



*Gender Summit Quality of Research and Innovation
through equality*

*Better Science and Innovation through Gender,
Diversity and Inclusive Engagement. Tokyo, May 2017*

Cambodian Women in Agriculture Education: Opportunities and Challenges

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Outline

- A. About Cambodia
- B. Gender Promotion Policy
- C. Girl and Women in Education
- D. Women in Agriculture Education and Research
- E. Challenges and opportunities



A. About Cambodia

SOUTHEAST ASIA



THAILAND

LAOS



VIETNAM

25 Provinces and Cities

Land area

181,035 km²

Population

15,2 Million (2014)

Life expectancy at birth

M:60 F:65

GDP per capita in 2015:

1,218US\$ (NIS)



Cambodia Time Line

- **1863** - Cambodia becomes a protectorate of France. French colonial rule lasts for 90 years.
- **1941 -45** occupied by Japan during World War II.
- **1946 - 53** France re-imposes its protectorate.
- **1953** - Cambodia wins its independence from France
- **1970** - Prime Minister Lon Nol overthrows Sihanouk
- **1975-78**: Khmer Rouge Regime, leaded by Pol Pot
- **1979-** Khmer Rouge Regime end
- **1993**: first general election



1975-78 Khmer Rouge

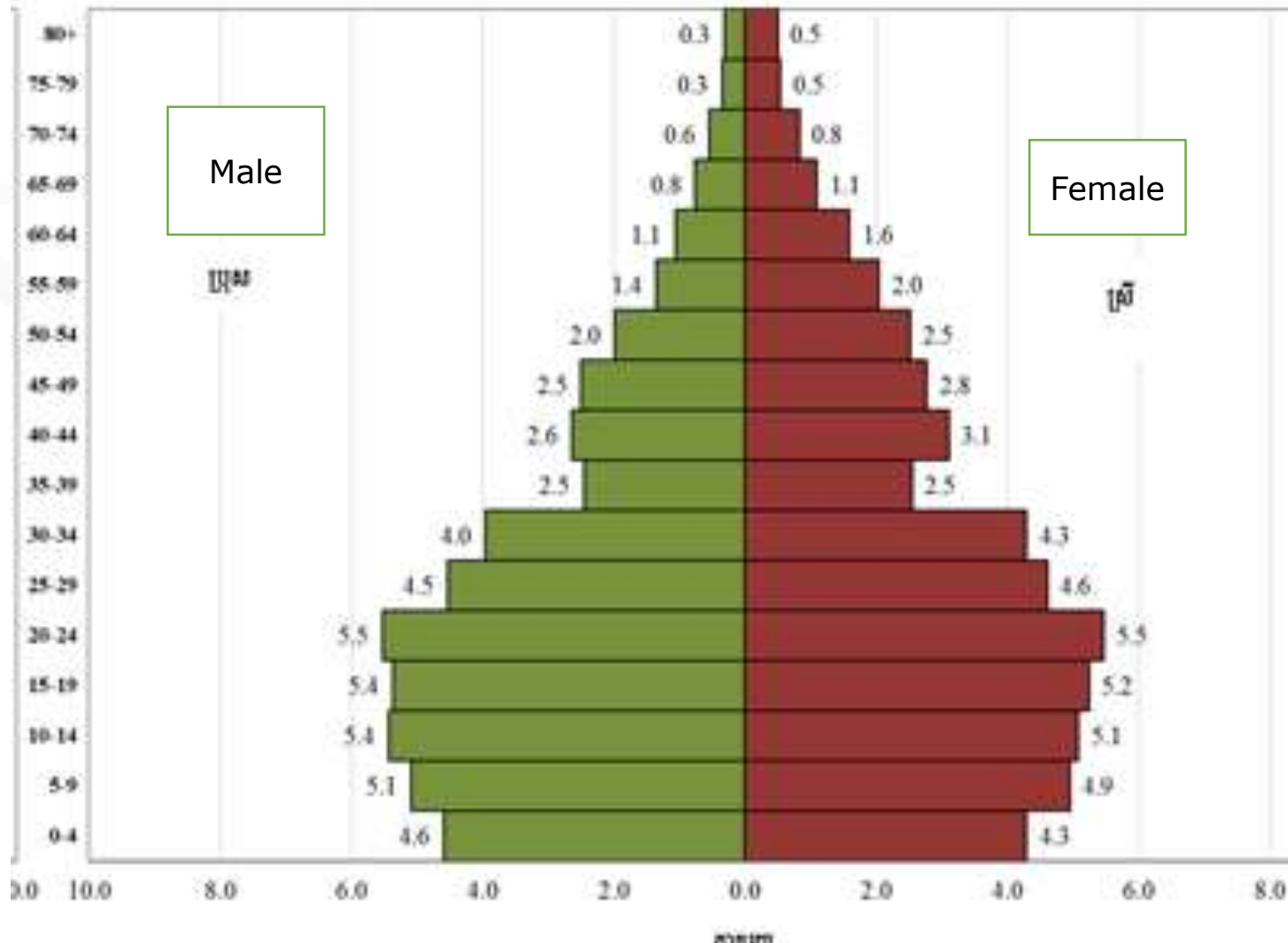
**Estimated 3
Million Killed**





Population Pyramid, 2013 and projections, 2009-2015

ពិភាមិតប្រជាជនឆ្នាំ ២០១៣



Source : (NIS, 2016)



B. Gender Promotion Policy



Gender Promotion Policy (1/2)

- The RGC has demonstrated considerable support for gender equality since the re-establishment of peace. Equality between men and women is stressed in the 1993 Cambodian Constitution.
- The Cambodian national gender mainstreaming institutional mechanism:
 - Ministry of Women's Affairs
 - Cambodian National Council for Women
 - Technical Working Group on Gender (TWG-G)
 - Gender mainstreaming Action Groups (GMAG)
 - and the Women's and Children's Consultative Committees
- Example case, MOEYS Scholarship quota: 60% base on academic performance, 15% for female student, 15% student from the poor, and 10 % for ethnic group



Gender Promotion Policy (2/2)

Gender Mainstreaming Policy and Strategic Framework in Agriculture 2016-2020

Overall Goal: To ensure mainstreaming of gender perspectives, analysis, norms, standards and approaches in the work of MAFF affiliated departments/institutions and offices of agriculture, fisheries and forestry sub-sectors at all levels.

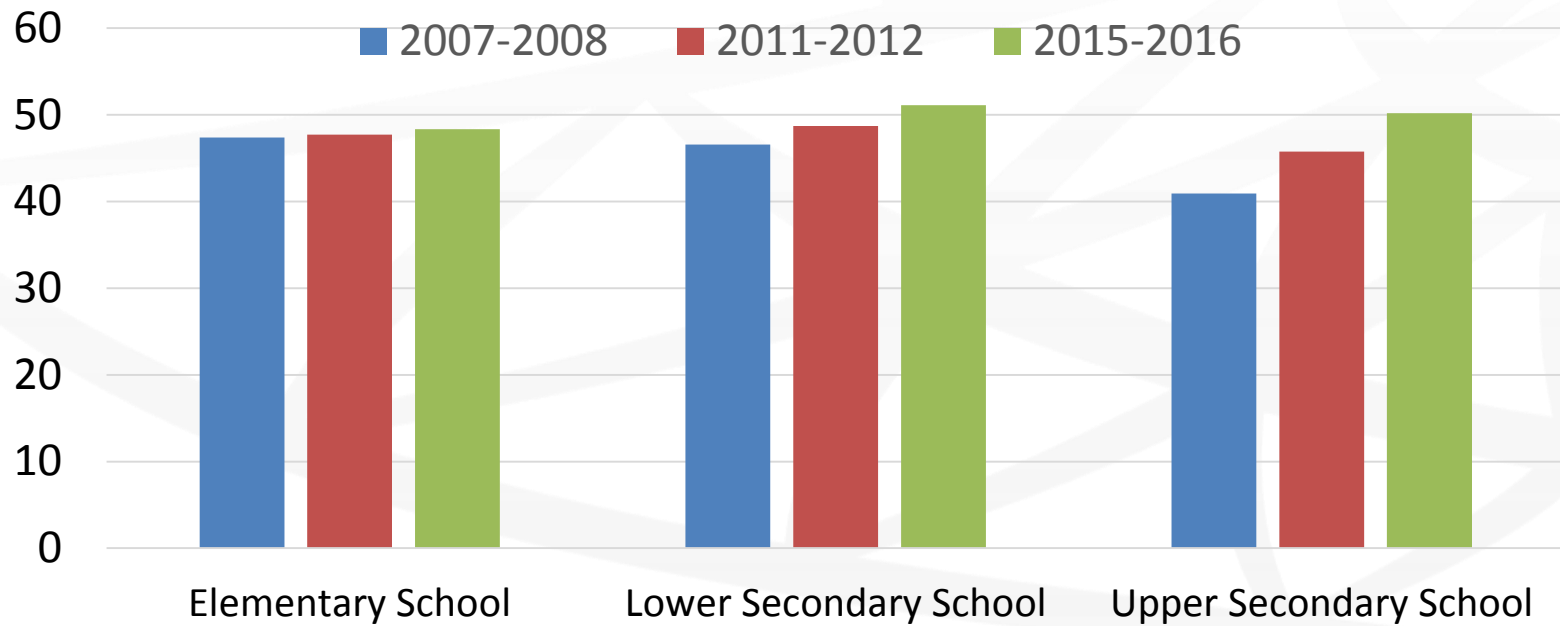
- Objective 1: To promote women's economic empowerment through women's access to goods and services for agricultural development and markets.
- Objective 2: To strengthen capacities, resources and commitment within MAFF to ensure effective mainstreaming of gender perspectives into agriculture sector.
- Objective 3: To increase women's and men's equal representation and participation in agriculture sector.



C. Girl and Women in Education



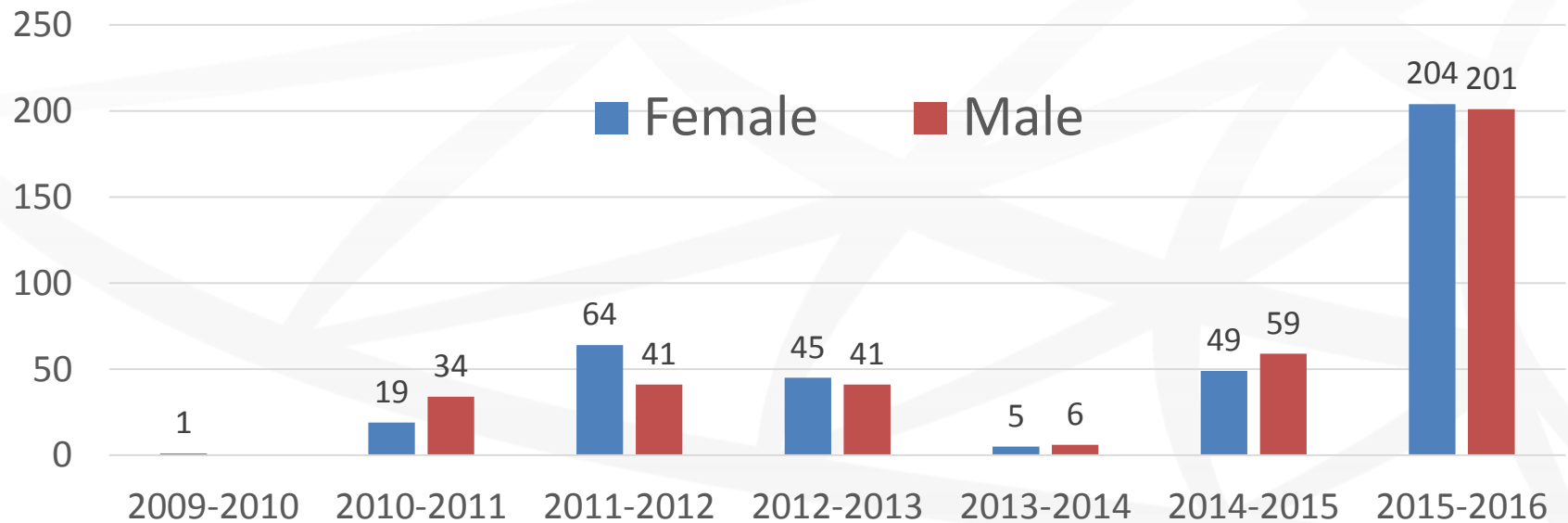
Girl at General Education (% of total student) in Cambodia



Source MOEYS (2017)



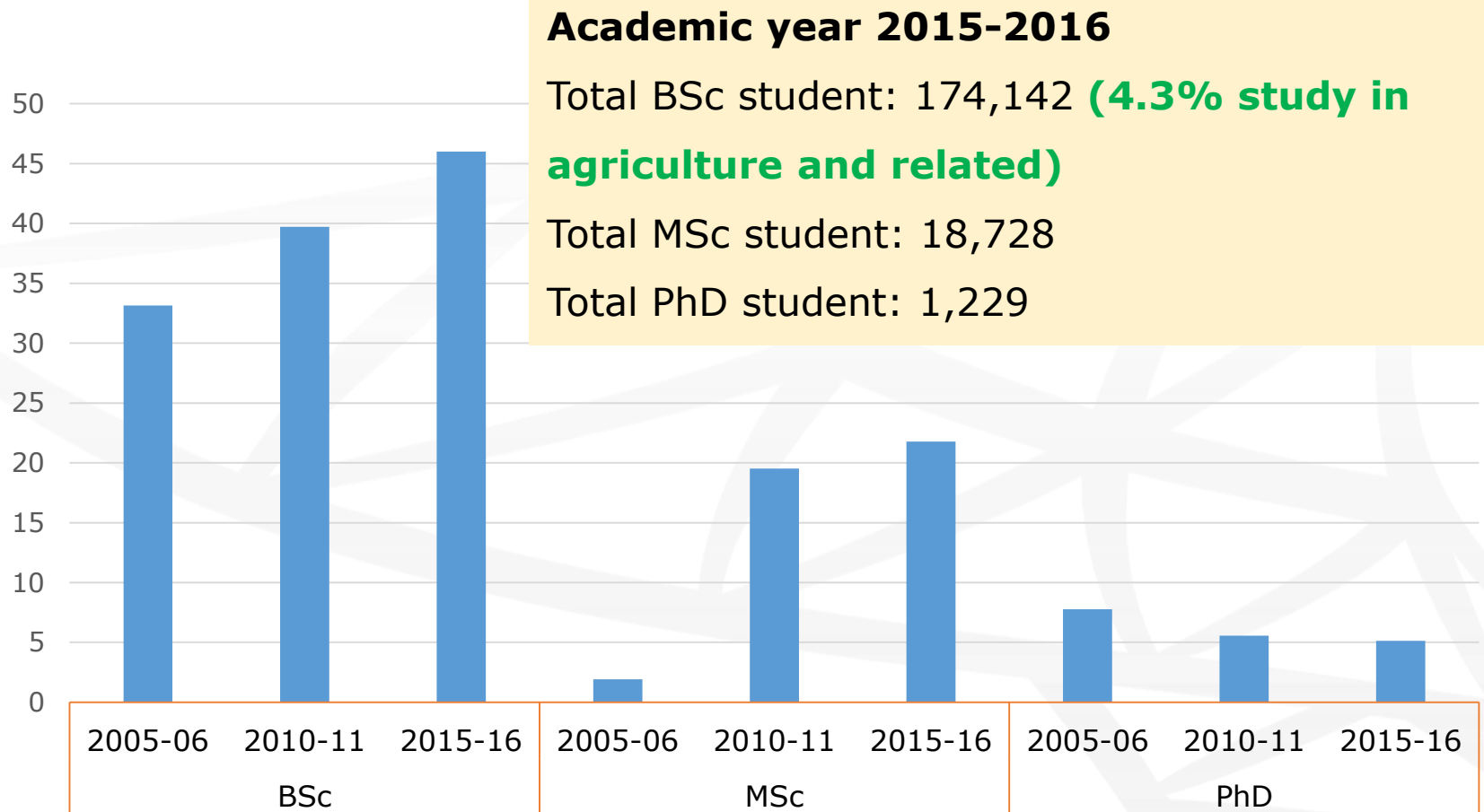
Number of Female and Male Student Receive Grade A at High School Exam- in Cambodia



Source: MoEYS, 2016



Percentage of Female Students of Total Students at Under- and Graduate level in Cambodia (2005-2015)



Source: MoEYS (2016, 2017)



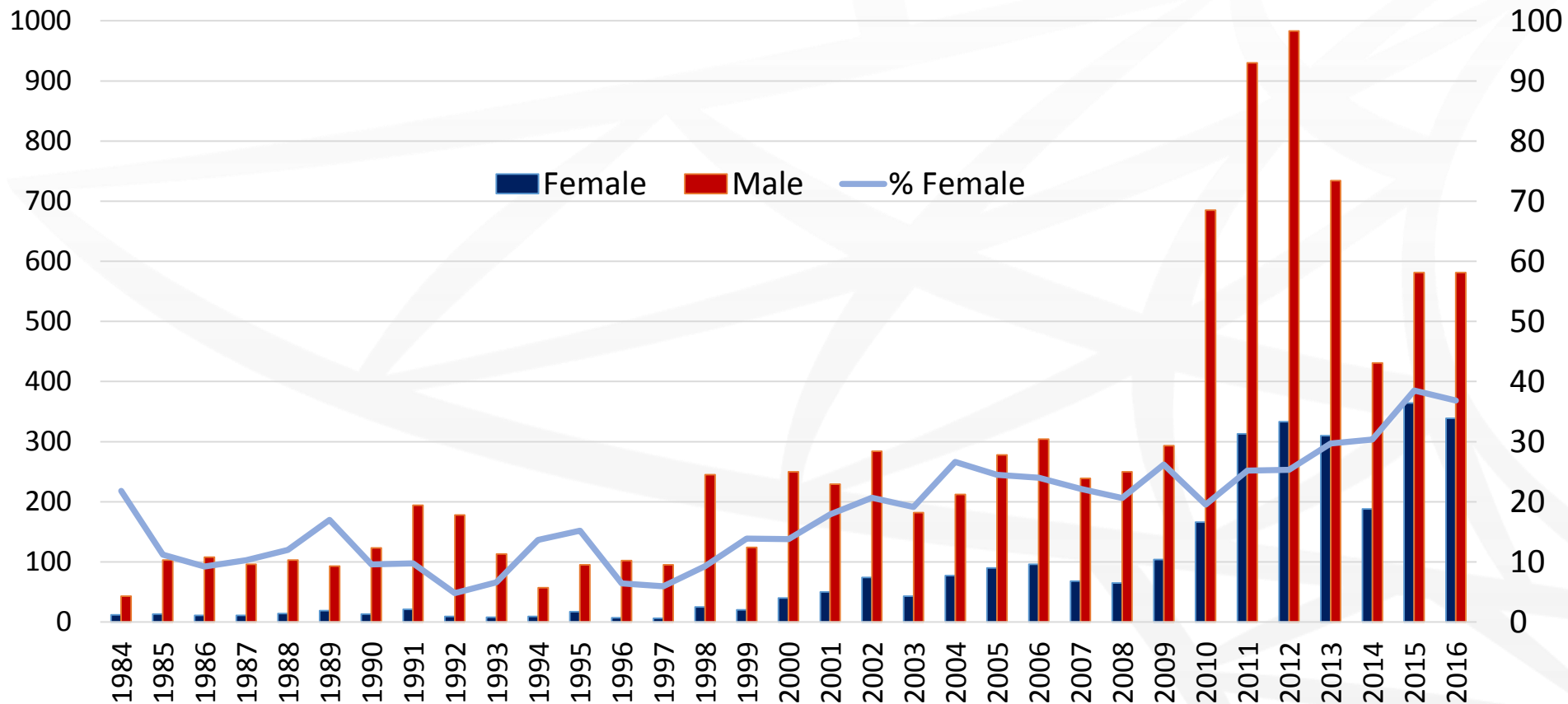
D. Women in Agriculture Education and Research

Case: Royal University of Agriculture



BSc Student Enrolment at Royal University of Agriculture (1984-2016)

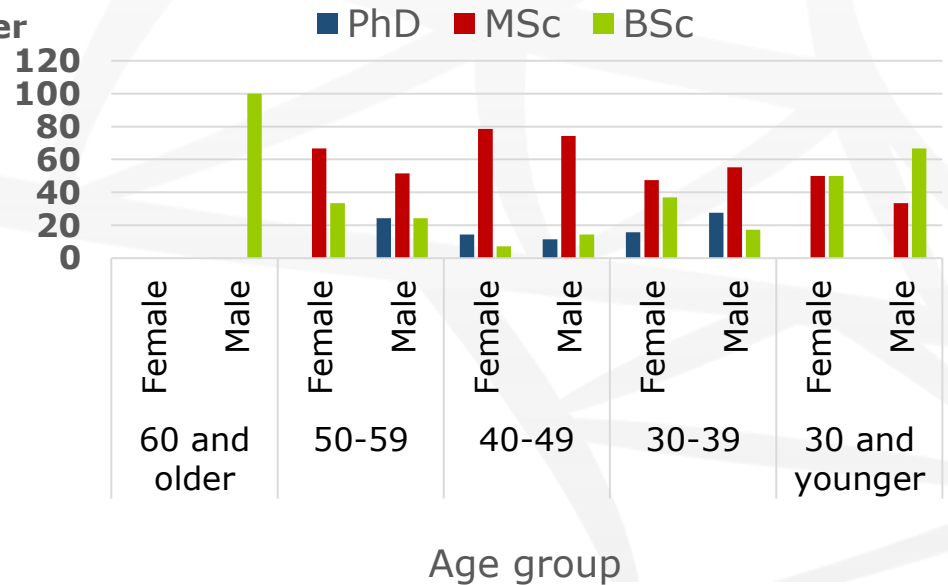
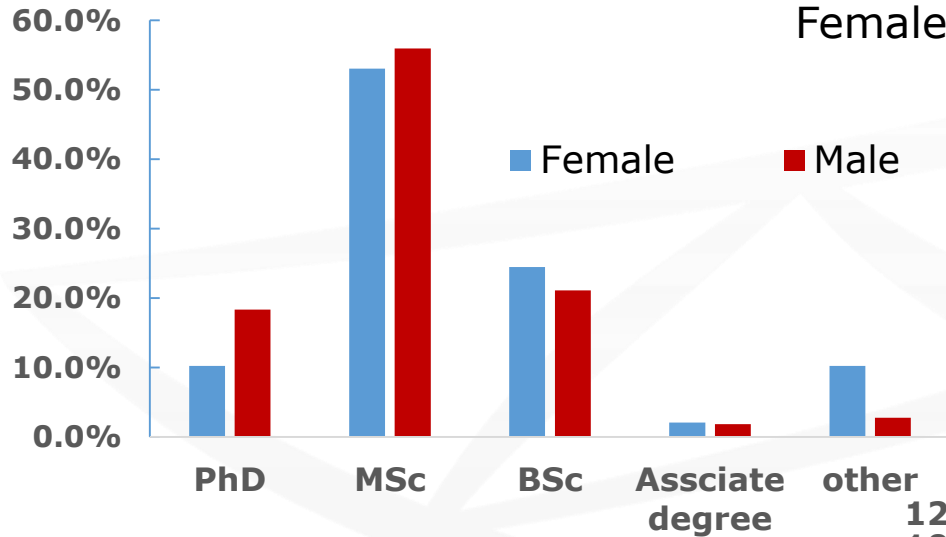
Chart Title





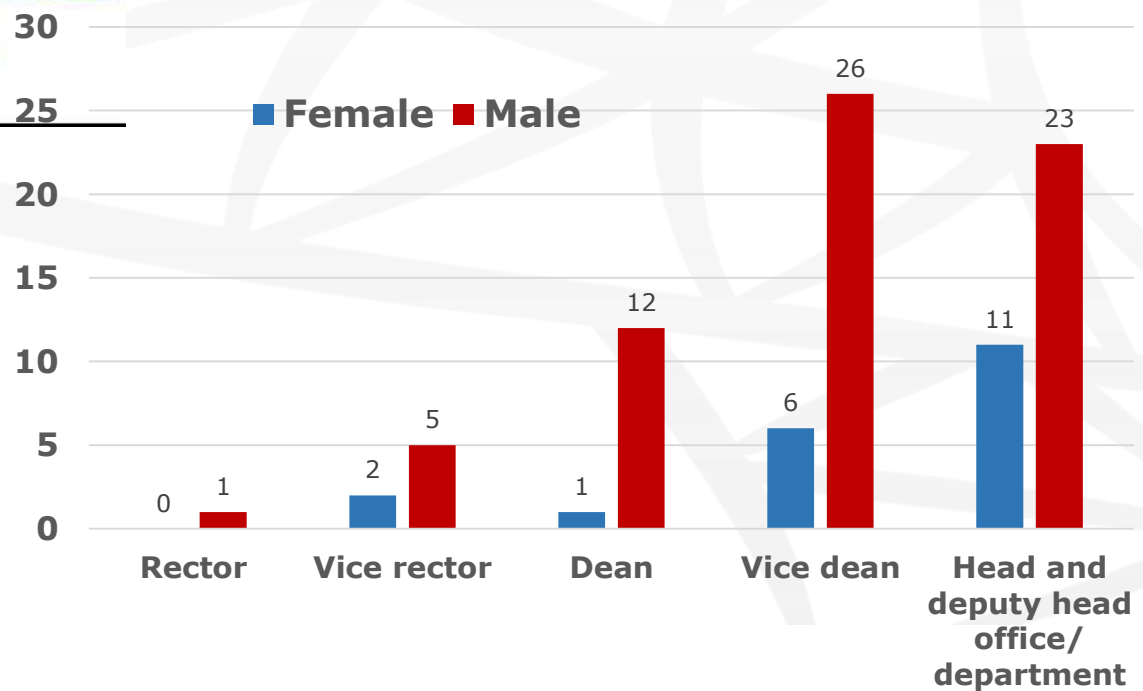
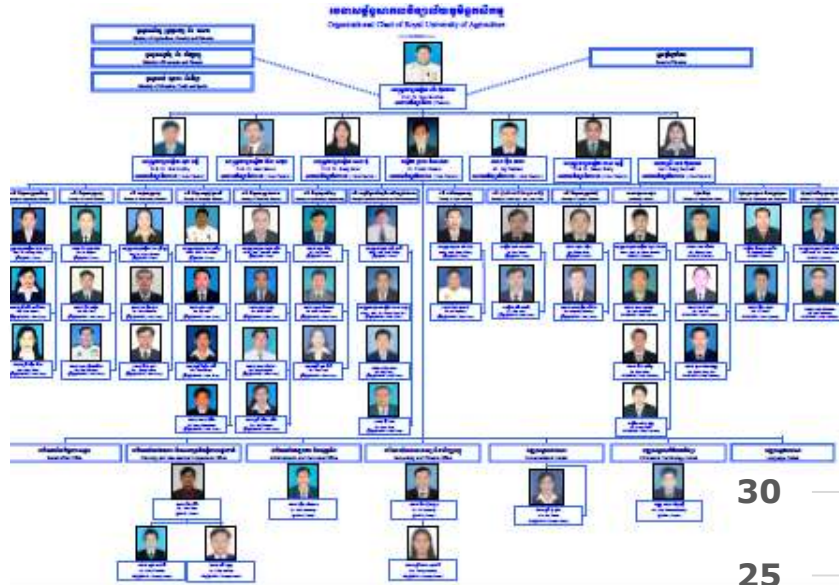
Academic Degree of Government Officer at RUA (percentage)

Female staff among government officer 31%





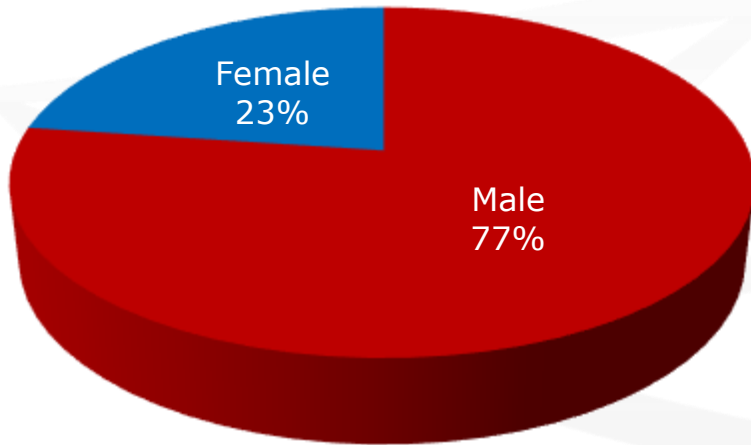
Number of Female and Male at Top Management of RUA (January 2017)





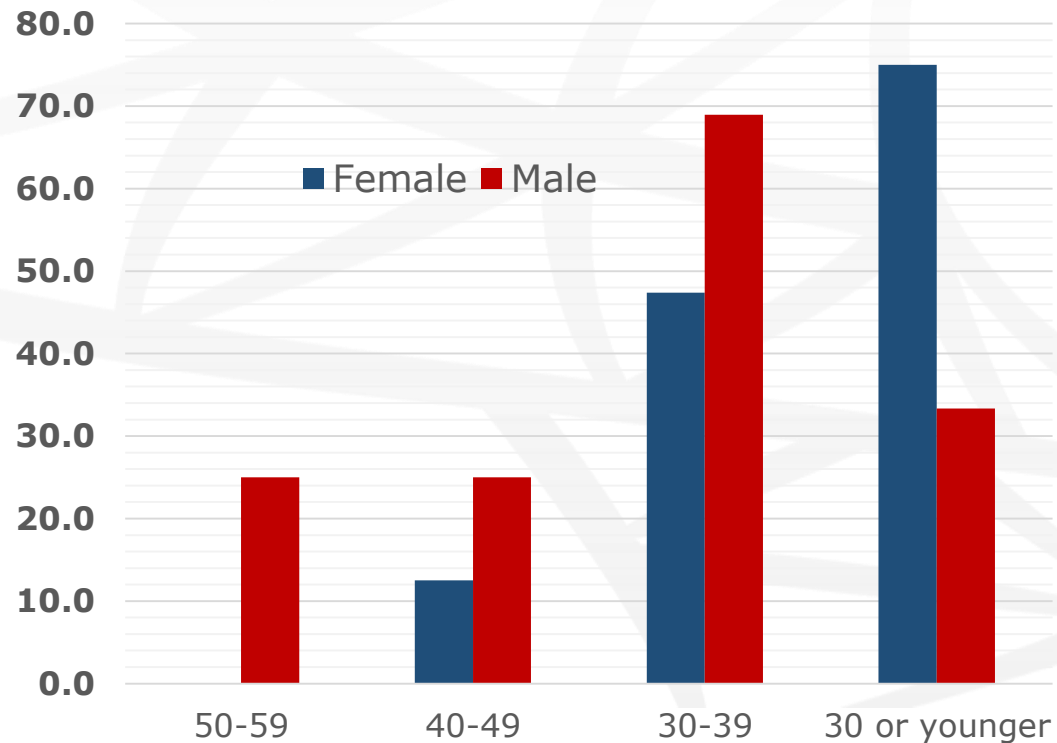
Women Engagement in Research and Development Project at RUA

Project coordinated or led by Male and Female staff



Among recorded project since early 2000

Engagement in project (%) related to age group and gender





E. Challenges and opportunities



My Education Background

Grown up in Ksach Kandal, Kandal Province, about 1 hour drive from Phnom Penh (present road condition)

- Early 1970s: was born as an oldest child in the family, went through Pol Pot regime
- 1975-1978: Khmer Rouge Regime
- 1979: Start elementary school, on foot 30 minutes to school
- 1984-87: Lower secondary school, 30 minutes by bicycle to school
- 1987-90: Upper secondary school, 15 minutes by bicycle to school
- 1990-94: BSc study at Royal University of Agriculture, Phnom Penh
- 1999-2001: MSc study in Germany
- 2002-2006: PhD study in Germany



Thanks to beloved mother and family, no matter financial or else problem in the family, she just keep sending, and wishing the oldest daughter and other children must be well educated



My Working Partway

- 1996-1999: staff of international cooperation session, Royal University of Agriculture, Phnom Penh, Cambodia.
- 2006- 2007:Lecturer, and head of planning and international cooperation office, RUA
- 2008-Mar 2011: Acting Dean, Graduate School, RUA
- May 2013-August 2013: Chair of Faculty of Veterinary Development Committee, RUA
- August 2013-October 2014: Acting dean, Faculty of Veterinary Medicine, RUA
- 2008-Present: Head of Animal Nutrition Laboratory, coordinate two research and extension project related to Animal Nutrition and Production
- Mar 2011-present: Vice Rector for Planning and International Cooperation, RUA





My Challenges

Home: marriage with 2 boys (12 and 9 years old)

➤ Office:

- As vice rector for planning and international cooperation
- Teach of 4 hours per weeks at least
- Keep up with research career
- Member/focal point of several workgroup at MAFF/ MoEYs, collaboration forms in country and region

➤ Challenges:

- Workload at university
- Too much time for management, less time for academic and research career,
- Less time for family, as late home arrived, and too many abroad trips



Observed Challenges and Opportunities (1/3)

Challenges at home/ society

- If girl do not get marry at age 25, parents start to have big concern as the daughter may stay single forever
- Women with higher degree (PhD) has less chance to get marry
- Leaving for long time for degree and non-degree training abroad of marriage women, she is likely to give priority to stay home in stead of leaving
- Some men are still not conformable when wife hold the same or higher level of education and position
- Less house chores task could fulfill for wife due to high load from office, is not yet well accepted by the husband (and parents in law)
- Rare case that wife has higher position than husband, this case need special arrangement and understanding to ensure the harmony in the family remains
- Time constraints between office load vs. wife/ mother role



Observed Challenges and Opportunities (2/3)

Challenges at Office

- Leaving for long time for degree and non-degree training abroad of marriage women, she is likely to give priority to stay home in stead of leaving
- Some women perform office/ academic task not at priority level as she think and put high responsible at house work and mother role
- Less self motivation for academic and career advancement
- Qualification and experience lack, due to less engagement of university female staff in research and other service
- Engage in research or development project is additional workload
- In case women in senior position, some female colleagues looking at instead of the her strength but weakness of her effort and achievement



Observed Challenges and Opportunities (3/3)

Opportunities

- Potentially promoted in public sector, to increase the women quota in the management level is one of the strategy policy
- There is preferable for women in job announcement/ post NGOs (if the qualification met)
- There is preferable for women for application scholarship (if the qualification met)
- There are wishes to have women leaded or member of project proposal (if the qualification met)



Gender Relations and Attitudes Quotes

Ministry of Women Affairs (2014): Attitudes: Gender Relations and Attitudes, Cambodia Gender Assessment, Policy Brief 2.

Social norms that prioritize boys 'over girls' education is just one of the barriers to education for girls. Parent's perception that daughters must help with household chores (and income) and take care of younger siblings (support them for school) undermines their ability to pursue higher education.

Cambodian women are progressively enjoying wider freedom and claiming their right through increase employment opportunities and Cambodia's broader economic development. However women are expected to follow social norms, and beliefs which allow men to enjoy their 'gender privilege', while women under-value their capacity and potential. Invisible social norms continue to confine women to household and childcare duties, while at the same time the family's economic status pressure women to engage in the income-generating work



What is Women Role?

- At home
 - Influence on daily food preparation
 - Influence on daily children educations and attitudes
 - Good model in family
 - Be cost effective in financial management
 - Share role in household decision
 - Contribute to household income
- At work
 - Fully effectives in the job
 - Be creative
- At Community
 - As model for the community



To Better Engagement of Women in Agriculture Education and Research (1/2)

Individual, family and society

- Provide son and daughter equally for basic education
- Motivate children especially daughter, which some time left behind, to prepare for skilled workforce
- Be effective and self motivate for career advancement for women
- Be model daughter, student, mother, colleagues, leader



To Better Engagement of Women in Agriculture Education and Research (2/2)

Institutions and related support:

- Curriculum development to be innovative to fit the development context and friendly for female students
- Enabling environment for women and men for well corporative and supportive at work and home:
 - Regularly provide supporting refreshing thought to all (man and women) on the important of both men and women at the work and family
 - Advance degree program available in country
 - Motivate and support women to upgrade research capacity
 - Support women for leadership capacity
 - Available care and facilities for the small kids of staff at workplace or convenient distance



Thank You Very Much For Your Kind Attention



The [Royal Ballet of Cambodia](#)



Rom Dou, *Sphaerocoryne affinis*, Family: Annonaceae
Flower symbol of the Cambodia

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