

Cambodian Students Association in Japan (CSAJ)

Essay Competition 2010

Topic 2:

“What are the main problems in Cambodia education system? What should we do to solve those problems?”

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Summary

The development in one country relies heavily on the human resource of that country itself. To measure how fruitful and flowery the development of one's country blossom and yield, it is a must to examine through its human resource. When we refer to the term 'human resource', by and large, we, not usually but always, put the term 'education' issue on the table to be discussed, for these two are very much and much interrelated. As Cambodia stands up to revolutionize and rehabilitate all the fields for the goodness sake for the development for the country after certain dark and dim years of fears and tears under the ferocious maltreat from the Khmer Rouge, during which millions innocent Cambodians were harshly and inhumanly massacred and tortured, it has been markedly noticed that our human resource has been widely employed and needed in the process of recovering to reach wealthy and healthy development of our country, Cambodia.

When we are conversing about the Cambodia education system, we, the Khmer, are likely to arouse many a questions in our mind. What and why such problems befall our education? How comes the quality of Cambodia education lag behind that of other countries? Why cannot we standardize and construct up the framework of a reliable education? *Referring to Cambodia education system, there has been, as of now, four times in which our national curriculum has been reformed. Before 1975, the government adopted French-based education that required 13 years of education (6+4+2+1) with a 4 or 5 major examination. After 1979, countrywide, the Ministry of Education, in consideration of the country urgent needs because Cambodia's education system was decimated during the Pol Pot era (1975-1979), executed a 10-years education system (4+3+3). While from 1986 to 1996, it was expanded to an 11-years education system. It was soon in the academic year 1996-97 that our Ministry of Education Youth and Sport (MoEYS) started the introduction of a new 12-year education system (6+3+3).*¹

Many schools and educational institutions have been so dispersedly built to provide education for all Cambodians that throughout the whole kingdom, *the total number of schools is 6,449, of disadvantaged school is 574, of number of classes is 57,547, and of number of classes in pagoda is 1,144 respectively.*² Moreover, another noticeable enlargement in Khmer Education System is that, with the increase in number of students going to school and finishing their secondary education, most tertiary-education have come to existence to allow the students to further their study to get a degree. In a total, there are 77 tertiary-education institutions, both public-owned and private-owned, countrywide that are proffering higher schooling such as Associate, Bachelor, Master and Ph.D. (Details of Higher Education Institutions of MoEYS, available on <http://www.moeys.gov.kh/Higher Education.php>) Despite such dramatic growth in the education system which has been producing and continue producing the effective human resource needed for the growth of the country, there still are some main problems that hinder the mission to work for the very best quality of education in Cambodia.

No matter how hard we all strive to reach perfection, problems still exist to be solved. Education in Cambodia is not an ant-like issue. It is a sky-sized hot issue to be noticed and enhanced. As noticed by me, I see many a problem in all any kind of education; it is just more and more problems are dwelling in lower education than tertiary education. Since it has a lot to make conscientious analyze, it is not possible for me to try to discuss all the related in Cambodia education system. Herewith, as you read on, I will dominate my following essay by elaborating most about the problems that are haunting the education system in the lower education. It is not being pointed out that tertiary education in Cambodia face no problems, yet it is just its problems, likened to those of lower primary and secondary education, have lots of less to be discussed and the undergraduates themselves, having storming 12 years of grabbing education, tend to

¹ Curriculum reform and expansion of the system: Quality and Efficiency of Education, Unit 1: Education in Cambodia, available on page 6 of the Global Studies 202: Student's Reader, compiled by Om Soryong

² Access and Participation: Unit 1: Education in Cambodia, available on page 5 of the Global Studies 202: Student's Reader, compiled by Om Soryong who described these statistic based on the original source: Education Statistics and Indicators, EMIS Center, Department of Planning, MoEYS, 1999

grow mutual and are likely to focus on their future. The management and process of tertiary education in Cambodia 'outsmooth' that of the primary and secondary of education in Cambodia. So, let drive through the problems of education in Cambodia, mostly primary and secondary, all together, for it is not "me" nor "you" items; it is "us" issue.

Main Problems in Cambodian Education System

Education in Cambodia had long been in its not-thriving-well status for long time of years due to some certain reasons as there were not enough real schools for studying, the needy condition of living did not allow people to taste schooling and long-lasting years of chronic war had pulverized most infrastructure of our kingdom. Even much worse, it was once totally exacerbated when all schools were coerced to be close and when most educated people, especially teachers, were vastly killed as the country was occupied by the Khmer Rouge. However, in this present time, there is a big contrast now that our country is in safe-and-sound condition, which proffers lots of opportunities for all Cambodians to learn and learn. In spite of this, if we dive into thorough analysis through our nowadays education system, to our surprise, we will eye the uprooted syndromes that impede and hamper the mission to reach the best quality of education in Cambodia. What are exact problems that are stirring in our education system? And what can be done to blow away those setbacks and carve new ways that lead to the improvement in our education system? What come next in the following will depict more and bear you appropriate answers for these items.

Poverty and Poor Condition of Living: Money Constraints

"I do really want to be sent to school to grab knowledge, but I cannot get access to any education." said a poor 6 year-old Sokha who is searching and collecting items like bottles from inside the mountain of garbage. "How comes such youngster is here to collect bottle; he should be in school, learning like other boys and girls?" you react, "why cruel are his parents to send him to work on rubbish?" The answer is "He should, of course, at school learning; his parents are not that cruel to harm him, but poverty is." From above story, and in reality in some part of Cambodia, it is undeniably clear that poverty and poor condition of leaving has obstructed most needy parents, who are uneducated themselves, from sending their children to school to be educated. *According to Department of Early Childhood Education, Ministry of Education, Youth and Sport, 2006, only 11% of children have access to early education services.*³

Based on the article "Good Education" by United States Agency for International Development Mission to Cambodia⁴ it is quoted that "Despite progress and notable efforts to rebuild and expand the education system after Pol Pot Regime, half a million Cambodian children of primary school-going age remain out of school, most of them poor and living in remote rural areas. 1998 census data indicated that only 60% of nine-year olds attended school regularly. Dropout rates ranged between 10% and 16%, with significantly higher rates in remote rural areas. Grade repetition rates are also very high. Estimates suggest that it takes 19 pupil-years to produce each primary school graduate. Less than 50% of the age cohort reaches grade five. Secondary school enrollment rates declined from 32% to 24% between 1990 and 1997. Although primary school enrollment rates for boys and girls are nearly the same at just over 80%, grade repetition tends to be higher for boys than for girls while dropout rates tend to be higher for girls and in rural areas."

Additionally, though most students do survive, in spite of poor living condition, to reach up high-school level, they are yet to be able to further their study to higher education. "I stop studying after finishing high school because I have no money to support myself." (Quoted from, The long road from province to university, from LIFT, Issue 11, released on 17th March, 2010).

Shortage of Schools and Classrooms and Teaching Staffs Insufficient Study time

Besides poverty and poor condition of living, the fact that there is shortage of schools and classrooms leading to insufficient hours of study and leading to too many students of more than some 50 students per class, contribute a big concern toward our education system. Although schools had started to be re-

³ <http://www.cambcomm.org.uk/ff.html#education>

⁴ http://www.usaid.gov/kh/good_education.htm

constructed in the purpose of reconstructing and rehabilitating our education system after Pol Pot regime, chances to instill and nurture our young generations with trusty quality of schooling has limitation. In Phnom Penh, for example, almost all public schools are able to provide students only one-shift learning, and pupil classroom ratio and pupil class ratio are 102.6 and 55.9, respectively. (2007-0808 Indicators on Secondary Students and Staff by Province: MoEYS). This means that as schools, classrooms, and classes are lack, students are not privileged enough to absorb all knowledge of a total of some ten subjects assigned by the MoEYS. I remember that when I was a high-schooler, there were almost, want or want not, over 50 students in my class, that ten subjects were too much to learn and so were not finished at the end of the year, that my classroom were dominated, during the lecture, by noise made by my mates and that my teachers fail to pay attention to each student. They just came to teach but the detailed meaning of each lesson was not sent toward us via his or her explanations, and so for some prime subjects like Khmer Literature, Math, Physics were privately tutored in extra-time class in the other shift. Some students, especially those in the rural area, who cannot catch up with the lesson and who cannot afford to go to extra-time class always fail to pass to be admitted to the next grade.

Source: Education Statistics and Indicators, EMIS Center, Department of Planning, MoEYS, March 2008⁵

Province	Number of Schools	Disadv. Schools	Number of Classes	Classes in Pagoda	Enrollment		Repeaters		Teaching Staff		Non-Teaching Staff		Total Staff	
					Total	Girl	Total	Girl	Total	Female	Total	Female	Total	Female
Banteay Meanchey	589	26	4,313	35	171,304	81,471	12,878	5,286	3,980	1,559	795	144	4,775	1,703
Battambang	775	19	6,751	16	265,077	126,704	22,854	9,550	6,075	3,150	1,742	486	7,817	3,636
Kampong Cham	1,060	34	9,796	65	408,367	193,432	36,197	15,820	8,841	3,969	2,404	616	11,245	4,585
Kampong Chhnang	366	0	2,891	14	122,056	58,236	11,061	4,509	2,731	994	643	170	3,374	1,164
Kampong Speu	451	1	3,982	19	182,593	84,584	17,114	7,445	3,924	1,229	928	168	4,852	1,397
Kampong Thom	599	15	4,117	23	160,168	78,035	12,410	5,462	3,689	1,538	658	144	4,347	1,682
Kampot	481	9	3,891	33	155,419	72,204	10,290	4,085	4,178	1,691	880	152	5,058	1,843
Kandal	702	2	7,123	95	295,182	136,214	23,277	8,884	8,014	3,646	1,362	270	9,376	3,916
Kep	35	0	248	0	9,335	4,505	669	274	317	121	68	14	385	135
Koh Kong	130	2	904	6	34,340	15,842	3,297	1,465	768	196	68	21	836	217
Kratie	318	5	2,113	9	75,433	35,862	7,025	2,981	2,107	1,063	368	103	2,475	1,166
Mondul Kiri	90	3	435	6	12,926	5,833	1,495	666	321	95	16	6	337	101
Otdar Meanchey	189	12	1,270	0	45,149	21,028	5,306	2,322	860	201	157	20	1,017	221
Pailin	64	1	397	0	15,285	7,090	1,466	567	319	118	66	15	385	133
Phnom Penh	232	4	5,545	0	236,306	109,708	10,458	3,826	8,380	4,996	1,158	526	9,538	5,522
Preah Vihear	215	11	1,264	17	42,574	20,289	6,067	2,697	1,004	323	200	47	1,204	370
Prey Veng	727	8	6,503	57	253,220	115,882	25,158	10,568	5,500	1,767	1,689	302	7,189	2,069
Pursat	362	6	2,623	2	97,925	46,688	7,557	3,377	2,581	929	584	141	3,165	1,070
Ratanak Kiri	178	5	798	2	28,469	12,200	2,985	1,319	549	177	66	18	615	195
Siemreap	590	9	4,976	15	226,783	107,387	24,433	10,511	3,893	1,980	904	317	4,797	2,297
Sihanoukville	96	1	1,066	6	43,037	20,051	3,157	1,250	1,262	487	210	59	1,472	546
Stung Treng	157	0	917	0	25,993	12,452	3,641	1,618	772	313	115	26	887	339
Svay Rieng	388	3	3,293	6	129,913	58,579	12,135	4,849	3,563	940	764	113	4,327	1,053
Takeo	637	7	6,114	46	252,432	114,003	21,474	8,274	6,195	1,850	1,335	182	7,530	2,032
Whole Kingdom	9,431	183	81,330	472	3,289,286	1,538,279	282,404	117,605	79,823	33,332	17,180	4,060	97,003	37,392
-Urban Area	1,202	12	15,545	23	637,341	295,893	38,084	14,530	20,832	11,328	3,860	1,614	24,692	12,942
-Rural Area	7,587	156	62,403	424	2,542,227	1,190,732	228,553	95,795	56,801	21,435	13,072	2,405	69,873	23,840
-Remote Area	642	15	3,382	25	109,718	51,654	15,767	7,280	2,190	569	248	41	2,438	610

In Phnom Penh alone, for example, an average number of students per class, in other word pupil class ratio, is $236306/5545= 42.6$ students per class, and pupil classroom ratio is 76.2. (Indicators on Students and Staff by Province)⁶ This does not assure the quality of study and suggest that more schools should be built

⁵ http://www.moeys.gov.kh/education_static_indicator_07_08.php

⁶ http://www.moeys.gov.kh/education_static_indicator_07_08.php

so that students can have enough hour of study that lead to real concepts and experience. Also, from above chart, the proportion between teaching staffs in remote area and its number of classes is very far much suited: $2190/3382=0.64$. This show the need to have more teaching staffs in the remote areas.

Looseness of Carrying out the Disciplines and Regulations:

It is now 1:30 pm of a windy Saturday of May. On small group of Indraktevy High School students, as if gangsters-based, is still congregating. "Today, we don't need to study; come with me, comrades, we all are going to have fun at Rock Entertainment Club." said a long dyed-red-haired student, on his tight bodily shirt and small-legged dark-blue jean, to all his friends who cheer with enthusiasm. Some students are still walking leisurely to their class. In the school campus, on basketball court, ten students are playing football, shouting as if they were at the stadium. How can you assume about, from the above anecdote, how regulation means to teenager students?

Regulation and discipline, at the moment, seem to be not any strict-revealing to most Khmer adolescent scholars. Most students today would come to study, unlike before on their proper uniform and with acceptable behavior, with somehow flamboyant-looking make-up and decoration, with fashionable-although-still-in-uniform cloth, with glittering jewelry and, sometimes, with the wearing of misbehaved attitude like paying rubbish attention toward teachers. In today real situation in Cambodia, for instance, it is not that uncommon to not see some female students who might attend class with picturesque make-up, with up-to-date material like phone in their hand, with tight blouse and mini skirt and with less etiquette as a student, and to not see some male students who would appear in class with their Korean-style long hair dyed red or any color, with super-tight shirt left untucked in their bodily and small-legged trousers. It seems like they are attending a party or performing on a stage as popular singer rather than coming to grab knowledge in school.

Moreover, such laxity in our education has made the quality of education worse and worse, added to the insufficient of time of study and lack of classroom. When students are paying less to the value of discipline, it seems like they are disrespectful to education itself, and so not so willing to stay focus on their study.

Low Salary of Teachers

It is, by its feature, unrelated to our sector of education. But if we swim through this type of problem, we will cling the root that cause Cambodia education to perform unattractively and inefficiently. In the past if a person whose job was a teacher is referred to, it safely sure to point out that they were so admired that with the salary gained by their teaching, they could support the whole family and had some to save for other life amenities, and so lead a life of harmony in terms of financial problems. However, a teacher today, it is damn hard to be told that, is not able to employ all his salary to support everyone in his family (I am referring to high-school and any other lower-education teachers only.) As known, the salary of a teacher today is somewhere around 600.000 Riel (=150\$), more or less. And if we go to their daily expense, it seems like, with only this amount of their salary, they are not going to survive in this expensive world. They have to pay for their children fee paying, both Khmer and part-time English class, to spent for electricity and water bill, money to buy food for the day and many more. It is revealed that their salary and their expense are not in proportion. Therefore, some teachers are forced by the financial problems to open extra-time class, to sell some document during the lecture, and to do some bribery to get money to rival against those money-required-in-solving setbacks such as the increase in goods and the responsibility for their family.

Corruption and Bribery which lead to inefficacy in education

"Do you want to be admitted to the next grade?" asked a teacher to a group of students who have absented themselves from their academic performing almost for the whole year of studying, "if so, 30\$ each for my ignoring to your bad absenteeism record in class or you will repeat your class next year." The students pay the teacher each 30\$ and are admitted to next grade without any foundation of knowledge that they need to learn in academic year. They go to next year without any knowledge related to the next-year program and subjects. Next year comes and as they study, they complaint, "I don't understand the lesson. Why should I learn?" Again they walk their old path and remain uneducated in the lesson, and as the end of the year

arrives, money is needed anew to wipe away their 'fail' and to be allowed to next year. See? It is chronic deep-rooted parasitic virus that are sucking the blood and stealing the nutrient needed for growth in our education sector. With such foible flying around our education system, how comes is it guaranteed that education in Cambodia is of good and trustworthy quality? In truth, this corruption and bribery have muscular connection with the 'low salaries'. In the national grade-12 exam, any kinds of pictures of corruption and bribery are seen. You may see invigilators, gaining some amount of money from candidates, let them cheat; you may see acts of transferring the documents from the candidates' relative to the candidates via the school controller in the form of bribery. Such wrongdoing really spoils the welfare of our education.

Low salaries in the education sector are seen to contribute to the following corrupt practices⁷:

Level of activity	Type of behavior
Central Ministry	Requiring payment for services that should be free Bribes/kickbacks Selling/leakages of examination papers
Region/district	Selling of education material/books/supplies (food)
School	Ghost teachers Diversion of school fees and other financial contributions Imposition of unauthorised fees Selling advance information of examinations
Class room	Selling school supplies Selling grades Private tutoring Absenteeism

These five main problems in Cambodia education sector namely: poverty and poor condition of living: money constraints, shortage of schools and classrooms and teaching staffs and insufficient study time, the looseness of carrying out the disciplines and regulations, low salary of teachers, and lastly corruption and bribery which lead to inefficacy in education, have been preclude all the notable efforts to work for perfection in Cambodia education system. However, we should never stop here; we all should widen our eye and vision to assist to fight for the best quality of education in Cambodia. Therefore, what can be done to help boost up Cambodian education system? Suggested answers are discussed in the following.

Things that should be done to help rectify and remedy our education system

The erroneous belief that, "Education in Cambodia will never improve due to many problems." should be pushed aside one's thought. To bring advancement to our education system is not an individual task; it needs strong and mutual cooperation to be addressed. For the safe sake for the next generations, certain missions ought to be taken and carried out to balance and standardize the education sector in our nation in order that effectiveness and trustworthiness in our education exist countrywide. All the related people have to share different duties and tasks.

Ministry of Education, Youth and Sport (MoEYS): MoEYS plays a very important role in assuring the quality of education in Cambodia. It is good things that MoEYS has made remarkable efforts to attempt to surmount the problem in or education, and it is even much better and beneficial if MoEYS keeps doing so and implementing something new and effective to our education.

Education for All (EFA) has been put into mission to assure that all students are all attached to education in regardless their walk of life, at least 9-year basic general education are available throughout the country. (Om Soryong, Global Studies 202, Pg.3). As well, MoEYS should make sure that schools are easily accessible, especially in the rural area so that all students spend only short time to reach school. This, too, can make

⁷ Corruption in the education sector by U4 Anti-Corruption Resource Centre, obtain from <http://www.u4.no/themes/education/eduteachersalaries.cfm>

parents to stop erroneous perception that girls should not be sent to school to be educated. Scholarship for tertiary should be offered so that it can help facilitate the expense of the students, particularly those poor, and this also means a way of encouraging all scholars to strive hard for their development in study.

Moreover, to add more nutrient spice for the long-life growth of our education, MoEYS, should continue having and to have more partners and international cooperation to call for more donors and aids in the purpose of bettering the quality of our education. It is very much appreciated that MoEYS hitherto has partnered with most agencies that provide multilateral aid to the education system such as: The Asian Development Bank (ADB), The UN family, including UNICEF, UNFPA, and UNESCO, The World Bank, European Union through PASEC. Many others aids and bilateral donor from Japan through JICA, Australian AusAID and many more, are also good seed for the thriving of our education. (Om Soryong, Global Studies 202, Pg.8)

In addition, pupil/teacher ratio should be reduced by the mean of employing more qualified teaching staffs and availing more classrooms and more schools. Lower pupil/teacher ratio means that teachers are able to pay greater attention to the need in study of each student, and this means a very improvement in students learning.⁸ At the same time, if possible, MoEYS, should increase the salary of the teachers and other education administrators so that the picture of corruption will diminish and education quality is boosted up. With high salary all education staffs feel more secured with their financial problems, and so do not make any corruption like charging the parents and students for what is shared free—like enrollment— and like cutting down selling documents to students during the lecture. And if they, education staffs are still making pictures of corruption or bribery in our education system, certain regulations— like postponing their career for some years to punish, fine money if they are found bribing and corrupting, or even having their name expelled from the education sector permanently—must be spelled upon them. Once corruption in our education is fading, there is chance to make good progress in our education.

Plus, it is a should that MoEYS start the mission to make qualified all the education and teaching staffs by setting up training course of pedagogy, by offering scholarship to further their study abroad, and by implementing more study materials needed for real practice. It must be guaranteed with assurance that all teachers must at least hold Bachelor. Degree and are knowledgeable and possess any merit-showing certificates that proves they have enough qualification to be teachers.

Government: need to provide more fun to MoEYS to increase public spending on education which will adopt clearly defined pro-poor policies and strategies. For example, the key strategic priority is to reduce direct and indirect costs to parents (major access barrier) through a significant increase in performance based teacher salaries, thereby eliminating the need for informal parental payments to teachers. An associated strategy will be to significantly increase school-operating budgets, increasingly managed at provincial/district and school levels. These strategies will help secure teacher and pupil attendance, and alongside better availability of instructional materials, assure quality improvement. (Chea Chantum: The Effects of Poverty on Health and Education in Cambodia)

Too, government has to put into deep mission to fight against poverty to increase level of living standard for most needy family. This can be accomplished by equipping the parents, who are destitute and uneducated, by giving chances for them to learn for free specific career-orienting trainings like sewing, small entrepreneurship, handicraft and the like. Besides, it is indispensable to keep in balance the sustainable economic growth and lessen the wide gap between the poor and the rich. Included, there should be more and more attraction for investment to offer chance of employments for people, and lift up public awareness of the benefits of education, especially to those who do not have any privilege and are not well attached to the form of education.

Furthermore, in cooperation with MoEYS, Government, need to eye and work to present the privilege and the basic needs for growing for disabled children, orphan, children left from human-trafficking, children working on the hill of garbage, and those whose parents have died because of HIV/AIDS. By this means of

⁸ Chea Chantum: The Effects of Poverty on Health and Education in Cambodia, retrieved from http://www3.pids.gov.ph/ris/wbi/Country%20report_Cambodia.PDF

catering them with proper shelter, health care, education and attention, we are not neglecting those inferiors who are born poor and whose lives are dismayed to not have any amenities. Schools for disabled children should be put to existence along with the Committees for the Underprivileged. Sufficient care ought to be placed nearby them. Since these children are the next people to contribute to our country's development, no matter how, we ought to bring education to them. There should be no any discrimination upon them; make them feel secured by educating them and giving them warm care.

Parents: Since children are born, it is parents' responsibility to bestow them with education. Stay supportive and protective, either physically, emotionally, or financially, to the children who are sent out to school to learn. For the sake of their own children, parents have to stay informed and allocate help to the all problems, mostly educational ones that their children are facing. Parents, besides work, need to free themselves for some times to assist and to give additional learning activities to children. Involvements form parents cast lots of wonder in the progress of their children's study. In the other way, according to Global Study 202 by Om Soryong, parents can also be a great source to keep schools functioning well via "Parents' Association" or "School Supporting Committees". The money gained from such can be used to improve the quality of study and infrastructure in school and sponsor to all co-curricular activities like sport and art activities.

Teachers: Teachers act very vital roles in shaping the education system in our nation. Without them, regardless of how hard we endeavor, education in Cambodia will not advance forward. Teachers themselves must be pedagogic professional and be equipped with all the morale and skills of a teacher. In classroom, teachers ought to teach with great caution to the students; they should detail all elaborate ins and outs of the lessons being focused. Teachers need to appear as sample example for their students to follow and be understandingly strict to the all the students to obey the disciplines and regulations of the school. Morale of teachers is what is nowadays stressed. Being good teachers, besides skill and credential, teachers should be morally righteous. For instance, teachers must be fair to all students; biasness to particular types of students must be abolished. More and more, teachers have to put all their effort to water their students to prosper.

Students themselves: Students are the important protagonist in screening the development of Cambodia education system. Patently, even all related-people in bolstering the growth of our education struggle, it is still meaningless if the absence of the involvement and cooperation from students exists. First, presumably, students must have respect in themselves. They must challenge themselves to obey all the rules of the school when coming to learn to assure that value of our education is still in high level. Sometimes, it is hard to observe all the somehow harsh rule of the school—being obliged to wear unfashionable-looking uniform with acceptable hairstyle, punctually coming to school on time, and so on—in this technology-dominated world. Yet, it is compulsory to do so because, to preserve betterment in our education and to be respectful to teachers, schools and education, we are going to school to learn and to have our spirit shaped and lubricated on purpose of acquiring useful skills and concepts for living harmoniously in the world, not to model or to perform in a concert.

Besides, students have to pay conscientious attention to what are explained by the teachers; if they do not understand, they are advised and encouraged to ask for more detail. Students should not rely heavily on the teachers; they should do self-study, meaning that if at school they find their study to be enough for them, they should, when freeing, read books to enlarge their knowledge, do all the exercise in the book to get used to each lesson. In the fear that our education falls, it is requested, that students do not dwell themselves and employ much time on dissipated things like hanging out with friends, playing truant, gambling, and making any boy-and-girl love connection between one another. It is not prohibited for students to seek for some refreshment after having dealt with tons of education work, but try to allocate your time; students ought to know when to study and when to play.

Community and Others: although these people are not directly relevant to bring about betterment in Cambodia education, it still is appealed for the involvement and assistance from them to lead our education quality to reach efficacy. The authority should be safely assured that the atmosphere around the school is in safe-and-sound state—no threat, no pictures of gangster and no drug trafficking or using in the school

campus. Management team of school should frequently keep in touch with student's parents in case students absent themselves from school for a long period of time.

Conclusion

All in all, in spite of the growing efforts to rebuild education sector in Cambodia after the Khmer Rouge regime, problems are still besetting to prevent our education to approach perfection. Looking at education in Cambodia, we will probably see many a setback. And as discussed above, five problems have been detected as the hindrance that disvalue and worsen education in Cambodia. They are named: Poverty and poor condition of living; money constraints, Shortage of schools and classrooms and teaching staffs and insufficient study time, Looseness of carrying out the disciplines and regulations, Low salary of teachers, and lastly Corruption and bribery which lead to inefficacy in education. But does it mean we are stopped here due to these five problems? Not really. We must stand up and face the fact and fight. To make education in Cambodia reliable and effective and progressing and advancing, all relevant people are invited to join the mission. Making education in Cambodia standardized requires all the collaboration from all the related. Assuring education in Cambodia to be trustworthy requires all assistance from all the participants. Manufacturing useful human resource requires all the big and mutual efforts from all the people in Cambodia. Without education, Cambodia faces dearth of human resources; without human resources, Cambodia faces no development at all. To not starve and thirst, we would from now on stand up, stay closer and work to bring good education for good development for our good nation—Cambodia.

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