantitative of education programs. For example, Ratnayake (2007) examined the role of education in economic development in Sri Lanka and cited that high level of investment in human capital development has not been successful in yielding economic growth. He further pointed out the only group the population who benefited from free universal education are the absolute poor, or poor of the poorest. This means a particular group of the population gained from free universal education, but with severed budget constraint, the quality of education suffers thus effectively undermining economic growth of the country.

### **Literatures and Debate on The Correlation of Economic Growth and Education**

How much resources and policy attention should be given to qualitative of higher education versus the quantitative of primary or basic education? Lundvall (2007) cited that investment in higher education may not give substantial rates of return in technological stagnant economy. Miller (2007) suggested that schooling is necessary but not a sufficient condition for spectacular feats of industrial development in the 20th century; but added that economists have demonstrated that both individuals and societies gain from investment made in ed-

ucation. Miller did not specify the level of gain, or what specific gain achieved. Elena & Podrecca (2002) showed that education and investment, both individually and jointly with physical capital investment cause growth rate.

### **Policy Question: The Balance between Basic Skills and Higher Education**

E.A. Hanusek, D.T. Jamison, E.A. Jamison, and L. Woesssmann (2008) raised a policy question for higher learning institutions and the state: More rocket scientists or basic skills for all? Based on the above literatures, it would be reasonable to argue that there is plenty of sketchy but correlated evidence suggesting that education and economic growth are related. Unfortunately, the evidence points out in different directions.

P. Aghion, L. Boustan, C. Hoxby and J. Vandebussche (2009) found that advanced economies depend on innovation (technological innovation) thereby invest in higher education yields economic growth. In developing economies, due to technical limitation, investment in primary and secondary education generates growth but not in higher education. Therefore that explanation suggested that there are correlations but with specified conditions to ensure returns from investment in higher education. That argument resonates with Hanusek et al.

Hanusek et al (2007) further suggested that numbers of years students remained in school, 'plus' cognitive skills performance of students on tests in math and science showed clear evidence on impact of growth. But it would be unwise to invest in education that targets only highly specialized skills

and neglect basic skills in general knowledge, as basic skills are prerequisites to attain highly specialized skills.

### Implication of Education Policy: What To Be Done?

Education programs can concentrate on the best and brightest; but no child is left behind without education. Although cognitive skills in math and science are critical for economic growth, they are pending on the quality of social institutions: Such as family values, physical infrastructure, and policy, stage of development, motivation incentive system, and financial structure of education development.

### Education, Economic Shift, the Market Pressure: Our Future

The debate in this article shall help our readers to better understand Cambodia's development scenario. And it should also help the people to better understand the role of higher education in economic development in the country. According to the National Strategic Development Plan 2009-2013 of Cambodia, the majority of the people in this country is between the age of 15 to 65; and is facing problems of unskilled labor. Unskilled labor also discourages inflows of foreign direct investment that resulted lower wage employment and unsustainable growth.

Moreover, as Cambodia deepens regional integration; Cambodians will face tougher competition, standardization, and needed skills in economic agglomeration. At the same time, the country's economic structure is gradually shifting from traditional economy toward a modern economy, and eventually building up an industrial based economy for sustainable economic growth. Unskilled labor and professional deficiency will most certainly face extreme difficulties in the labor

market.

It is encouraging that the Ministry of Education, Youth & Sports (MEoYS) Department of Higher Education Institutions (HEIs), with its Development and Innovation Grant (DIG) is promoting and implementing an incentive program that enables national research and development capacity building of higher learning institutions Ministry of Education (2010).

### Conclusion

There are correlations between education and economic growth. At the same time, the rate of economic growth or economic return from investment in education is 'not a matter of money' but learning and knowledge that matters. For developing economies, 'technical imitation', invest in primary and secondary education generate economic growth but in higher education. Now it is a right time for Cambodia to emphasize on cognitive skills development and quality education that enable our country to develop technicians, engineers and then innovation.

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## PUC Toastmasters Third Humorous Speech Contest and Evaluation Contest



Keangcheang Ung, right, the Winner of the 2nd Humorous Speech Contest 2012 (Photo PUC)

Toastmasters International is a non-profit educational organization that operates clubs worldwide, for the purpose of helping members improving their communication and public speaking skills. There are about 13,500 clubs in 116 countries that make up the global network of meeting locations. Since 1924, more than 4 million people around the world have become more confident speakers and leaders because of their participation in Toastmasters.

PUC Toastmasters (PUCTM) in Cambodia has been officially recognized in 2006 as the first Toastmasters in Cambodia by the headquarters of California in USA. So far PUCTM has been conducting weekly meetings at PUC South Campus in Phnom Penh. Besides the weekly meetings, PUCTM also organizes public speaking contests to assess the participant's knowledge and skills in delivering speeches.



Among the many contests being conducted, the Humorous Speech Contest and Evaluation Contest is the next event of PUCTM, which is planned to hold on 20 January 2013.

For example, The Humorous Speech Contest is between 5 to 7 minutes in length and the purpose of the contest is to let speakers recognize the value of humor in speaking. It may follow certain criteria such as content of speech development, effectiveness, speech value, audience response, delivery through physical, voice, and manner, as well as appropriateness and correctness of the language usage.

The Evaluation Contest would follow a simple, standard agenda, which begins with a short speech given by

a test speaker. Contestants watch and listen to the test speakers and at the conclusion of the speech; all contestants are ushered out of the room. One at a time, each contestant is brought back to the room to deliver a 2 to 3 minute evaluation and the judges score each contestant to determine the winner.

The 6th Speech Contest PUC Toastmasters have been organized so far following the previous success of the 3rd International Speech Contest, which was conducted in 2012.

Contact: Mr. Keangcheang Ung, President of PUC Toastmasters Executive Committee

Tel.: 017 889 250

Website: [www.facebook.com/PUCTM](http://www.facebook.com/PUCTM)

### **Two PUC Proposals Awarded Funding By MoEYS**

One of the widely recognized problems of higher education in Cambodia is the lack of research being conducted, which is exacerbated by a lack of a culture which values and rewards research in the higher education institutions (HEIs). The World Bank, in particular, has recognized what they call the lack of quality in higher education, which doesn't produce graduates who have the skills needed by private industry.

One of the World Bank's efforts to remedy the situation is their Higher Education Capacity and Quality Improvement Project (HECQI). The project works closely with appropriate government ministries in Cambodia to improve development, management, and governance of HEIs, using targeted funding, which is administered by the ministries, to remedy specific weaknesses.

In February of last year, the Ministry of Education, Youth and Sports (MoEYS) announced the Development and Innovation Grant (DIG), which is part of the HECQI to address the lack of research and research culture in Cambodian HEIs. HEIs, both public and private were solicited to submit proposals for re-

search projects in two categories: 1) teaching and learning and 2) policy oriented research.

In December 2012, two proposals from PUC were selected by the Research Grant Management Committee (RGMC) of the Development and Innovation Grant program of the Ministry of Education, Youth and Sports which is funded by the World Bank.

It is the first grant program for HEIs by MoEYS and part of the HECQI. This is an effort by the World Bank to encourage and "improve teaching and management, as well as provide practical solutions for existing development problems in the country" (Measley, 2010). It is the first of two funding cycles. Depending on the projects, the cycle lasts from 18 or 24 months, starting this year. The next cycle will be for similar length projects and the calls for proposals will tentatively be announced sometime in 2014. The two PUC proposals funded are:

1. Developing an Evidence-Based Model University Curriculum for Early Childhood Care and Development in Cambodia, and
2. Green and Sustainable Transportation Study of Phnom Penh.

**May Sam-Oeun and Gary Kawaguchi**

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### **PUC Students Volunteered In Land-titling Project**

Facing the land ownership issues, Prime Minister Hun Sen announced a program to award land titles to long-time residents.

The land-titling effort is an unprecedented and unique program to resolve the majority of the problems of people who live and work on land without possessing title.

After the announcement of the land-titling project by the Prime Minister in June of 2012, it has been reported that more than 2,000 student volunteers have set out on a mission to measure land for families living in rural areas.

It was announced in a speech delivered by the Prime Minister in early August of last year that students were to measure only the land that is not in dispute.

Eleven PUC students volunteered for the project, putting their education on hold, in order to help the locals receive ownership title to their

land. Students, at PUC, had to provide documents proving their enlistment from the Ministry of Land Management along with permission from their respective professors, to drop their current classes. The PUC Enrolment Office is waiving the students' fees until they return to resume their classes.

The first phase of the project was completed and 340,000 land titles were delivered to the villagers living on 550,000 hectares of land. Furthermore, the second phase will begin on 15 January of 2013 with a plan to measure an additional 1.8

million hectares of land for 500,000 families. The Prime Minister organized a dinner party at Koh Pich Island in Phnom Penh on 6 January 2013 for 5,000 student volunteers and officials for the milestone achievement on finishing "Phase I". During the party, the Prime Minister also mentioned that the land-titling project would be completed by June of 2013 ahead of the national election in July.

**May Sam-Oeun  
and Mrs. Suon Bopha Watey**

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*King Norodom Sihanouk, the Father of Independence of Cambodia who died at the age of 90, in Beijing, China. (Getty Images)*

## ***A Buddhist Traditional Ceremony for the Late King***

The retired King Norodom Sihanouk passed away on 15 October 2012 in Beijing, China, arousing grief throughout the nation of Cambodia, whose people respectfully called him "King Father".

It was the end of an unprecedented journey through the modern history of Cambodia. His most recognized legacy is his orchestration of the nation's independence from France in 1953, which he accomplished peacefully. He abdicated the throne shortly after. He was instrumental in negotiating the treacherous undertows of national and international conflict inside and outside of the country. He was the key to the Paris Peace Agreement in October 1991, which started the process that eventually led to peace and stability in Cambodia.

When his body was returned to Phnom Penh, millions waited patiently on the street for his procession to pass and people visited, and still visit, the Royal Palace to mourn and remember the late King. The King was a champion of innovation, modernization, edu-



*The arrival of the most Venerable Dhamayut Buddhist Sect Leader Samdech Preah Adhiserei Sokuntheathibbadei Bou Kri, accompanied by PUC Chairman Dr. Kol Pheng and staff. (Photo PUC)*

cation, and industrialization throughout his life. The Royal Government of Cambodia issued an announcement to private and public organizations to organize the mourning ceremonies during the period from the 17th-23rd of October.

On Saturday, 20 October 2012, at least 3,000 students, parents, and staff from the PUC community came together with 350 monks, gathering at the PUC South campus to attend a Buddhist traditional ceremony to mourn and to pay their respects and condolence to the late King Father Norodom Sihanouk.

The ceremony was held on PUC south campus with the Dhamayut Buddhist Sect Leader Samdech Preah Adhiserei Sokuntheathibbadei Bou Kri, PUC Chairman and Founder Dr. Kol Pheng, faculty members, staff, students, their parents and other members of the PUC family and community from Phnom Penh and various provinces, were all in attendance. PUC Chairman expressed his profound condolences during his speech and showed his great respect to the King, who had accomplished so much for his country and his people.

Following the eulogy, several ceremonies took place,



one of which was a Buddhist blessing ceremony that included prayers from the monks. People formed a long line on the campus grounds which extended far outside of campus, to give offerings to the 350 monks participating in the ceremony. The monks prayed that the King, who they eternally keep in their hearts, would rest in peace.

The late King's cremation is scheduled for 4 February 2013. A site is being prepared for the cremation

in Veal Mean, the park in front of the National Museum at a reported cost of over US\$1 million.

The passing of King Norodom Sihanouk was a loss to the world, the nation, and the PUC community. Although the father of independence has passed away, his legacy would live on in the hearts of every Cambodian citizen.

**May Sam-Oeun  
and Mrs. Suon Bopha Watey**

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### ***Paññāsāstra Institute of Academic Research and Development (PIARD)***

In the past 13 years, Paññāsāstra University of Cambodia has established many institutions to facilitate and enhance the learning of students in many aspects of education.

One particular institute, *the Paññāsāstra Institute of Academic Research and Development (PIARD)*, was established in July of 2012 to help realize the PUC mission of "Becoming a leading institution for research and development study in Cambodia and in the region, recognized for the high quality of faculty, students, and contributions to the peace and development of the region."

The institute is promoting innovative research for, and collaboration with, both private and public sector organizations. So far, the institute has planned the upcoming programs, which include:

1. Support Training for Faculty, Administrators, Staff
2. Peer Tutor Program for the year 2013
3. Librarian Training
4. Publication.

By creating and enhancing the knowledge culture and infrastructure, the groundwork can be laid for near and long term future scientific research and development.

To these ends, PIARD will conduct workshops and conferences to bring scholars from around the region and the world to share their findings, and conduct seminars to increase the capacity of our faculty.

PIARD invites those both inside and outside of PUC community to contact the office for help or for collaboration on research and development issues.

Mr. May Sam-Oeun, a Professor of 14 years at PUC, who is also PUC Vice President and a former Member of Parliament and Secretary of State of the Royal Government of Cambodia has been appointed as the Chair of PIARD by PUC Chairman and Founder Dr. Kol Pheng.

Contact Address:

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*Signing Ceremony of an MOU Protocol-Addendum between Dr. Kol Pheng of Paññāsāstra University Of Cambodia and Dr. Mohier-Faria of Bridgewater State University in Boston, Massachusetts, USA. (Photo PUC)*

### ***MOU Between PUC and BSU***

On 14 December 2012, the Chairman and Founder of Paññāsāstra University of Cambodia, Dr. Kol Pheng, visited Bridgewater State University (BSU) in Boston, Massachusetts, USA, to sign a Memorandum of Understanding Protocol-Addendum between both PUC and BSU.

The visit was a response to an invitation from Dr. Mohier-Faria, the President of Bridgewater State University for an official signing ceremony of an addendum, which granted four scholarships for PUC students each year.

The new program, which will start from the summer

semester of 2013, was an addition to the existing program of 2009 related to the environmental studies and water purification for consumption in the rural areas of the

provinces of Siem Reap, Prey Veng and Kandal in Cambodia. Recently, two professors and ten students from BSU have arrived at PUC on 3 January 2013 as part of the faculty

and student exchange program of the two campuses.

**May Sam-Oeun  
and Mrs. Suon Bapha Watey**



*The Buddhist Academy of Paññāsāstra University of Cambodia (Photo PUC)*

### ***The Buddhist Academy of PUC***

PUC has established a number of institutes and learning centers to further enhance students' learning and to accommodate the human resource development and capacity building of Cambodia and of the region.

Among the many institutes being established, the Buddhist Academy of PUC has been created with a mission

to convey the teaching of Lord Buddha to students, faculty and the general public through teaching of the dharma, direct dharma talk via radio broadcasts, research and publication as well as advanced academic studies on Buddhism.

Interested individuals can follow the academy's program by listening to the radio broadcast on FM 104, which airs daily starting from 8:00 to 10:00pm. There is also a Khmer webpage where you can view images, read interesting facts, download sound clips and books, as well as make donations to the academy.

To contact the Buddhist Academy of PUC:

[www.buddhistacademyofpuc.org](http://www.buddhistacademyofpuc.org)

Email: [kroudhammananda@yahoo.com](mailto:kroudhammananda@yahoo.com)

Tel.: (+855) 12 792 853, (+855) 89 460 626.

Dr. Kol Pheng, Chairman of the Board

Mr. Vann Chansaren, Secretary General



*Classroom Activities and Study Trip of the Members of Cambodian Youth Environmental Network (Photo PUC)*

### ***The Cambodian Youth Environmental Network***

To further expand an educational environmental network, PUC has established the Cambodian Youth Environmental Network (CamYEN). This network was initiated by a group of Environmental Students of PUC after a meeting of TUNZA-SEAYEN, which was held in Bali, Indonesia from 9-12 December 2007.

The main vision of CamYEN is to reduce the gap between Youth, NGO, and Government sector, so everyone can work hand in hand toward green development. All people, especially youth can work under a strong solidarity network within local, regional and

international level in environmental activities and increase environmental awareness. The objective is to involve more youth from universities, schools, private institutions and public to work under solidarity network toward environmental sustainable activities and raising awareness about green development, climate change and other environmental issues.

For further details, CamYEN can be reached by email: [camyen@puc.edu.kh](mailto:camyen@puc.edu.kh) and telephone: 092 90 98 80 or through the PUC website at [www.puc.edu.kh](http://www.puc.edu.kh)

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