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The Non-Profit Education System in Cambodia: Case Study of Two Programs

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THE NON-PROFIT EDUCATION SYSTEM IN CAMBODIA:
CASE STUDY OF TWO PROGRAMS

By
Sasha Zuflacht

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Submitted in partial fulfillment
of the requirements for
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ABSTRACT

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This thesis examines the strengths and weaknesses of two non-profit education systems in Cambodia using organizations focused on educating and supporting Cambodian youth. The study addresses the challenges that these different schools face and what they are doing to overcome these issues. Questionnaires were distributed and interviews and guided conversations were conducted at The Global Child and The Ponheary Ly Foundation; teachers, staff, volunteers and students participated. This study discusses how strategies and structure vary between these two different organizations and the impact they are having on education and youth in Cambodia. The information collected indicates that non-profit education programs in Cambodia are making large contributions to the development of the country's education system. Results strongly suggest that collaboration among non-profit organizations would provide the greatest benefit to their society.

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INTRODUCTION

Importance of Non-Profit Education in Cambodia

The importance of non-profit institutions has been demonstrated throughout the world; they provide aid and support to communities that need it most. Non-profit organizations target a variety of populations. The funds that are raised are used towards the organizations goal. For the purpose of this study, non-profit organizations and non-governmental organizations (NGOs) are used as one and the same. Both types of organizations maintain a non-governmental position.

This thesis explores the role of non-profit organizations in the war-torn nation of Cambodia. After suffering an internal conflict 30 years ago, the country is struggling to develop and catch up to the rest of the modern world. Along with other institutions in Cambodia, the education system was entirely destroyed during the Khmer Rouge. As a result, the education system relies heavily on foreign aid and organizations to help rebuild school communities. This presence has become common in Siem Reap, Cambodia.

As a pilot term abroad with Union College, I spent 10 weeks living in Siem Reap. During this time, I was a volunteer English teacher at the non-profit organization, The Global Child. I lived at The Seven Candles Guesthouse, associated with The Ponheary Ly Foundation. It was then and there that I gathered information that ultimately formed the idea and research for this thesis. Seeing the overwhelming presence of non-profit organizations in Siem Reap, Cambodia I wanted to investigate further. This resulted in profiling each organization, and learning more about the structure and ideas of these educational institutions. With a Union College Research Grant I was able to return to Cambodia in December of 2012 and conduct interviews and guided conversations with

teachers, staff and students of these two organizations. This thesis explores the non-profit community from an insider perspective. Success and achievement are measured differently for each organization. This qualitative data provides a glimpse into the world of the non-profit education system in Cambodia.

Breakdown of Chapters

In this thesis, the completed paper is broken into five chapters. These five chapters are further broken down into subsections to provide greater detail. The first chapter is a literature review of the demographics, Khmer Rouge and its aftermath, culture and institutions in Cambodia. In order to understand the need and role of non-profit education organizations in Cambodia, it is crucial to understand the history of this country. The second chapter explores the role of education in society. Education is a way of socializing youth into the culture and traditions of its society. The latter part of the second chapter explores the history of education in Cambodia. The third chapter provides the case study methods and results of the research that was conducted in Siem Reap, Cambodia at The Global Child and The Ponheary Ly Foundation. This qualitative data was gathered through interviews and guided conversations. The fourth chapter provides a discussion and comparison between these two non-profit organizations. Similarities and differences are drawn between the two. The fifth, and final, chapter provides an overall conclusion of the non-profit work being done in Cambodia. What would be done differently and development of further research are outlined. The final chapter explores the role that non-profit organizations will have in the future, and the ever- important role that education plays in society.

CHAPTER 1: LITERATURE REVIEW

AN INTRODUCTION TO CAMBODIA

Demographics

Cambodia, officially named Kingdom of Cambodia, is a small country located on mainland Southeast Asia. To its east is Vietnam and to the west is Thailand, with Laos to its north. Cambodia's land is filled with varying terrain from the Tonle Sap Lake and Mekong Rivers. Mountains surround the Southwest region and the border with Thailand. According to a 2008 Census, Cambodia's population was recorded at 13.4 million (Cambodia, 2011). Among this population, 1.3 million are located in the capital city, Phnom Penh. Other highly populated areas include Battambang, Sihanoukville, Prey Vang, Kompon Cham and Siem Reap (Cambodia, 2011).

The nationality of Cambodia refers to the people as both Cambodian and Khmer. Of the entire population in Cambodia, about 90% are Cambodian. The remaining 10% are composed of 5% Vietnamese, 1% Chinese and 4% others include hill tribes, Cham, and Lao. For 95% of the population, Buddhism is their practiced religion. Other religions practiced in Cambodia include Islam, Animism and Christianity (Cambodia, 2011).

Until independence in 1954, Cambodia had been a French colony. In the mid-19th century Cambodia was on the "verge of dissolution" (Cambodia, 2011). French aid stepped in to provide assistance in 1863 and continued control through the start of World War II. When the Japanese dissolved the French colonial administration, King Sihanouk declared Cambodia an anti-colonial government. He refused to return to Cambodia until they had gained full, genuine independence. Although Cambodia separated from France in 1954, the influences of French culture are still prevalent in Cambodian society. 95% of

the people in Cambodia speak Khmer, the official language of the population. However, French is still spoken in urban areas (Cambodia, 2011). Besides these two languages, English is becomingly increasing more popular as a second language.

After Cambodia's independence from France, it remained a neutral country through the 1950s and 1960s. However, this neutrality did not last long. As fighting in Vietnam between the north and south grew, Cambodia's eastern provinces served as a base for the North Vietnamese Army and the Viet Cong. As this army continued to grow, South Vietnam and the United States became concerned. In 1969 the United States began to raid the North Vietnamese Army and the Viet Cong bases in Cambodia. This invasion was the first spark in the crises in Cambodia that lasted throughout the latter half of the 20th century (Cambodia, 2011).

Today, Cambodia is most recognized because of the Khmer Rouge regime. Understanding this genocide is critical in understanding the present circumstances of the country. In 1970 Prince Sihanouk was overthrown and the Cambodian monarchy was abolished. The country was renamed the Khmer Republic. In the same year, U.S. and South Vietnamese forces entered Cambodia aimed at destroying the North Vietnamese areas (Cambodia, 2011). These forces were not successful, and the North Vietnamese armies moved further into Cambodia. As these forces continued to infiltrate the country, corruption in Cambodia grew (Cambodia, 2011).

The United States claimed to be respecting Cambodian neutrality, but since 1969 they had been bombing the country. In 14 months, the U.S. B-52 bombers made 3,630 secret raids against suspected communist sanctuaries. In 1972, Fighter Bombers dropped 53,000 tons of bombs onto Cambodia. This infiltration killed an unknown amount of

innocent civilians and further aggravated the serious refugee problem. Before these attacks, Cambodia was one of the most fertile producing areas in Indochina. The bombs destroyed the irrigation works and killed a considerable amount of livestock. As a result, a huge food crisis developed, and rice was brought up the Mekong River or flown in by U.S. aircraft in order to feed the towns (Wright, 1989). The official records of the U.S. were falsified in order to conceal these bombings from Congress. It was not until 1973 that this information was disclosed (Wright, 1989). In total, the U.S. forces dropped over half a million tons of bombs on the food-growing areas (Wright 1989:33).

Even further problems occurred in Cambodia as the Khmer Republic was plagued by disunity among its members. At this time, Pol Pot and Leng Sary began to assert their dominance over North Vietnam. With this, Cambodia was becoming stronger and more independent. Yet, in 1975, communist troops destroyed the Khmer Republic and the republic regime fell. Phnom Penh surrendered five days after the U.S. mission evacuated Cambodia (Wright, 1989).

Although many Cambodians welcomed these initial signs of peace, after a five-year-long civil war (Chandler, 1999), the Khmer Rouge soon led Cambodia into a land of devastation. Now called Democratic Kampuchea, the new regime evacuated the cities and towns sending everyone to the countryside to till the land (Cambodia 2011). The city's entire population was evacuated, totally over 2,000,000 Cambodians. They were sent to one of the seven zones of which Cambodia had been divided (Wright 1989). These zones essentially separated the poorest peasants and put them in the privileged class. The zones were separated by three categories: 1) "full rights" (poor peasants, lower and middle strata of the middle peasants and workers); 2) "candidate" (upper middle

peasants, wealthy peasants and petty bourgeoisies); and 3) “depositee” (evacuees, capitalists and foreign minorities) (Wright, 1989).

These new villages in the Cambodia lacked food, medical care and agricultural equipment. Thousands died of starvation or disease during the evacuation. About 85 percent of the population in Cambodia was put into these agricultural co-operatives. Since there was no money, they were paid with food rations and only received one set of clothing each year (Wright, 1989). The ordinary Cambodians, or “members” of the co-operative were only given two bowls of rice a day. However, the officials of the Khmer Rouge and soldiers were given bountiful amounts of meat, fish and vegetables (Wright, 1989). Anyone one who questioned or resisted this new regime was immediately sentenced to death. Pol Pot became Prime Minister under Democratic Kampuchea and he is now recognized as one of the world’s most infamous dictators (Kiernan, 2003).

The Khmer Rouge

The ideas of the Khmer Rouge were based around collectivizing agriculture. This idea was meant to return Cambodia to a country sustainable without outside influence. Everyone was sent to the countryside to grow food. The principle idea of what became Democratic Kampuchea was laid down by the social and economic policy of Khieu Samphan. In his 1959 doctoral thesis, he asserted that “the Cambodian economy could become independent and self-sufficient only by cutting itself off from the international economy for a time, and that only be expanding agricultural production could the base be provided for industrialization.” Khieu Samphan estimated that “Over 80 percent of the urban population were unproductive and served only the elite.” He believed they should

be transferred to productive sectors of the economy, especially agriculture and formed into co-operatives (Wright, 1989).

During this regime, there was no currency or banking system. The Khmer Rouge abolished private property, law, courts, markets, and forbade religious practices (Chandler, 1999). Everyone lived in a state of terror and obedience, as the regime controlled every aspect of life. Anyone associated with the previous government, or with high skills as a doctor, professor or artists were summoned to public executions. Torture centers were established and few succeeded in fleeing the country.

It was not until September of 1977 that Pol Pot delivered his first public speech as the Party General Secretary. In this speech he revealed that the Communist Party of Cambodia had been in control of the country since April 1975. Pol Pot explained the current activities in Cambodia as:

“Separating, educating, and co-opting elements that can be won over and corrected to the people’s side, neutralizing any reluctant elements so that they will not undermine the revolution, and isolating and educating only the smallest possible number of the elements who are cruel and who determinedly oppose the revolution” (Wright, 1989:30).

During these confrontational years from 1975-1979 the exact numbers of those who died is unknown. Out of a population of 7.3 million in 1975, estimates of the dead range from 1.7 to 3 million (Cambodia, 2011). The post-Holocaust world promised never again. With the genocide in Cambodia and throughout other countries in the world, these atrocities persist. Phonm Penh was eventually captured on January 7, 1979 and remnants

of Democratic Kampuchea were forced to flee the country. Trials against these leaders have only recently been examined.

The overthrow of Pol Pot was first organized in 1978 when Hanoi began to plan an anti-Pol Pot resistance movement among Cambodian refugees (Wright, 1989). By October of that same year, there were 100,000 troops stationed along the Cambodian border. On December 25, 1979 the 100,000 Vietnamese and 20,000 CNUFNS (Cambodian National United Front for National Salvation) troops advanced into Cambodia. In no time, these troops had engulfed Phnom Penh. On January 10, 1979 the People's Republic declared, "the dictatorial fascist and genocidal regime of the reactionary Pol Pot- Ieng Sary clique had been completely abolished and the People's Republic of Kampuchea established in its place" (Wright, 1989:37). Vietnam, Laos, and the Soviet Union recognized this new government. Emotionally and physically scarred by almost four years of Khmer Rouge power, Cambodia is a testimony to the tragedy of political conflict and human destructiveness (Duffy, 1994).

The Khmer Rouge had turned even the most innocent of places into sites of horror. In the southern Kandal province, a former school was turned into a regional headquarter, prison and execution center for the Khmer Rouge. One villager commented, "They found lots of corpses in a ditch; some of them still had ropes on their hands and feet, and blindfolds on their eyes" (Kiernan, 2003: 90).

The most famous prison created by the Khmer Rouge was S-21 prison. The head of this prison was Kang Kech Ieu, but most recognized as Brother Duch. What had previously been a high school just outside of Phnom Penh, was turned into a torture, interrogation and execution center. Only seven survived, of the 14,000 people that

entered. The photographs and portraits that have been discovered reveal a story of defiance, shock and horror. In one photograph, a prisoner's number tag is safety pinned to his pectoral muscle, his face is bruised, and a pad-locked chain strangles his neck. A torture manual from the prison claims: "our experience in the past has been that our interrogators for the most part tended to fall on the torture side... However, we must nevertheless strive to do politics to them always and absolutely to confess to us. Only once we have pressured them politically, only when we have put them in a corner politically and have gotten them to confess will torture become productive" (The Killing Fields Museum). In the 1980s evidence from Prison S-21 was gathered to use in a campaign to bring the leaders of Democratic Kampuchea to justice. At the time, this campaign was unsuccessful (Chandler, 1999). This prison now serves as a museum to remind Cambodia and the rest of the world about the horrible atrocities that occurred behind closed doors.

Another one of the more horrific sites in Cambodia is the killing fields used during the Khmer Rouge. Choeung Ek is one of the most infamous killing fields during the Pol Pot regime. Just nine miles outside of Phnom Penh, these killing fields have become a popular tourist attraction: both horrifying and fascinating. These killing fields "contain mass graves, slightly sunken, for perhaps 20,000 Cambodians, many of whom were tortured before being killed" (National Geographic, 2003). Many of the skulls from the mass graves are now on display in a memorial building positioned in the center of the killing fields. Since bullets were too valuable for executions, Khmer Rouge soldiers used axes, knives and bamboo sticks instead. Children were executed differently: they were

battered against trees until they fell to their death (National Geographic, 2003). Horror, memory and disbelief all comingle at the killing fields.

Aftermath of the Khmer Rouge

When the Kampuchean People's Revolutionary Council (KPRC) inherited Cambodia they were faced with rebuilding a country whose infrastructure had been destroyed and whose population faced starvation (Wright, 1989:47). These major concerns addressed the need to focus on reconstructing the Cambodian economy. As well, Cambodia needed to focus on assuring security for the population in the event of rebel attacks. The government system during this time was dictatorial and crude- both of which were necessary.

Cambodia was further alienated as the presence of Vietnamese throughout the country intruded into many aspects of Cambodian life. Khmer nationalism slowly returned at the end of the decade. In 1986, Hanoi began withdrawing some of its occupation forces and over the next two years the last Vietnamese troops had left Cambodia. By 1991 the United Nations had stepped in to help with the resettlement process. In 1992 military peacekeeping troops were sent to help conduct free and fair elections for a new assembly in Cambodia (Cambodia, 2011).

The elections in 1993 drew 4 million Cambodians to the polls. This new government drafted and approved a new constitution, and established a liberal democracy. The constitution was meant to provide a wide range of international recognized human rights. Even so, political violence continued to be a problem. It was only in 2009 that the first tribunal was held against former leaders of the Khmer Rouge. They did not officially admit surrender until 1997- after nearly three decades of power.

The current government in Cambodia remains a multiparty democracy under a constitutional monarchy. Modeled after the United States, Cambodia has three branches of government- executive, legislative and judicial (Cambodia, 2011).

Since the devastation of the Khmer Rouge and Vietnamese invasion, Cambodia has been strengthening and renewing its society. This involves rebuilding its land, its people, and its culture. Cambodia not only experienced a loss of people, but a loss of knowledge and things. Fortunately, the natural resources, services and trades in Cambodia have allowed the economy to grow in the present day.

The natural resources of Cambodia include timber, gemstones, iron ore, manganese, and phosphate. The agriculture sector produces rice, rubber, corn, meat, vegetables and other products. The other industries include garment and shoe manufacturing, rice milling, fishing, and paper and food processing. Major services include tourism, telecommunications, transportation and construction. Foreign financing plays a great role in these services, providing \$606 million in expenditures. The exports of Cambodia are a huge party of their economy. Everything from garments to cigarettes, rubber to wood and shoes to fish are exported to partnering countries. These major countries are the United States, Germany, U.K., Japan, Vietnam, and Singapore. Imports play an even bigger role in Cambodian society. These major partners include Thailand, Singapore, China, Hong Kong, Vietnam, Taiwan, and the United States. Imports include fuels, vehicles, consumer goods and machinery (Cambodia, 2011).

An important explanation for Cambodia's reviving economy is due to the economic aid received from outside sources, as Cambodia is still reliant on foreign assistance. There were over \$989 million in grants or loans disbursed to Cambodia in

2009 alone. Contributing countries include Canada, Australia, China, Denmark, The U.S., Japan, Sweden and a handful of other donors. Recent statistics show that from 2004-2007, the Cambodian economy expanded by more than 10% per year. The garment sector and tourism industry are two of the biggest forces behind this expansion (Cambodia, 2011).

The statistics in the Cambodian labor force are startling. Per capita income in Cambodia is \$321 per year. The riel is the nationally recognized currency but in Cambodia the dollar and riel are interchangeable. Another alarming statistic is the literacy rates in Cambodia: adult literacy is at 71 percent. This leaves 30 percent of the population who cannot read or write. The literacy rates for females are even lower, at 41 percent. After decades of war, the Cambodian economy is still suffering. The per capita income and education levels are lower than in most neighboring countries (Cambodia, 2011).

These demographics display the current position of the Khmer people. They have suffered and survived through three decades of war. They have persevered after the relocation and killings of millions of their own. Against all odds, they have continued to push forward in the darkest of times. In the aftermath of the Khmer Rouge, Cambodia has focused on rebuilding its nation. Cambodians are not only rebuilding their land and its people, but rebuilding their culture as well. Religions, traditions and culture had always been an important aspect of the Khmer life.

Khmer Culture

Khmer culture has never fully returned to where it was before the genocide. It is impossible to know about certain traditions because entire generations were swept away.

In 1987 Ngor Haing asserted, “We had no more monks and no more religious services. We had no more family obligations. Children left their parents to die, wives abandoned their husbands and the strongest kept moving. The Khmer Rouge had taken away everything that held our culture together, and this was the result: a parade of the selfish and the dying” (Ebihara, 1994:1). As a result, the Khmer still ask questions about their own culture and society. Some of Cambodia’s greatest traditions are stories that have survived the darkest of times. Many of their stories are didactic- telling people how to behave. As in Buddhist belief, the idea of Karma is very prevalent in their culture. The principle idea of Karma demonstrates that good comes to people who do good and the karmic consequences await those who do bad (Ebihara, 1994:19).

By definition, culture is considered “a learned, shared, compelling, interrelated set of symbols whose meaning provides a set of orientations for members of a society. These orientations, taken together, provide solutions to problems that all societies must solve if they are to remain viable (Makararavy, 2010). In Cambodia, these customs are strongly rooted in their society. For example, the head is considered the most sacred part of the body because it is the center for intelligence and spiritual substance. Traditionally, it is disrespectful to touch someone on the head. On the other spectrum, the feet are considered the dirtiest part of ones body. Pointing at someone with your feet is often considered an insult. The head and feet are just small examples of customs in Cambodia. The real problem Cambodia faced after the Khmer Rouge was remembering the music, the theatre and the traditions that had previously been so ingrained in their lives.

Present day Khmer music is believed to be a continuation of the oral traditions of the ancient Khmer. The slaughter and destruction during the Khmer Rouge resulted in a

shortage of artists and musicians, both as teachers and performers. In fact, Cambodia had “10 percent teachers or professors after the destruction. Ninety percent were gone. There were 380,000 artists and intellectuals. During Pol Pot, just 300 people survived” (Ebihara 1994). This shortage of musicians and musical instruments are the major problems in preserving the traditional Khmer musical culture. While children who are committed to learning Khmer music may be scarce, the arts are still growing in Cambodia. Theatres in Phnom Penh are thriving, along with theatre groups throughout the country. Even further, traditional music is being played and traditional dances are being performed (Ebihara, 1994).

In tandem with Khmer people searching for their roots and cultural past, foreign institutions were starting to develop. Cambodia had the unique position of welcoming outside influences while trying to rebuild its foundation. Cambodia has been able to restructure its society with the monetary help of foreign aid, but even more generously with the development of non-governmental organizations. These institutions in Cambodia have “played a key role in advocating for the rights of marginalized people, and increasingly in facilitating the strengthening of Civil Society Organizations” (Rasmussen, 2004: 6). CSOs are diverse, and range in type from trade unions to community groups to non-governmental organizations. These institutions are separate from the state; they play a major role in servicing needs that are otherwise not addressed by the market, household, or state.

Institutions

In a study based on the contributions to Cambodian’s development from 2004 to 2009, the institutions in Cambodia were examined. This specific study aims to support

the case that NGOs are innovative, and responsive to emerging needs and issues. The accepted definition of NGOs is:

“Non-governmental and non-profit organizations that are established for a specific purpose, or set of specific purposes- often a social goal such as relieving suffering, defending the rights or promoting the interests of the poor, protecting the environment, or undertaking community development. They do not belong to any state or government apparatus, although they may collaborate with them (sometimes closely and/or over a long period) if there are shared goals and objective” (Borithy, 2011:5).

The unique part about these institutions is that they offer a new approach to development, whether they are local or international NGOs. No other institution in Cambodia, not the state or the private sector, replicate this. NGOs are concerned about the welfare of the public at the centre of their programming. These institutions work closely with the majority of the population- addressing communities in rural areas. They are separate from the institutions of the government. Of the total number of organizations registered in Cambodia under the Ministry of Interior (MOI), 54.4 percent are registered as non-governmental organizations. However, this number may be higher since NGOs and other associations are sometimes cross- registered. Only 35 percent of all registered organizations remain active today (Borithy 2011:20).

The report from this study focuses on a range of issues. These issues all relate directly to the work of NGOs in Cambodia. The report is structured as so: positive contributions of NGO programming to Cambodia’s development, capacity to provide space for civil society to communicate with the state, strengthening civil society

coordination in advocating for the right to participate in the national development process, and the production of research that aims to influence policy making and national planning. As a result of conflicting views about NGOs, misunderstandings about their role as part of civil society acts as a barrier for further development. In order to assess the emerging role of civil society institutions, case studies, international reports and in-person interviews were all evaluated.

NGOs have been present in Cambodia since 1979. However, the number of international institutions within the country has considerably increased since then. In the 1990s these institutions steadily grew. For over 15 years these programs have implemented work in remote parts of the country. They have improved infrastructure and security. According to an effective report from May 2012, “NGOs have made significant contributions to the country’s development” (Rasmussen, 2004:6).

These institutions provide nearly a quarter of all aid that is delivered to Cambodia. This aid contributes to the positive development programs of Cambodia’s social and economic development. Since the public services of Cambodia are not well developed, the influence of NGOs is critical to the Khmer people. For the most vulnerable, this is especially necessary. The services of these institutions have a wide range of outreach programs. Some institutions help people at risk of contracting HIV and other sexually transmitted diseases, to helping train farmers for agriculture. Other programs consist of helping the disabled, strengthening public health, and reforming the education system.

One of the main goals of the NGOs is to reduce poverty and create a stronger Cambodian society. These institutions focus on community development and work in all provinces in Cambodia. The objective is to work toward sustainability. Instead of

implementing separate programs, these NGOs focus on integrating programs into the commune development. These developments also help Cambodians gain access to safe drinking water by constructing wells in rural villages. This increases and encourages communities to change their behavior and adopt proper hygienic practices (Rasmussen, 2004). All of these contributions support the fight to reduce poverty in Cambodia.

In total, there are currently 3,492 local and international organizations registered in Cambodia. Some observers speculate that this number is too high. However, the registration for these institutions is not kept up to date, and thus the actual number of NGOs may be significantly lower. These numbers are speculation because some of these institutions are not active or operating anymore. Additionally, no thorough study has ever been produced. Whether or not these numbers are true or not, the Prime Minister stated that Cambodia had become “a heaven for NGOs” (Borithy, 2011:13).

NGOs provide a range of services to the vast majority of the public. An important role that these institutions play is in providing opportunities for Cambodians to discuss issues concerning them. This allows Cambodians to address issues both at the local and national levels. In some cases, this helps in building community engagement and increasing social affairs of the public. One of the most notable developments has been the Extraordinary Chambers in the Courts of Cambodia, or the ECCC. This establishment holds hearings to prosecute the key leaders of the Khmer Rouge (Rasmussen, 2004:14). NGOs participate in this tribunal by advocating for civil party participation and enabling victims of crimes during the Democratic Kampuchea to file formal complaints. These NGOs help provide an opportunity for civil society to communicate with the state.

In addition to the development of the Extraordinary Chambers in the Courts of Cambodia, many NGOs are members of umbrella organizations that advocate for change. The main goal is to provide civil society with the opportunity to engage with the government. This would allow Cambodians to participate in the development process in which they can advocate for policy changes at the national level. Organizations that participate in these efforts include pagoda committees, school support committees and community forestry groups (Rasmussen 2004:17). Most of these organizations work in conjunction with non-governmental organizations.

Policy- making and national planning are two of the most important influences that these organizations are focusing on next. Further research is necessary in order to understand and advocate for policy dialogue. The role of NGOs is to consider the best way toward influencing this policy development process (Borithy, 2011:19). The NGOs that solely focus on research have the unique power and position of informing other organizations about new developments. NGO communities are greatly influenced by the active development in Cambodia. In the past, NGOs have provided an array of information about the country as “it has gone from a post-conflict country to a relatively stable country with economic growth that is concentrated in a handful of sectors” (Borithy, 2011:20). NGO programming is established in order to benefit the poorest Cambodians and help affect policy change throughout the country. For these reasons, the research institutions established in Cambodia are essential in increasing knowledge about the development progress. Even further, these institutions explore the challenges still facing the country. Some of these leading institutions include the Cambodia Development

Resource Institute (CDRI) and the Community Based Natural Resource Management Learning Institute (CBNRM).

The institutions listed above comprise the International Development Research Centre, or the IDRC. This overarching institution shares a common set of goals, all of which aim to influence policy- making (Rasmussen 2004:20). It is difficult to gather data in Cambodia, so these institutions are imperative in understanding the complex issues related to poor communities. In some cases, the government has requested research in order to better inform the legislation and policy development process. For example, public health care policy has greatly developed thanks to research of these institutions. The need for NGOs in the health sector was identified. This led to the ‘critical mass’ of NGOs influence on health care policy dialogue. Some of the recommendations made in the National Health Strategic Plan included “making logistical changes to improve the medical supplies system, and recommendations for improving service delivery, and human resource capacity development” (Rasmussen 2004:20). These recommendations opened up dialogue for further discussions about health care systems in Cambodia.

Despite the great influence of NGOs and other institutions in Cambodia, these programs still face challenges that impact the effectiveness of their programs. One of the greatest challenges is in the perception that NGOs are in ‘opposition’ to the government. This creates a divide between the NGO community and government institutions. This divide is especially found in human rights organizations. NGOs are further criticized for their weakness of governance issues and the high turnover of staff (Rasmussen 2004). But regardless of this criticism, the influence of NGOs has contributed greatly to the development and programming in Cambodia. These programs are established through

institutions that reflect emerging issues and needs. These institutions address diverse groups of the population and as a result, several improvements have been made in the lives of Cambodians. With a unique approach to development, NGOs and institutions in Cambodia are providing the change that is needed for the country to develop.

CHAPTER 2: LITERATURE REVIEW

EDUCATION OVERVIEW

Part 1- Education as a Social Institution

Purpose:

Education is society's formal mechanism for transmission of its culture (Cave and Chesler, 1974). By this definition, education is a formal type of socialization and has the power to define which social categories we belong in. According to the 1837 Fundamental Code of Education, "it is only by building his character, developing his mind, and cultivating his talents that man may make his way in the world, employ his wealth wisely, make his business prosper, and thus attain the goal of life. But man cannot build up his character... without education- that is the reason for the establishment of schools" (Spring, 1998: 39).

An accepted definition of education is "the process by means of which the individual acquires experiences that will function in rendering more efficient his future action" (Peters, 1924:35). This process ensures that the education system works as an institution. Schools are able to provide knowledge, skills, attitudes and values to their students. In this sense, education is partially measured by experience. Schools that are not giving vital experiences to the student are not doing a sufficient job. The school has a powerful role in guiding students through these experiences (Pallas, 1996). This prepares students for adult roles in the future, contingent on the behavior and skills required by the society. In return, students have an increased set of personal qualities, which allow them to demand more from, and achieve more, in modern society. As students move from one grade to the next, or from one level to another, the schools are providing them with a crucial ritual system of mobility, and a higher degree of education. At the same time,

education is assimilating individuals to the group and group standards of the society (Spring, 1998).

A debate about the true purpose of education lies in whether it is supposed to prepare us for the future, or teach us about the past. Are schools conservers of historical tradition or agents of change? (Cave, 1974) There is no definitive answer since we all want some things to change and others to stay the same, depending on the situation. What is true, no matter what, is that “education is a fundamental right for all people, women and men, of all ages, throughout the world” (Spring 1998, 195).

Consequences:

One consequence of education in a democratic society is the “inconsistency between encouragement to achieve and the realities of limited opportunity” (Clark, 1960: 569). The reality is that social mobility is not universally possible, yet we are asked to act as if it were. According to Aaron M. Pallas, the link between socioeconomic, cultural resources and educational achievement are well documented. Family background is a strong predictor of not only educational attainment, but also academic achievement (Pallas, 1996).

Educational opportunities as well as selective training institutions and work organizations need to be available. If people are faced with denial or failure, democratic societies should offer other opportunities in order to maintain motivation in the public sphere (Clark, 1960). Formal education can differentiate the elite from other social classes by training and preparing the elite for more dominant roles in society (Cave, 1974). This notion reinforces the status quo of preserving the cultural norms and heritage

of the society. In doing so, education can lead to a select few with more power, and further advance social inequality.

Importance:

Education is not restricted to what we find in our textbooks, or how well one scores on a test. Education takes place outside of formal settings; it is a diversified phenomena. Our everyday social processes and education are inevitably intertwined, as both contribute to our knowledge (Cribb and Gewirtz, 2009). Education and social values are formed in a range of ways, not limited to just one instance or one social institution.

In 1948 the United Nations made a Universal Declaration of Human Rights. Article 26 states, “Everyone has a right to education... Education shall be directed to... the strengthening of respect for human rights and fundamental freedom” (Spring, 1998: 190). This declaration not only asserts education for all, but the request to include instruction in human rights as well. Education should include intellectual tools to protect human rights (Spring, 1998).

The exact importance and purpose of education can have various effects on individuals and societies. The importance of education is two-fold. It has benefits for the individual in both learning social order, and also in learning to adopt emerging and new patterns of behavior. Education also has importance in social change, as a relationship between the two exist (King, 1966).

According to Emile Durkheim, education is an important way of molding the social being, especially in socializing youth. Education is defined by the society we live in. Durkheim’s precise definition states “Education is the influence exercised by adult generations on those that are not yet ready for social life.” He continues, “Its object is to

arouse and to develop in the child a certain number of physical, intellectual and moral states which are demanded of him by both the political society as a whole and the special milieu for which he is specifically destined” (Sieber and Wilder, 1973 16). In order for education to exist, a generation of adults must have influence on, and interaction with, the youth.

Part 2- Education in Cambodia

Early History

Information on the early history of education in Cambodia is limited. There is a lack of sources about the traditional education system. What first appeared as evidence dates back to the late thirteenth century, nearly four centuries after the creation of a unified Khmer State. A Chinese embassy leader, Cou Ta-Kuan, first observed the education system in Cambodia. What he found was the centrality of religion, with regard to education in Cambodian life. His observations provided few details; he discovered there were no schools or seminaries for the “panchi,” or men of learning. Kuan’s observations did not clarify who was taught, what was taught, or where the materials or resources came from (Ayres, 2000).

The time between the observations of Cou Ta-Kuan and the next evidence about education in Cambodia is substantial. Louis Manipoud was the next to record his observations. He discovered that mainly boys were receiving instruction at the Wat. It was clear that girls were rarely admitted. As part of their instruction, the boys were taught to read sacred Cambodian texts, Cambodian oral and literacy traditions, learned the precepts of Buddhism, and given the opportunity to develop their vocational skills. The concept behind the vocational skills program was to help increase the productivity of

their rural lifestyle. In essence, this traditional education system taught students the “principles of being a good individual and of good social conduct” (Ayres, 2000).

At the Wat, these boys were taught both Hindu-Buddhist notions of Dharma (ideas, ideals, and truths) and the Vinaya (concepts associated with social regulation). These notions provided the fundamental ideology of Cambodia’s traditional system of education (Ayres, 2000). The peasants were most affected by the lack of education in Cambodia. Before the arrival of the French, the peasantry was the most illiterate among the population. If at all, the peasantry only received education during a stay at the Wat. For many Khmers, they learned didactic and oral ways of communicating and storytelling (Ayres, 2000).

As is true in Cambodian society today, the monks played a hierarchal role in knowledge association and education (Ayres, 2000). At this time, three important texts supported Cambodia’s simple education system. The Chbad were poems and folk laws that incorporated ancient wisdom into the context of Buddhist teachings. Secondly, there was the Reamker. This text described classical battles between good and evil- it was the Cambodian interpretation of the Hindu epic, the Ramayana. Lastly was the Gatiloke. Cambodia’s monks traditionally used these collections of Khmer folk stories. The direct translation means “the right way for the people of the world to live.” This interpretation comes from the word gati meaning, “the way” and from loke meaning, “the world” (Ayres, 2000). Stories of the Gatiloke depict stories of ordinary people in ordinary situations. These stories provided moral guidance and instruction for daily events in the life of Khmers.

The first secular school in Cambodia was established in 1867. King Norodom, under French support, executed this construction for the royal family. In 1873 in Phnom Penh, another school was established. However, little is known about these schools. French residents established these schools, and thus the students allowed to attend were very exclusive. The students were primarily children of French residents, members of the Cambodian elite, Chinese merchants, and children of Vietnamese immigrants (Ayres, 2000). Before the 1930's the French had spent little money on education in Cambodia. The French were hesitant to enhance education in Cambodia for fear that this would empower Cambodians and the French would lose their influence and dominance in society (Dy, 2004).

The French education system excluded the peasantry. While the elite were starting to gain a formal education, everyone else continued to be educated at the Wat. Yet, the French, and the approved blueprint for education in Indochina, failed to realize several details about education in Cambodia. For starters, they failed to understand the different culture and norms in the country. In addition, Khmer parents actually preferred for their sons to receive an education at the temple. There was also a significant shortage of trained teachers, village schools were often not accessible to many students, and most significantly, the public was mainly disinterested in the education system as a whole (Ayres, 2000).

Even so, the French continued to modernize the schools in Cambodia. They did this by turning the temples into schools. While this could be viewed as “association” in combining colonial ideas and native institutions, it was not such a success. The French

took control of the infrastructure previously established, including using existing teaching staff. In this way, the French profited from this blending (Ayres, 2000).

By 1932, Cambodia's education system had grown with nearly 225 modernized temples schools. Just six years later in 1938, this number had vastly increased to 908 schools. Education was on the steady rise (Ayres, 2000). For the Franco-Khmer primary schools, not a single new school was inaugurated during this time.

In the coming years the onset of World War II brought the Japanese to arrive on the Indo- Chinese peninsula. With this conflicting presence, the French replied by increasing their education profile in several provinces. With this, many of Cambodia's elite privileged was given enough opportunities to receive a secondary education. This education increased their knowledge about France, its history, and its magnificence. The ironic timing of this came just as French sovereignty in Cambodia was deteriorating (Ayres, 2000).

Establishment Period 1949- 1970's

The end of the French influence came on March 10, 1945. King Norodom Sihanouk announced the end of the French protectorate and claimed that the kingdom of Cambodia would now be known as Kampuchea (Ayres, 2000). Essentially, King Sihanouk was replacing the French with the Japanese. Cambodia finally achieved full independence of its own in 1953.

The years between 1953 and post-recovery of the Khmer Rouge, there is little written about the education system in Cambodia. The presence of education continued to strengthen as the country developed. In the 1950's, Cambodia expanded the presence of higher education institutions. The funding for this, and other educational systems,

primarily came from the Ministry. After completion of higher education, many graduates sought city-based employment. In the 1960's and 1970's, with the further expansion of higher education, the economy was growing at a faster rate than Cambodia could absorb. As a result, many graduates could not find meaningful employment because of the mismatch between higher education and employment. Issues of this inequality still exist today (Sloper, 1999). Another downfall of the increased development of higher education was that basic education was not considered a top priority, as it should have been. This is one reason that led to the current education crisis (Dy, 2004).

Khmer Rouge 1975-1979

During the Pol Pot regime, education was essentially abandoned from society. As part of the Khmer Rouge plan to return to “year zero”, anyone educated posed a threat to the ideals of the regime. The only education was through songs and dance. Basic education was seen as unnecessary during this time since all citizens were working in the factories and farms (Dy, 2004). The Khmer Rouge destroyed all books and equipment used for education. Additionally, they used school facilities as prisons and for other purposes. After the Khmer Rouge there were no more than 300 people left who had post-secondary education. Most of these survivors left Cambodia as soon as they could (Sloper, 1999). An estimation of the teachers and high education students that fled or died between 1975 and 1979 are between 75 and 80 percent (Dy, 2004).

People's Republic of Kampuchea 1979-1993

At the start of the 1979- 1980 school year Cambodia had 716, 553 primary and 2,870 secondary students enter school. In just a decade, by 1989, school attendance had increased to 1,342, 942 students in primary school and 244,842 and 43, 501 students

enrolled in junior and secondary schools, respectively (Clayton, 2000). This increase took a strong vigor on behalf of the Vietnamese. The Vietnamese occupied Cambodia ever since the overthrow of the Khmer Rouge. On September 24, 1979, just ten months after the overthrow, the “first historical day of the first school year was proclaimed throughout the country” (Clayton, 2000: 111). The top priority of this time period was to reinstate educational institutions. With support from UNICEF and the International Red Cross they helped open 6,000 educational institutions between 1979 and 1981 (Dy, 2004).

Furthermore, with the aid of the Vietnamese, the Ministry of Education tried to gather as many former educators, or staff members that they could. One senior education official explained that they endorsed education by using various slogans such as ‘going to teach and going to school is nation-loving’ (Dy, 2004). Despite the poor conditions, they wanted to get as many children into school that they could. They needed surviving teachers and literate people to teach the illiterates (Dy, 2004). Without any books, the Ministry also encouraged communities to open schools on their own (Clayton, 2000). The Asian Development Bank described the educational situation during this time as “poor school conditions, large numbers of unqualified teachers, an absence of a national curriculum framework, inadequate book supply systems, and a high pupil dropout rate in primary school” (Dy, 2004: 91). Even with foreign aid, the education system was not getting the adequate attention it needed in the 1980’s. Especially in the rural and remote areas, trying to provide basic education for all was barely implemented without enough funding and support.

The government paid little attention to the education sector at this time. They were concerned about the more immediate problems of feeding and housing people in

Cambodia. It's important to note that at this time, about 30 percent of the children had no father, and 10 percent had no mother. Additionally, 5 to 10 percent were orphans (Dy, 2004). The Ministry of Education still begged the government to focus on education. Many of the leaders during this time had been leaders during the Khmer Rouge and they had no interest in education. The idea of "year zero" during the Khmer Rouge meant that education played no role in society. Ultimately, the Vietnamese were somewhat successful in getting the government and the people to understand the importance of education in Cambodia (Clayton, 2000). Education was considered sufficient in Cambodia in the 1980's if a student had basic literacy or at least completion of the fourth grade (Dy, 2004).

The Vietnamese had a very strong influence on the development of the education system. Although one informant commented that "the Vietnamese experts only gave advice, they didn't make decisions for us" (Clayton, 2000: 112), the education structure in Cambodia is nearly identical to that in Vietnam. The education planning in 1979 was greatly influenced by the Vietnamese experts. Their influence was necessary to the rebirth of the education system in Cambodia. Cambodia did not have any trained staff that would be able to train others after the genocide (Clayton, 2000).

In the 1980's, about 1.5 million primary school students in Cambodia were reported to be attending school. At that time, teachers still had minimal training, school buildings were inadequate and unsanitary, and not even one-quarter of the needed textbooks were printed (Kiernan, 1993). There was not enough money to support new buildings, nor were there enough educated teachers who survived the Khmer Rouge. Some classes met in any area they could find- under trees, and in sheds. This greatly

effected education during the rainy season when classes could not be held outside in the floods. Students even met in vacant hospitals surrounded by mines and graveyards of soldiers (Clayton, 2000).

About 80% of all teachers were lost during the Khmer Rouge, destroying the teacher education and training system entirely. Out of nearly 1,000 academics and intellectuals in University before the Khmer Rouge, only 87 survived (Clayton, 2000). During these rebuilding years, education was ever important in the development of Cambodia, as 60.4% of the population was under the age of 24 (UNESCO, 2010). The Ministry of Education called upon any survivor, regardless of their academic background, to help. After just three weeks of training, these volunteer teachers were asked to play a role in rebuilding the education system in Cambodia (Clayton 2000). By 1983, the Ministry of Education had established teacher- training colleges. These colleges were meant to “alleviate a chaotic situation of wide-ranging teacher competencies” (Clayton, 2000: 114).

In the following years, higher education began to develop as well. Four main policy statements governed this system. First, Khmer would be the language of instruction. Second, to ensure the structure of higher education, the ministry would focus on the recruitment of students and improving the salary of teachers. The third policy was meant to strictly enforce the first policy. The last policy was to develop entrance requirements and improve the administration of higher education. These policies were written by the Vietnamese and then translated into Khmer. After this translation, they were implemented in the structure of the Ministry of Education as well as the government of Cambodia (Clayton, 2000).

French served as the primary language for institutes of higher education when they began to open in 1979. The French language eventually disappeared as primary and secondary schools only offered education in Khmer. The Ministry determined that the donor country would determine the language of education. If the aid were coming from the Soviet Union, then Russian would be used, and so on (Clayton, 2000). Generally, Cambodians welcomed this aid and assistance. Without it, they would not have known how to organize, structure, and fund educational development. With the amazing support of outside aid, these schools were able to educate doctors, teachers, engineers and other specialists. These trained professionals were now expertise in the field, able to train others and subsequently, help develop Cambodia.

The Vietnamese also focused on changing Cambodian's way of thinking. Through political education and courses in Vietnam, they hoped to develop ideas of socialism in Cambodian society. With ideas of socialism, this education sought to "form men who would fight against imperialism and capitalism" (Clayton, 2000: 144).

After ten years of occupation, Vietnam withdrew from Cambodia in 1989. The years after this withdrawal halted the development of the education system. The Vietnamese experts and advisors had left Cambodia and could no longer provide their assistance. Recent graduates were asked to fill positions at higher education institutions in order to compensate for the voids in the system (Clayton, 2000). Once Vietnam left, the political education system was eliminated. Cambodia also failed to take advantage of the parting gift from the Vietnamese. They had built an extravagant, beautiful political training college to further promote the socialist ideology. Despite this building being one of the most extraordinary in Cambodia, it was never used since political education

ceased. In more recent years, it remains empty and continues to suffer from lack of maintenance (Clayton, 2000).

Royal Government of Cambodia 1993- 1997

During the mid 1990's, the aid to education and other social systems in Cambodia were greatly enhanced. Many non-governmental organizations helped support the need in education to help with the three R's- reform, reconstruction and rehabilitation. The Ministry of education recognized the increased need for higher education, as the population continued to expand, and the economy continued to grow. With the further development of education, enrollment in higher education increased from 2,357 in 1985 to over 13,460 in 1995. During this time, the Ministry of Education received one of its largest budgets to date, ranging between 9 and 12 percent of the gross domestic product in Cambodia. Despite this expenditure, it still did not meet the commitment of 15 percent of the national budget (Sloper, 1999).

1993-Present

In a UNESCO Education Support Strategy report printed in May 2010, the future plans of how to tackle the education system in Cambodia were put forth. UNESCO stands for the United Nations Educational, Scientific and Cultural Organization, which first opened its office in Phnom Penh in 1991. The goal is to build a Cambodian society that is “socially cohesive, educationally advanced, and culturally vibrant-free from hunger, inequality, exclusion and vulnerability” (UNESCO, 2010: 16). Until now, the Cambodian government had failed to establish policy, planning and resourcing that were presented in a comprehensive manner (Sloper, 1999).

The UNESCO report was published in collaboration with the work of the Ministry of Education, Youth and Sport (MoEYS). This Ministry is supported by the Provincial/Municipal Offices of Education (POE) and they help to implement education policies, prepare and submit plans for further development, provide data and statistics of schools, and handle other educational issues (UNESCO, 2010). The District Offices of Education ensure that these policies and strategies are applied to the education system in Cambodia. The majority of funding for the education system comes from four key sources. These include 1) the Asian Development and World Bank and the European Commission, 2) The UN agencies: UNICEF, WFP, UNFPA, and UNESCO, 3) bilateral organization and 4) NGOs and CSOs (UNESCO, 2010).

There are several targets, laws and developments planned for the future, some of which have already been implemented. The renewal of the education system started with the construction of formal, non-formal, and informal levels of education. Formal education included pre-school education, six years of primary school (grades 1-6), three years of lower-secondary school (grades 7-9), and three years of upper-secondary school (grades 10-12). It has become clear that education is becoming a more important sector; the further expansion of private schools proves just this.

According to the UNESCO report, the government is continuing to put education and health priorities as top concerns for national development. The government forms the national education budget, along with non-governmental funding, foreign loans, technical assistance, grants and local revenues (UNESCO, 2010). However, the education budget of 19% did not reach the hopeful target of 20%. They estimated the budget likely decreasing in 2010 due to the global economic crisis.

The pattern of education is still heading in the right direction. In 2007-2008 there were roughly 9,431 public schools throughout Cambodia. This was an increase from the 8,335 schools in 2004-2005. The number of private schools also increased from 113 to 223 (UNESCO, 2010). With the establishment of the 2007 Education law, it is with this new regulation that education will hopefully be taken more seriously throughout the country. This law emphasizes education system reform and governs all educational activities of both public and private systems in Cambodia.

The first private higher education institution (HEI) was opened in 1997. This number has now grown to 66 and rising, with 32 public institutions and 45 private. There is a wide range of undergraduate and post-graduate programs, totaling nearly 100 different fields. While this range is commendable, the quality of these programs is of concern (UNESCO, 2010). Many of these universities are below the standards, both regionally and nationally. Without meeting standards in Cambodia, it is hard to recognize this degree of higher education in the international world.

The higher education system in Cambodia still faces great challenges. Representation of the poor in upper and post-secondary institutions is a negative reflection of the government. The government needs to provide subsidies that help not just the wealthy groups from receiving higher education (Sloper, 1999). Generally speaking, with higher education being biased toward more affluent groups, the working class kids continued to get working class jobs (Clayton, 2000). This system still reflects the hierarchical and traditional ways of government and administration in Cambodia. This environment does not foster a culture of equal opportunity for all. Essentially, “formal education in Cambodia has been caught between the development aspirations of

different regimes, and the traditional political culture which has sustained them” (Sloper, 1999: 10).

A stronger education system is necessary to further the much- needed development of Cambodia. 71% of adults (age 15 and up) in Cambodia are literate. Because of this, many have to rely on manual labor and farming in order to survive. The powerful potential of education is to “improve the quality of lives in local communities through the development of functional literacy, education for sustainable development, vocational education, HIV/AIDS awareness, and gender equality” (UNESCO, 2010).

UNESCO also stressed the importance of literacy and life-skill programs in their report. These opportunities, along with short-term vocational training, would provide a good alternative to students who drop out of school without completing the basic educational levels (UNESCO, 2010). This opportunity comes through the Technical Vocational Education and Training (TVET) program. In order for it to succeed, Cambodia needs teachers who are exposed to developing international trends in order to best inform these students (UNESCO, 2010). Many of the current graduates lack these essential skills used in the labor market.

While the Ministry of Education, Youth and Sport has several plans for the future development of Cambodia’s education system, there are still many issues preventing this progress. The rates of female enrollment and school completion are low, the gender gap increases from grades 10 through 12 and dropout rates in higher grades are observed annually. Education still remains an extra expense that many families cannot afford. On top of this, the quality of education is still lacking (UNESCO, 2010).

The quality of education is so low in part because of the poor learning achievements of the students. Exams taken in grades 3,6, and 9 reflect these unsatisfactory levels of learning. The limited education resources contribute to this low efficiency. In total, more than half a million students have dropped out of school from primary through upper-secondary school in the past 12 years. This is another limiting factor, as these students cannot contribute to the country's economic and social development (UNESCO, 2010). These drop out rates further perpetuate the problems within the education system in Cambodia.

There are four main issues that remain to be the most challenging in overcoming the grim education system. Firstly, the lack of comprehensive teachers cause troubles at the training, pre-service and in-service levels of education. If Cambodia is unable to train adequate and well-informed teachers and staff, then they will not be prepared to teach students properly. Secondly, there are simply not enough teachers. This is especially the case in rural and remote areas where education is not nearly as widespread as in other parts of the country. Thirdly, in addition to the inadequately trained teachers and lack thereof, many of the current teachers have not studied passed the primary level. Only 6.4% of teachers in rural areas and 34.5% in remote areas have passed this basic level of education. Lastly, the compensation given to teachers-both financially and socially- does not promote the quality of education that is needed. Teachers are not sufficiently compensated for their time and efforts. Teachers need to be encouraged, and ensured, that becoming part of the education system in Cambodia will be worthwhile (UNESCO, 2010).

To combat some of these issues, the Ministry of Education has set forth a plan of Education for All (EFA). Their goal is to achieve EFA by 2015 by working with MoEYS, Ministry of Environment, Ministry of Women Affairs, Ministry of Labor and Vocational training, the research and training institutes, the newly established National Supreme Council for Education, as well as international development partners and NGOs. With the progress of this system, an increasing number of new students graduate from secondary schools each year (UNESCO, 2010). Additionally, the FRESH initiative is helping promote health and HIV/AIDS education, along with other relevant concerns (UNESCO, 2010). However, improving health among students requires the teaching staff, and also families, communities, NGOs, and any other institutions to be involved. The School Health Policy was put forth to improve education levels by improving health standards of students. The hope is that exercising healthy habits, and creating a safe, clean environment for these students will help them develop healthier behavior as they continue to grow (UNESCO, 2010).

The education system in Cambodia is also corrupt because of the students that are able to attend school. The UNESCO report highlights that children with disabilities, girls, and children in rural, remote and border areas are much less likely to enroll in school, or eventually drop out. The rural and remote areas comprise nearly 2/3 of the 9,000 incomplete schools in Cambodia (UNESCO, 2010). These children are not given access to two significant social welfare programs- health care and education (UNESCO, 2010). Girls are disproportionately uneducated compared to boys. While parents may want to educate both children, if they are forced to choose, they generally support educating boys.

The education system in Cambodia greatly depends on the help of foreign aid and NGOs. Cambodia is still very much a donor-dependent country and relies heavily on international institutions as nearly 1/3 of the national budget comes from international aid. At the 2002 World Summit on Sustainable Development, education was the central theme in achieving sustainable development in Cambodia (UNESCO, 2010). The education in Cambodia is considerably lacking when compared to neighboring counterparts. (UNESCO, 2010).

Although still faced with many issues, the development of the education system in Cambodia is on the rise. The Ministry of Education is continuing their work in improving the quality of education through several different means. In September of 2008, the Cambodian Prime Minister acknowledged the government's necessary role in improving the quality of education. He expressed the need to improve student experiences (classroom conditions, learning materials) and help train teachers with modern methodologies. New schools are being built in rural and remote areas and scholarships are being awarded to those in need. Above anything else, "joint efforts are now needed to translate these goals and commitments into reality for the benefit of all Cambodians" (UNESCO, 2010: 34).

CHAPTER 3: METHODS AND RESULTS

Methods

Case study research was performed in 2 education programs in Cambodia: The Global Child and The Ponheary Ly Foundation. Background information was collected in Siem Reap, Cambodia between April and June in the spring of 2012, and formal interviews and guided conversations were conducted over the 2- week period from December 5-19, 2012. The goal of the research was to observe and interview students, teachers, volunteers and staff of two non-profit organizations in order to explain the strengths and weaknesses of the current developing education system in Cambodia.

Intensive field studies were conducted with The Global Child and the Ponheary Ly Foundation. Initial research was gathered with the Chairman of the Board of Directors for The Global Child, Judy Wheeler, and the President of the Ponheary Ly Foundation, Lori Carlson. Efforts focused on learning about the non-profit education system in Cambodia and to evaluate the various roles that two different NGOs play in the lives of Cambodia's youth. Further analysis explores the varying structure and strategies used between the two organizations.

Research for the Ponheary Ly Foundation was gathered through questionnaires and interviews. In total, 10 students, 14 teachers, and 5 staff members participated from the Ponheary Ly Foundation. If participants were English speaking they were allowed to take the questionnaire on their own, others were interviewed. The Teacher questionnaire asked for the following information: title, job description, education, age, sex and training. The Teachers were then asked to describe their happiness at the school, how it is different than other schools, the improvements the school has made, what they enjoy the

most and least about their work, their daily schedule, who they to look to for rules and structure and what they think needs to be improved the most about the school (See Appendix).

The staff/volunteer questionnaire asked for the following information: title, job description, education, race, religion, age, sex, and training. The staff was then asked to describe their happiness working for the school, how it is different than other organizations, if they base the PLF on a certain model, the improvements of the organization, how they choose what needs to be worked on first, the greatest achievement of the organization, what they enjoy the most and least about their work, their daily schedule, who they look to for rules and structure and what they think needs to be improved the most about the school (See Appendix).

The student questionnaire asked for the following information: age, grade/level, and sex. The students were asked to describe their happiness, what they enjoy the most and the least, their daily schedules, any challenges or roadblocks they faced when first starting school, current challenges, things that have improved, what they think needs to be improved and whether or not they would be happier at another school (See Appendix).

In order to overcome the language barrier, a translator was used with many of the teachers, staff and students. (Note: it is possible that translating from Khmer to English did not reflect one hundred percent of the participant's comments, as it is difficult to translate between these two languages.)

Research for the Ponheary Ly Foundation was first assessed at The Seven Candles Guesthouse, where the Ponheary Ly Foundation has their home base. Interviews with teachers and students were conducted at two rural village public schools. Those

participants were chosen based on their availability. These schools were located in Knar village and Chey village, both towards the outskirts of Siem Reap.

The Global Child research was gathered at the school, and the safe house (“Woodhouse”) where six of the older students live. Due to security issues, questionnaires and interviews were not allowed. Past volunteers were the only group able to respond to the questionnaire. To overcome this discrepancy, conversations and discussions were guided to answer the same questions as The Ponheary Ly members did in the questionnaire. In total, guided conversations were held with 6 students, 4 teachers and 3 staff members. 3 volunteers responded to the questionnaire. The interview conducted with Judy Wheeler was done over the phone.

The volunteer questionnaire asked for the following information: title, job description, education, race, religion, age, sex, and training. The staff was then asked to describe their happiness working for the school, how it is different than other organizations, if they base The Global Child on a certain model, the improvements of the organization, how they choose what needs to be worked on first, the greatest achievement of the organization, what they enjoy the most and least about their work, their daily schedule, who they look to for rules and structure and what they think needs to be improved the most about the school (See Appendix).

Background: The Global Child

As a non-profit, non-political, non-partisan organization, The Global Child seeks to support former street-working children by giving them the opportunity to gain an education. The Global Child headquarters are located in Newport, Vermont. Originally opened in 2003, The Global Child was based in Phnom Pehn, the country’s capital. The

school later moved across the country to Siem Reap in 2008. At The Global Child, students are given a dollar-a-day subsidy for each day they attend school. These students would otherwise be out on the streets begging for money in order to help support their families. Providing a dollar-a-day allows the children to come to school, with their families support. Students are each given an account, and a form of micro financing is established. The kids will never have to repay this money. This allows students to learn how to manage their money and the importance of savings (The Global Child, 2010).

The mission of the school is to nurture, educate and mentor promising students, as their slogan emphasizes “Today’s Children, Tomorrow’s World” (The Global Child, 2010). These bright, enthusiastic children are taught in a safe, encouraging environment. They are provided with more than an education. These students develop life-skills, a cultural understanding of their country and its traditions, and training for employment. They are provided housing, food, uniforms, healthcare and counseling. Many of the local students live at home. The safe house, or Woodhouse, provides housing for the original students from Phnom Pehn. All of the students eat breakfast and lunch at the Woodhouse. A cook and house mother both reside at the Woodhouse with these children. Currently, 2 girls and 4 boys live at the woodhouse. These are some of the oldest students at The Global Child (The Global Child, 2010).

The Global Child provides schooling in both Khmer and English. Students have a rigorous academic schedule, attending school Monday through Saturday from early in the morning to late in the afternoon. Their academics are balanced with karate lessons, soccer matches, art projects, musical instruction, physical education and countless field trips throughout the country.

Many students also participate in the Saturday morning mentoring program. This is a community outreach program where several students teach new skills and interact with other children in the local community. The first program instructed others about basic health information such as hygiene, nutrition and hydration. Students not participating in this outreach program work together on interactive projects. They have workshops on creative writing, film and teamwork.

In total, The Global Child currently supports 23 students. Of these students, only 5 were part of the original school in Phnom Pehn. The Global Child has had one successful student complete the entire program, graduating University and gaining employment. He is now employed and living on his own. The Global Child provides support and monetary assistance until students graduate from University. The Global Child pays tuition for University, and students are expected to take supplemental English classes at The Global Child. After completing University, students are given 6 more months of support until they are asked to find their own residence and begin making money on their own. Still part of the TGC family, they are invited to all holiday celebrations and events.

In order to fund The Global Child operations, two businesses have been established. The Joe-to-Go restaurant and Bea Fou boutique are both located in the heart of Siem Reap, attracting many tourists through its door. Joe-to-Go serves baked goods, beverages and hearty meals. They have freshly brewed, gourmet coffee and serve both Western, and Khmer foods. Bea Fou, French for “beautiful crazy,” is located above the restaurant. The boutique sells local and Southeastern merchandise including clothing, handbags and jewelry. Some of the merchandise is handmade by the students. All profits

from these businesses go directly to support The Global Child (The Global Child, 2010). The staff from Joe-to-Go and Beau Fou are considered part of The Global Child family. The Global Child employs a committed team of teachers and staff.

Background: The Ponheary Ly Foundation

In 2005, when teacher and tour guide Ponheary Ly met Lori Carlson, a tourist from Texas, they were able to join forces and establish The Ponheary Ly Foundation. Ponheary Ly had been supporting individual students with her own finances to give them an education. She was distressed when she started seeing kids stop going to school and instead go to the temples to beg and sell. In 2002/2003 Ponheary persuaded her tourists that wanted to give money to kids to instead go with her to the school, take that kid to school, and enroll him in school. This includes paying his school fees, uniforms, and supplies. She was trying to run an intervention against the negative impact of tourism in Cambodia. As a former teacher she thought these kids should be in school. This was her initial step in supporting a better education system for Cambodia's children. In part with the donations from tourists, Ponheary Ly was able to reach more and more students. After meeting Ponheary Ly, Lori Carlson was so inspired by her work that she started The Ponheary Ly foundation back in America, in order to support Ponheary's efforts. Eventually, Lori moved to Siem Reap, Cambodia to solely focus her work on The Ponheary Ly Foundation.

The foundation itself, as a registered organization, came to be in 2006. Lori largely built it as a way to funnel money to Ponheary so she could engage all of the children in the village. The Ponheary Ly Foundation office is located at The Seven Candles Guesthouse. This guesthouse is run and operated by Ponheary and her family.

The guesthouse subsidizes the foundations office, but otherwise the guesthouse and foundation are two separate entities (The Ponheary Ly Foundation, 2010).

The Ponheary Ly foundation operates based on grants and donations from outside sources. They apply this money to schools in rural villages that need it most. The PLF believe, and their slogan asserts, “School is the Answer”(The Ponheary Ly Foundation, 2010). The annual budget for the foundation amounts to about 160,000 dollars. With 2,500 students this amounts to about \$75 for every kid. These funds pay for teacher salaries, breakfast, healthcare, supplies, uniforms, art projects, solar computer labs, language instructions, and microscopes in classrooms out in the middle of nowhere. A big chunk of the budget is helping to sponsor 400 kids in secondary school. This requires spending a \$100 a year for them to go to public school. The foundation also supports the students that are now in University (The Ponheary Ly Foundation, 2010).

The foundation supports 2,500 students, a much larger scale than Ponheary could have ever imagined. These students live in rural villages filled with survivors of conflict and people live in grinding poverty. The Ponheary Ly Foundations belief is that if you want to make change, you need all the kids in the village to be educated. Knar village was the first place where the entire village was helped by the foundation.

The Ponheary Ly foundation team has a mixture of western and local employees. These include Lori Carlson, President, Travis Thompson, Executive Director and Farida Mot, Field Director. At the foundation, they have weekly meetings with the staff and volunteers to better understand the progress and setbacks within the schools. The Ponheary Ly Foundation supports ten local public schools, some as far as an hour away from Siem Reap.

In 2010, Ponheary was named a CNN hero. Her work, and the inspiring efforts of The Ponheary Ly Foundation are increasing the school enrollment rate of students in impoverished villages (The Ponheary Ly Foundation, 2010). Just by providing food and access to healthcare, the student's physical conditions are improving. They now have a safe environment for education, and a means to overcome the costs of going to school.

Judy Wheeler- The Global Child

Overview and Demographics

Judy Wheeler is the Chairman for the Board of Directors for The Global Child. She has been part of this organization since lending her business expertise to the original owner in 2003. Before she joined, there was zero business sense, but now she runs The Global Child like a business. Judy claims she would only bring friends and family into the organization if it were run this way. The Global Child has been successful, 10 years after first opening their doors. In Cambodia, this is considered a long time. Judy asserted that many short term NGOs are not run like a business and that is why they fail. The success of The Global Child is due in part to the committed staff and self-sustaining businesses. The restaurant and boutique are able to raise a certain amount of revenue each month, and help support the school. It is a combination of the businesses and donations that compile the full budget. The businesses are not able to sustain the school entirely, but the goal is to make it that way.

Judy goes in and out of Cambodia often enough that they recognize her as a stable figure. She believes they recognize her as a lifeline source. She is very hands on and works towards developing a relationship with the younger students. Her relationships with the staff and older students are more consistent.

How The Global Child is different from other organizations

Judy measures The Global Child success based on one child at a time. They look at children in the education system and how they can improve education. They believe this is achieved by helping students graduate from University so they can support themselves. The Global Child is focused on higher education. Judy discussed that many NGOs only teach through grade school, but this doesn't result in a great deal of success. Many kids that start school drop out for family issues. Even students that only received 5-6 years of schooling with The Global Child are able to get more respectable jobs than others who were not educated at all. Judy wishes that other organizations would concentrate on getting the kids through high school. Many NGOs certainly have the power to further education in Cambodia.

The Global Child is a family. Judy explained that some kids were more distraught over the loss of their music teacher than that of someone in their own family. With a small group of students, they are able to provide ample support. Judy's interview concluded with a conversation about where the students would be now, if they had not joined the school. Judy explained that many of the girls would have already been part of the sex trade.

Improvements

Judy further discussed the enormous change that has occurred over the past 10 years, all for the better. The next group of people voting to keep the country moving forward will be the current up and coming generation of students. Judy affirms that the better educated these people are, the better off the whole country is. She claims that the government is very interested in education. Judy further explained that many key people

in Cambodia were educated outside of the country, and then returned. They are now interested in keeping people inside Cambodia and not taking them elsewhere to receive an education.

Challenges

In regards to the volunteer aspect of The Global Child, they try to keep it fenced in a bit. They have consistent volunteers, and it is a very organized program. It is challenging when people tend to have their own agenda on what they think should be happening. These people are unaware of the long-term setbacks they can cause for kids and students. Many NGOs are run entirely with just volunteers. The hard part about having a large volunteer presence is their instability. In Khmer culture, if you stay in touch with the students, they will remember you. However, Judy further asserts that Cambodians are always waiting for the other shoe to drop. She discussed the statistical data showing that Cambodia has another 30 years before the stigma of the genocide is removed. It's still very present in their society. They are always waiting for something bad to happen.

This relates to volunteers and tourists because if they are present in a student's life for a short, fleeting period of time, the students may or may not remember them. The students are familiar with disappointment. The presence of these figures is a double-edged sword.

What improvements need to be made

In looking towards the future, Judy is always looking at growing and offering new programs for The Global Child. They plan to welcome a new group of students in the upcoming school year. They plan to admit 8-10 new students, and they will try to balance

the class equally between boys and girls. In previous years, they have received 60-70 applications. The selection process is based on a basic entry- level test, what education they had if any, personality, their interest in furthering their education and the family cooperation.

Lori Carlson- The Ponheary Ly Foundation

Overview and Demographics

Before becoming part of the Ponheary Ly foundation, Lori had been a “frustrated” donor back in the states. She was giving away a certain amount of money each year and feeling disconnected from it. While a tourist in Southeast Asia, she wanted to try and locate a small organization where her money could actually do something. She visited NGOs in Cambodia and Laos. Lori said it was “the total universe conspiring” when she met Ponheary. What Ponheary was doing was private, family community activism. She found it organic and pure. Lori explained that part of Ponheary and her families healing process was through the guesthouse and foundation. All of her family was educators and they were executed during the genocide. They were a middle class family throw into poverty, robbed from education. Lori found this very inspiring, and financially it seemed doable.

It was a full 2 years between that realization and moving to Cambodia. She had been raising funds in the states, and coming every 6 months to do the books, pick up receipts and see the progress. Lori decided she could work for another decade “spinning in the hamster wheel” waiting until retirement, or she could do something completely different. The more times she visited Cambodia, the more she felt like it is where she

belonged. It took a couple of years to undo her life, then she returned. Lori said this was the best decision she has ever made.

Lori has no formal training about how the foundation should be. She came to Cambodia because she felt connected with Ponheary and admired her work. She wants to be part of her process. Lori had no expectations, no knowledge- she just had to figure it out. She feels lucky to be able to live 2 lives in 1 and start over with something new. She knows this is where she is needed.

How PLF is different from other organizations

The most important thing Lori has learned is that there are several NGOs running small private schools and after school programs. This is valuable to the kids that are able to access it, but it doesn't really do anything about beginning these shifts in the community, especially out in the more rural villages where 80% of the population lives. Those people are completely disenfranchised without access to education or healthcare. The Ponheary Ly foundation thinks that going in and working in the government schools that already exist, and stop reinventing the wheel are the best strategies. All of these schools already have teachers that are supposed to be there everyday, and they don't have any resources. The teachers aren't sufficiently paid and there is no infrastructure. Lori wishes everyone would recollect their energy and support to make these existing schools function properly. With half of the population under 20, if all the kids in a village would go to school, we would start seeing some change.

Improvements

The official slogan for the Ponheary Ly Foundation is "School is the Answer." Lori believes this is true, but it depends on how you define education. First, nothing will

happen for Cambodia until something happens with the government and nothing will happen with the government until you have an educated people. Lori says this is true for every country in the world. There is no opportunity in Cambodia for 80% of the population, so we can't carry Western ideas of education. Getting past a certain point in school doesn't necessarily equate to a higher income like in other countries. So you can't make comparisons here. There are no jobs when students get out of school. For Lori, education means developing critical, and creative thinking skills that are all tied to entrepreneurship. What the Ponheary Ly foundation is trying to do is build enterprise. They want to create opportunities inside the population for children that are coming of age pretty quickly.

The Ponheary Ly Foundation tries to minimize their physical presence in the school and the presence of foreigners. Lori asserts that when a foreigner comes into the classroom, it suddenly becomes exciting. There is a very strong feeling of colonialist patronage that students believe their future is in the hands of a foreigner. These students think they just need to find a foreigner who is willing to give them something and then they will be saved. The foundation is trying to establish students that help in their communities. When foreigners come to give gifts, there is always uproar. The foreigners think they have done something, but the messaging is very different. If a student needs a pencil and goes to the office, it says something entirely new. So, the foundation has stopped having foreigners directly give out goods. It is harder to raise money in this scenario, but for the kids it is far better. It is an improvement that Lori is proud of.

Lori finds the concept of volunteering to be interesting and ever evolving in her mind, and what the value of that is. Lori feels there is two sides of the equation- people

who you imagine are being served and those you imagine are doing the serving. She actually thinks those tables are completely turned. Students in the classroom are doing all the teaching to the people from the very world that is so complicit in creating all the poverty in the world. What we need are volunteers who understand their role in the whole world. They must understand the choices they make, and how that impacts everyone. Volunteer programs hopefully connect this information. Lori wonders if volunteers spending \$2,000 to fly to Cambodia is really worth it? What can you do with this money instead? You could put hundreds of kids in school, so this trip may not be worth it. There are Khmer teachers that can teach English well enough. But, Lori also understands that when you weigh this in with the volunteers understanding of their role, then yes it's worth \$2,000 of their money to come to Cambodia and get that understanding. This weighs out for Lori when she thinks about it in these terms.

Challenges

The biggest challenge for the foundation is the funding model. It is based on interaction with tourists, volunteers in Siem Reap and some money from family foundations and bigger corporations. All of the money is coming in slowly and there are only so many people you can interface with. There is no fundraising going on in the states or anywhere else in the world. It is all localized. Lori believes they are on a plateau with the funding model and they have reached critical mass. She says they will start doing grants, and ultimately decide if they want to be a bigger organization.

Ponheary and her family built the Seven Candles Guesthouse, brick by brick, over a 10-year period. Lori claims there is a certain amount of marketability by the guesthouse being where an NGO is inside it. The foundation pays no rent, and only pays for some

electricity. The relationship is very symbiotic. The guesthouse does not directly help the foundation, but it does in every way indirectly.

Lori has not had many setbacks of her own, but claims there have been days where certain kids will meet the worst kind of failure, tragedy, end of dream situations that are heartbreaking. This doesn't give Lori any pause, nor does she feel directly responsible. As a witness, it makes her sad, but she knows it wasn't her that failed them. Lori wonders how much damage all of these NGOs are doing to the country, and she worries about this a lot. She questions if she is part of a big piece of machinery that is slowly crippling the country and allowing this corrupt government to take wings and fly.

What improvements need to be made

Lori believes there is an extraordinary potential for power and shift in Cambodia, but as an uneducated mass, it's going to spell trouble when they all reach maturity and cannot support their families. The villages have the opportunity and space to create change in their own way and this is really valuable.

Lori Carlson believes if you want to have an impact on a village where all of the adults did not have the opportunity to go to school, and the cycle of devaluation of education has begun, then what you need is for all of the kids in that village to go to school and learn for themselves. This will allow them to see the value of education, and it will start the wheel turning.

The Global Child Results

Demographics

Teacher/Volunteer: All 4 of the full time teachers are Khmer at The Global Child and they are all in their 20's. All of the teachers, including the principal, are still working on getting their degree at University. These teachers implement the Cambodian governments recognized curriculum. In addition they teach classes on morality, health, computer, music, and other extra programs. The volunteers are all Caucasian and in their mid-20's. Their highest degree was a Bachelor's from Union College and they had no formal training. The volunteers are responsible for teaching the students English, coaching soccer and coordinating extracurricular activities and events. Volunteers also work at Joe-to-Go restaurant and Beau Fou boutique.

Staff: The staff at Joe-to-Go and Beau Fou are cooks, servers, cashiers, boutique clerks and accountants. Some are full-time and others are part-time. The staff workers are all Khmer. The accountant and the business director, Nimol Pong, do the administrative work. Everything is approved and discussed with Judy Wheeler who reports back to the Board of Directors.

Students: There are currently 23 students enrolled at The Global Child. There are 9 students in grade 7: 3 boys, 6 girls. Their age ranges from 10 to 15 years. There are 10 girls in grade 8 ranging from 13 to 18 years old, and 2 boys in high school, about 17 years old. There are currently 2 students enrolled at University, both 21 years old.

Assessment of happiness

Teacher/Volunteer: The teachers' work very hard balancing their own schooling and their commitment to TGC. They are happy with the facilities, responsibility and the significant role they play in helping these children. All 3 of the volunteers reported being "very happy" working at The Global Child. They attribute their happiness to several factors. Most importantly, they all expressed being happy because the students were bright and eager for an education. The volunteers felt there was enough structure through the books to give a novice teacher guidance and direction with what to teach, but also the ability to include creativity and outside materials into lessons. One volunteer found the staff to be easy going and open to newcomers and new ideas. Another volunteer asserted that they were happy because they love the kids. They are amazing children and are growing up in a very difficult environment with a great deal of pressure put on them (supporting their families while living apart from them and also trying to be kids at the same time). This same volunteer persisted that Cambodia is an amazingly underrated place with some of the happiest and friendliest people, and she was the happiest she's ever been in trying to help these amazing people.

Staff: The 3 staff members are all happy with the benefits and work environment. However, they all reported long hours and late nights.

Students: Most of the students seem generally happy studying at The Global Child. The 6 older students expressed their lack of freedom while living at the Woodhouse. They feel as though they are given more responsibility than the other students, but are not

compensated by having more choice of how to spend their free time. They are also extremely tired at the end of everyday, as they do not finish school until 6 p.m. These students also discussed how they miss their family, and how difficult it was moving away at such a young age. They are thankful for the opportunity to study, but are overwhelmed by the number of years they have left before they complete the program.

How is The Global Child different than other schools in Siem Reap

Teacher/Volunteer: All 4 teachers at TGC are given a superior compensation compared to other teachers in the area. TGC is also different due to how they choose their students and the benefits the students receive. It is also a very small school, resembling a community and even a family. It follows a strict set of rules and constant evaluation. One volunteer claimed there are 3 major differences: 1) TGC pays each child \$1/day of classes attended (with the potential to earn \$6/week.) This is an incentive to not only have children learn in the school but also to try and help support their families, 2) TGC houses the students who live apart from their families. Many of the students' families live in the capital, Phnom Penh. The housing comes free of charge and with 3 meals/day, school supplies, clothing, etc., basically all of the necessities and more that a child needs to live, 3) TGC also has a steady flow of native speaking English volunteers from a reliable university in the United States (Union College). Although many other NGOs have native English speakers on a consistent basis, having the Union partnership is a reliable source of educated individuals to relay upon every year.

Staff: For the 3 staff workers that are still in school or taking additional classes, TGC tries to help subsidize their tuition payments, to ensure they are being taken care of. Many other restaurants or boutiques do not treat the staff like family. They work in comfortable conditions, with good pay and other benefits.

Students: All 23 students are provided with everything they need to go to school- resources, food, and support. In addition, they are given a dollar-a-day to go to school. This allows the students learn personal finance and counter their value as former child-laborers. The 6 older students are provided with housing and all 23 students are given healthcare. The Global Child students receive this support until they have found employment after graduation from University. The 23 students are aware of the opportunity they have been given.

What model or organization is The Global Child based on?

Teacher/Volunteer: The teachers and volunteers follow the curriculum of the Cambodian government, but the TGC model is an entirely new concept, based on the needs and culture of the community.

Staff: Were not asked to respond to this question.

Students: Were not asked to respond to this question.

Improvements

Teacher/Volunteer: The atmosphere at TGC has increased tremendously, for the better. They used to have students acting out and getting into serious trouble. Today this is no longer the case. Each of the three volunteers reported different improvements during their time. A group of volunteers from a few years ago helped open Joe-to-Go boutique. Before they got there the restaurant did not exist and by the time they left it was a successful business. The staff are now given English lessons from the volunteers, and provided with their own email accounts. One volunteer commented that in nine months at TGC, there were changes implemented to the monthly exam grading structure, the mentor exams and the Saturday schedules. Unfortunately, she was not at school long enough to see the impact of these changes. Another volunteer commented that he worked hard to increase communication between the Board and people on the ground. He believes this improved somewhat during his time there. Further, the Board had a better sense of the real challenges facing Cambodia's youth, and a realistic understanding of the barriers they face as an organization.

Staff: The staff has seen the facilities and revenue of the two businesses increase dramatically. Because of this, they are now better compensated for their work and part of the TGC team/family.

Students: The students have all seen their knowledge increase. Their level of proficiency in English is continuing to grow, and they are constantly exposed to new programming and field trips. The 6 older students can hold full conversations with native English

speakers. The facilities of TGC have also improved since its' opening, and the school has a better structure and understanding of what the students need.

What needs to be worked on first?

Teacher/Volunteer: In terms of work in the classroom, the volunteers stated that the students dictate what needs to be worked on first. In terms of the school, the volunteers had no jurisdiction in what needed change. If they did, they would have to write a proposal and bring it up with the Vice Principal. One volunteer asserted that he spent a lot of time writing lesson plans and putting out fires. Higher level tasks- fundraising, designing a website, starting new classes- were put off until more immediate tasks were taken care of.

Staff: Were not asked to respond to this question.

Students: Were not asked to respond to this question.

What they feel is the greatest achievement the NGO has made since it opened?

Teacher/Volunteer: For one volunteer, every day with the doors open and the students learning in a safe environment felt like a victory. All 3 volunteers expressed that the biggest achievement has been increasing its student intake while ensuring the well-being of each student, their families, and having the curriculum grow as well.

Staff: Were not asked to respond to this question.

Students: Were not asked to respond to this question.

What they enjoy the most and least about their work

Teacher/Volunteer: All 4 teachers enjoy playing a role in promoting the education system in Cambodia to some of the most disadvantaged youth. However, this comes with long hours and complete dedication to the school. Although they did not explicitly say, this may be the least favorite part of their work. The volunteers answered differently to what they enjoy the most and the least. One volunteer said she loved working with the kids the most, and least liked the old hierarchical structure of the staff. Another volunteer liked the pace, intensity and how he handled many different tasks. He also liked the all-consuming nature of it and the ability to work in partnership with local staff. He felt like he could have used more collaboration and communication with senior leadership.

Staff: The 3 staff members enjoy being part of the TGC team, but do not enjoy the long hours. They also discussed how they dislike some of the attitudes of the customers, and how they are not treated with respect from all of the foreigners.

Students: All 23 students enjoy the volunteers and additional programming through TGC. The 6 older kids expressed their dislike for all of the rules they have to follow. The tension between the older students and the principal has also increased their dislike for the structure of the school.

Challenges or roadblock when first starting school

Teacher: Individually, getting their education and working hard to get to where they are was difficult. The Global Child gives them an opportunity to showcase their knowledge in any given subject, and help Cambodia's youth. One of the teachers expressed the difficulty in spending time with his family, but also remaining fully dedicated to the kids at TGC.

Staff: Were not asked to respond to this question.

Students: The 6 students who live at the Woodhouse expressed how difficult it was leaving their family when they were just children.

Current challenges

Teacher/Volunteer: Teachers did not express any current challenges. Volunteers were not asked to respond to this question.

Staff: Were not asked to respond to this question.

Students: The 6 older students still face the difficulty of living away from their families. They also feel an incredible amount of responsibility by being a student at TGC. This is especially true because they are also seen as role models for the younger students.

Daily Schedules

Teacher/Volunteer: The 4 teachers are at TGC all day, starting at 7:00 in the morning. They are fed breakfast and lunch at the Woodhouse. When school is over at 6:00 p.m. they go to University and take classes of their own. The 3 volunteers expressed waking up at 6 am, preparing for class until 8 am, teaching most of the day, then grading and writing lesson plans, or taking care of other tasks until they were too tired to do anymore. They also had to incorporate their work at Joe-to-Go and Beau Fou as well as lead and participate in after school programs.

Staff: The schedules of the staff vary for each position. Staff that work part-time generally went to class or University for half of the day, and then came to work. Many of the workers live at least 30 minutes outside of Siem Reap and commute in every day. One worker expressed waking up at 6:00 every morning and not returning home till at least 11:00 at night.

Students: All students are provided breakfast at the Woodhouse. Students in grade 7 and 8, except one girl in grade 8 all go to TGC to start class by 8. The one girl in grade 8 and the two boys in high school go to NYIS (New York International School) in the morning for classes from 8-11. They then come back to the woodhouse to have lunch. These students then go to TGC for class from 1-6. Students in grade 7 and 8 break for lunch from 12-1 and continue school until 5. On Monday mornings there is a flag ceremony to welcome the new week, and on Friday afternoons there is a closing flag ceremony to finish the week. All students have to be at school by 8 on Saturdays for the mentoring and

outreach programs. Saturday afternoons either involves karate or soccer practice.

Throughout the week, the 2 oldest students attend University in the morning and take additional English classes at TGC in the afternoon.

Who they look for to follow rules and structure

Teacher/Volunteer: The Principal follows the rules and structure of Judy Wheeler. All 4 of the teachers and volunteers report to the principal.

Staff: The staff that work at Joe-to-Go and Beau Fou all follow Nimol Pong, the business director. Nimol follows the rules and guidelines of Judy Wheeler.

Students: All students follow the rules and structure of the principal. The kids living at the Woodhouse follow Mom Lim and Mom Pov (who live with them) after school hours.

What needs to be improved the most about the school

Teacher/Volunteer: The teachers did not assert many things that need to be improved, except additional funding for programs and resources. The 3 volunteers expressed that the goal/target of the school needs to be improved. All of the volunteers further emphasized that education is a great tool to help Cambodia's youth succeed. However, identifying one aspect of this is short sighted. There are many issues that need to be addressed simultaneously for everyone to succeed. In order to help achieve this goal, the volunteers would like to see NGOs in Cambodia work in partnership. They were always

shocked at the lack of communication and collaboration between NGOs with similar missions and target populations, as if they were in competition.

Staff: Were not asked to respond to this question- not applicable to the staff at TGC.

Students: The 6 older students want to have more opportunity to be kids. They would also like to improve the rigidness of the school, and be able to have more of a voice about what is going on.

The Ponheary Ly Foundation Results

Demographics

Teacher: The teachers ranged from 20-66 years of age. Of the 14 teachers interviewed, 8 were female and 6 were male. The degree of education differed greatly among the teachers. Teachers that had yet to complete high school or university, but wanted to get their degrees, were sponsored by the PLF to complete their schooling. Other teachers had only completed secondary school or grade 12. Teachers are all responsible for teaching a certain grade Khmer, math, science and social studies. Some teachers had multiple roles as librarians, or assistant principals. One teacher just came into the school to teach English.

Staff: Travis Thompson is the Executive Director. He is 29, atheist and originally from America. He received a Bachelor's degree in journalism and sociology. His training was on-the-job. He previously lived in Cambodia and worked in a Cambodian public school

for 2 years. He described his job to include project manager, volunteer, coordinator, donor relations, public relations, etc. Gillian White, Program Director, received her Master's degree in International Affairs. Originally from the United States, she is 24 and has had no formal training. She described her daily routine as working on whatever needs to get done. She has no religious preference. The Executive Field Director is Khmer, 21 and male. He is currently studying year three at University for Business Management. He practices Buddhism. He describes his job to include administrative work as well as managing three PLF public schools. The other Executive Field Director is female and also 21. She graduated with a Bachelor's degree in Tourism and Hospitality from University in Phnom Penh. She has had no formal training and describes her job as accountant, administration and also manages three PLF public schools.

Students: The age of the students at the Knar and Chey public schools range from 10-13. Of the 10 students interviewed, 7 were female and 3 were male. Students were in either grade 5 or grade 6.

Assessment of happiness

Teacher: One teacher ranked his happiness at 3 for “neutral,” 6 teachers ranked their happiness at 4 for “happy” and 7 teachers expressed being “very happy.” These teachers attribute their happiness to three factors. 83% of the teachers said they are happy because the staff and volunteers help with students, make them study more and provide extra activities and programs. 5% said because of the extra salary from The Ponheary Ly Foundation and 12% said because they can learn a new style of teaching when volunteers come.

Staff: All the staff described being “very happy” working at the foundation. They explain their happiness in the following ways: Travis expressed being extremely happy because the operation has a good balance of Western and Cambodian culture and thought. He believes the President and founder work and lead with their hearts. Everyone who works for PLF is passionate about the projects. He said the President and founder also understand how to navigate Cambodia’s complexities and when to get tough. Gillian attributes her happiness to working with Lori who is a great mentor, as well as other colleagues. She believes that PLF does amazing work and she wants to be a part of doing development the right way. Both of the Executive Field Directors are happy because they get to work with children and help them study. They believe this is the best way to develop the country. They also want to share their experiences with the younger kids in the rural area and improve their lives and living conditions.

Students: 9 students answered that they are “happy” learning with The Ponheary Ly Foundation. One student answered “very happy.” 60% of the students attribute their happiness to the presence of volunteers including the student’s interactions with them and the knowledge they bring. 27% said they are happy because of the additional English class as well as computer and art programs provided by the foundation. 13% are happy because the foundation provides uniforms and supplies so they can go to school.

How the Ponheary Ly foundation is different than other organizations in Siem Reap

Teacher: The teachers responded with 4 different reasons for why schools with PLF’s support are different than other schools in Siem Reap. 57% of teachers said it’s different because there is more programming. 4% said because of the extra salary they receive

from the foundation. 30% said PLF is different than other organizations since the school community has additional materials and resources to use. About 9% said the work environment is what makes the foundation so different.

Staff: Travis believes the PLF is different than other organizations because the relationship between Ponheary and Lori is something he has never seen before. Also, the PLF's focus is on building community support for schools by helping the Khmers help themselves instead of Westerners coming in and doing all the work. Gillian says the organization is different because it is both Western and Khmer run. The organization is incredibly grassroots; there is no luxury here. She asserts that Lori is involved in everything and understands her context, which is very anti-imperialist. The Executive Field Directors asserted that PLF is different than other organizations because the foundation provides poor kids the opportunity to go to school. The foundation helps them study and provides the resources they need to attend school.

Students: Did not have enough knowledge of surrounding schools to give an informed statement. They were not asked to respond to this question.

What model or organization is the Ponheary Ly foundation based on?

Teacher: The Teachers are not aware of the inner-workings of the foundation. They are provided with opportunities and amenities, but not included in the process. They were not asked to respond to this question.

Staff: Travis expressed that PLF is based on Ponheary's vision for the future of Cambodia. It is also formed with the help of Lori's business enterprise. He says they have

paved their own path of developing the organization not on a model, but on the needs of their schools and students. Gillian described the funding for the foundation as philanthropic, which uses a tourist model to reach donors. The Executive Field Directors described the PLF foundation as different because they created the model and idea for the organization. Many other organizations create their own schools, but PLF works in cooperation with the existing government schools.

Students: Not aware of how the foundation works. They were not asked to respond to this question.

Improvements

Teacher: The Teachers commented that the following 4 things have improved since they have been at the PLF sponsored public school. 28% said the English, computer instruction and programming have improved, 25% said the supplies, uniforms and other materials, 9% said the extra salary from PLF has improved and 28% said that improvements have been made because now the students attend school in higher numbers.

Staff: Travis expressed that since he has been working for PLF, the organization has gone much deeper, adding new programs to the schools since he joined in September 2012. Specifically, the technology education programs have expanded with new teachers, more computers and the installation of the Internet at the rural schools. He also included that they have improved their Field Director system. The Field Directors are now spending most of their time at the schools, instead of in the office. Gillian has only been

working at PLF for 4 months. She asserts that they have done a lot of updates on the website and with the rosters making it easier to keep payment records. The Executive Field Directors expressed that the PLF has improved a lot. At the beginning, they were only able to support primary schools, but now they support students through high school, and now into University. The projects and programs of the foundation have also improved. They assert that the projects continue to grow and they have greatly improved the availability of technology for the students.

Students: Students have seen the school become much cleaner, with nicer buildings, bathrooms, library, garden and playgrounds. Overall, the environment has improved.

What needs to be worked on first?

Teacher: At PLF, teachers did not understand the questions when translated into Khmer. It's also possible that the translator did not fully understand the question herself. Thus, no data was collected from the teachers regarding this question.

Staff: Travis decides what needs to be worked on first based on the needs of the students. The programs that keep the poorest kids from dropping out get the attention first because if they lose kids, the other projects will not matter. Gillian works on projects dictated by Lori. Otherwise, she just knows what is important and what is not. The Executive Field Directors both work on programming with the students at the rural schools and work on these tasks first. They work on programs that will improve the school and help integrate volunteers into the school day.

Student: This question did not seem relevant enough to ask the students, so they were not asked to respond to this question.

What they feel is the greatest achievement the NGO has made since it opened?

Teacher: As with similar questions, the teachers do not have enough information about the foundation, or necessarily understand what work the NGO has done. They were not asked to respond to this question.

Staff: Travis believes that the foundation has improved the quality of secondary and primary education for their students. They've seen the health of students improve, retention rates improve and they've given students in some places the ability to study past grade 6. Gillian feels that everything the foundation has done has been a great achievement. More specifically, the KohnKer school attendance improvement and the opening of the Srayang dormitory are most noteworthy. This dormitory provides residence for kids living too far from school to travel back and forth everyday.

Students: Similar to the teachers, the students do not have enough knowledge about the foundation to understand what its greatest achievement has been. The students primarily discuss why it is they are happy.

What they enjoy the most and least

Teacher: All 14 teachers expressed “nothing” to what they enjoy the least about their work. They attribute the following 4 factors to what they like the most: 58% said they enjoy teaching and working with the students the most, 6% said having additional

supplies and materials, 24% said meeting and working with the volunteers and the additional programming, and 12% of the teachers said the extra salary from The Ponheary Ly Foundation is what they enjoy the most.

Staff: Travis's favorite thing is being in the field, at the schools, working on projects. The thing he likes the least is the unpredictability of the Cambodian calendar and the slow pace that things often happen at. Gillian loves getting to know the students, their names, their history and seeing improvement in their situations. She dislikes having to compartmentalize her work and the realization that the foundation can only do so much- they cannot help everyone. Both Field Directors expressed being able to work with students as their favorite part about working for the foundation. One Director expressed she only dislikes her work when she cannot help or solve a student's problem.

Students: 50% of students reported liking the English program with the volunteers the most, 38% expressed enjoying the additional programming (sewing, art, etc.) and 12% like having uniforms and supplies the most. All 10 students answered "nothing" for the least.

Challenges or roadblocks when first starting school

Teacher: Did not feel comfortable answering this question and no data was gathered.

Staff: Were not asked to respond to this question.

Students: 9 students answered that they did not face any roadblocks or challenges when they first started school. 1 student said he faces a challenge when his bike is broken and he has to walk to school. Regardless, he still has never missed a class.

Current Challenges

Teacher: All 14 teachers expressed no current challenges.

Staff: Were not asked to respond to this question.

Students: All 10 students expressed no current challenges.

Daily Schedules

Teacher: The teachers all follow 1 of the 4 schedules below during the day. 58% of the teachers spend their entire day teaching at the PLF sponsored schools. 17% expressed teaching and also taking care of housework and duties at home. 21% of the PLF teachers work elsewhere in addition to teaching at PLF and 4% of the teachers also attend University when not working at PLF.

Staff: For Travis, his job changes day-to-day, but the work always involves organizing projects, volunteers or communicating with donors. This happens either at the office or at the school sites. Gillian also explained that each day is different. Sometimes she spends all day in the office but sometimes she spends the morning or afternoon at a school. The

Executive Field Directors expressed working all day, only to break for lunch. They go to the schools, manage payroll for the teachers and work on project management.

Students: All 10 students arrive at school at 6:30 in the morning. From 6:30-7:00 all students are expected to clean the classroom or the toilets to prepare for the school day ahead. All students 10 are in class from 7:00-11:00 learning Khmer, math, social studies and science. 4 students then go to English class from 11:00-12:00, and then home for the rest of the day. 3 students go home for a lunch break from 11-1 and then came back for English class from 1:00-2:00. 3 students take English from 5-6 at night. All 10 students reported going home and reviewing their lessons for an hour in the evening.

Who they look for to follow rules and structure

Teacher: All 14 teachers look to the principal for rules and structure. The principal first follows government documents and then creates ideas on his own to better manage the school.

Staff: Travis follows his own rules and structure, and Gillian follows herself as well as Lori. Both Field Directors follow the NGO founders, Ponheary Ly and Lori Carlson.

Students: All 10 students follow the principal for rules and structure.

What needs to be improved the most about the school

Teacher: Teachers felt that the following things need to be improved the most about the school: 39% expressed wanting to improve the garden, facilities and exterior of the school, 26% said programming, (art projects, soccer) 7% want new materials, 7% want more volunteers, 7% want extra salary for teachers, and 7% want to improve education. One teacher, 7%, answered that she did not want to improve anything.

Staff: Travis expressed that the structure of the government school system needs to be improved the most, including the government support for that system. Gillian believes that opportunities for extra curricular need to be improved. They need to teach more creative and critical thought. The Field Directors answered that the students and the programming (especially technology) need to be improved the most.

Students: The majority, 58%, of the students expressed wanting cleaner, more appealing gardens and a beautiful school like the ones located directly in Siem Reap. 17% want better programming, 17% feel that nothing needs to be improved and 8% of the students feel that teachers should have more knowledge about the subjects they teach.

Would they be happier at another school

Teacher: Were not asked to respond to this question.

Staff: Were not asked to respond to this question.

Students: Unanimously, all 10 students said they would not be happier at another school. When they compare to other schools, they are much better off in their current position. They all asserted that other schools are not as clean and do not have programs sponsored by The Ponheary Ly Foundation. Other schools do not have volunteers or support from PLF.

CHAPTER 4: COMPARISON AND DISCUSSION

During the Khmer Rouge regime, the intent was to return to “year zero” where education played no role in society. Considering the effects of this catastrophe, education has come a long way since 1979. Regardless, there are still many improvements to be made. In order for education to be truly influential, there must be generations of adults to provide knowledge to younger members of society (Sieber, 1973). Part of the Khmer Rouge plan was to kill as many educated individuals as possible. Because of this, 80% of all teachers were killed during the regime. This further destroyed the teacher education and training system (Clayton, 2000). This partially explains why the education system has been so slow to rebuild- there were no teachers, no educated citizens left.

With the presence of NGOs in Cambodia since 1979, they have been helping the country’s development by reducing poverty and creating a stronger Cambodian society. These NGOs were established for a specific purpose: to help disadvantaged communities. There are roughly 3,492 NGOs throughout Cambodia. Case studies were conducted on just 2 of these influential educational institutions. The two organizations, The Global Child and The Ponheary Ly Foundation both work to alleviate the struggles that Cambodian society has been facing for decades. These educational non-profit organizations are meant to assist the individual in “acquiring experiences that will function in rendering more efficient his future action” (Peters, 1924: 35). The Global Child and The Ponheary Ly Foundation have the powerful job of guiding their students through these experiences.

The similarities and differences among The Ponheary Ly Foundation and The Global Child are clear. The underlying similarity between these two organizations is in

their devotion to Cambodia's youth. As their slogans suggest "Today's children, Tomorrow's world" and "School is the Answer" the focus is on children and education. However, it is even apparent in these slogans that The Global Child takes a stronger stance of focusing on a select few children whereas The Ponheary Ly Foundation provides education to entire villages. This statement is justified in the number of students that each organization reaches. The Global Child supports 23 students, and The Ponheary Ly foundation sponsors nearly 2,500 students.

Both of these organizations are providing a new approach to development in Cambodia, as the structure of their schools is different from others before them. As with other NGOs, The Global Child and The Ponheary Ly Foundation are innovative, and responsive to the emerging needs and issues of Cambodian society (Borithy, 2011). Together, these organizations are working toward sustainability in Cambodia. This starts with educating the current generation that is coming of age. The UNESCO strategy plan from 2010 hopes to build a Cambodian society that is "socially cohesive, educationally advanced, and culturally vibrant-free from hunger, inequality, exclusions and vulnerability" (UNESCO, 2010: 16). The research for this study took place towards the end of the year in 2012 and these goals are still far from complete.

The support at The Global Child is very personalized. The school builds relationships with the families, ensures that they are adequately taken care of and provides healthcare and counseling. With a small student body, devoted staff and teachers, The Global Child is, in all sense of the word, a family. On the other hand, The Ponheary Ly foundation reaches so many students, that this precise connection is harder to come by. The Ponheary Ly foundation does not have the resources to provide the \$1 a

day incentive to 2,500 students. Instead, they provide uniforms and supplies that allow students the opportunity to attend school. They incentivize teachers by supplementing their existing government salary. The students that attend The Ponheary Ly foundation sponsored schools live in unfortunate conditions. Some days the students do not attend school because they have to stay home and help their family. They have no choice, as it is a matter of survival. The Ponheary Ly Foundation sponsors schools in rural and remote areas where nearly 2/3 of the 9,000 incomplete schools in Cambodia exist (UNESCO, 2010).

One of the challenges that face NGOs today are whether or not they stand in opposition to the government. The Ponheary Ly Foundation bridges this challenge by working in cooperation with government schools. Another criticism of NGOs is in the high turnover of staff (Rasmussen 2004). At The Global Child the teachers have been with the school for several years. The same is true at PLF although teachers are less reliable and less motivated to come to school. PLF attempts to overcome this challenge by providing extra incentives to the teachers.

The leaders of these foundations, Judy Wheeler and Lori Carlson, have both similar and differing views of the non-profit education system in Cambodia. They both agree that improving the education system is necessary to overcome greater challenges in society. However, Judy and Lori differ on their approach to restructuring this system. As seen in the model of The Global Child, success is based on one child at a time. They focus on higher education. Judy believes there are many NGOs helping educate Cambodia's youth, but these only teach through grade school. She wishes that other organizations would concentrate on getting the students through high school.

Judy Wheeler's view contrasts that of Lori Carlson. Lori asserts that if you want to have the biggest impact on a village where all of the adults did not have the opportunity to go to school, then what you need is for all of the children in that village to attend school. This will start the wheel turning, as they will be able to see the value of education. Lori further explained that there are many non-profit organizations running small, private schools, like The Global Child. This education is valuable to the few children that have access to this opportunity. Unfortunately, it doesn't really do anything about beginning shifts in communities; especially out in the rural villages where 80% of the population lives. While the focus for both leaders is on education, the target groups and education levels are viewed differently. It seems hard to restructure the education system if there are such varying opinions on how this should be done. The Ponheary Ly foundation supports already existing schools and their funding allows thousands of children the opportunity to attend school. They provide extra programming, and incentivize teachers with an extra salary. Regardless of the differences between Judy Wheeler and Lori Carlson, it is evident that "joint efforts are now needed to translate these goals and commitments into reality for the benefit of all Cambodians" (UNESCO, 2010: 34).

In term of demographics, the age of the teachers was roughly the same for The Global Child and The Ponheary Ly foundation. For PLF there is one teacher aged 66 who works at the school because she wants to see the impact of education after surviving the Khmer Rouge. The teachers at The Global child are generally more educated, or at least working towards higher education. A few teachers at The Ponheary Ly foundation have only completed secondary school or grade 12. These teachers had the ability to teach

after attending training courses at Teacher College. The purpose of these colleges is meant to “alleviate a chaotic situation of wide-ranging teacher competencies” (Clayton, 2000: 114). Without this exposure, they would be less prepared for their new role as teacher.

In addition, the range of subjects that these teachers instruct differs between the two schools. At The Global Child teachers are responsible for teaching certain subjects. The structure at The Global Child allows each teacher to be better experts in the subject they are teaching, as they can focus on a certain area. At The Ponheary Ly foundation there are assigned teachers for each grade to teach all of the government classes- Khmer, math, science and social studies.

The staff at The Global Child and The Ponheary Ly Foundation differs in many ways. The Global Child staff are considered the workers at Joe-to-Go and Beau Fou boutique. They are the only other paid employees aside from the teachers. They also attend University. They are all Khmer and speak moderate English. These demographics differ from The Ponheary Ly Foundation where the staff works directly on the needs of the foundation, based in Cambodia. The staff members are considered the Executive Director, Program Director and Executive Field Directors. They do not have a sustainable business for which to hire additional staff. The staff at The Ponheary Ly foundation is comprised of both native American and Khmer in their early to mid-20’s.

The volunteer based programs at these two organizations is another important demographic to examine. Both schools attract volunteers from all over the world, but the way they implement these volunteers are different. At The Global Child, volunteers are long-term. They must shadow a teacher for a week and have a formal orientation before

beginning to teach. Volunteers at TGC are primarily used for English classes and additional programs such as art, dance and soccer. These volunteers are generally around throughout the school day and during after school programs. At PLF, the volunteers are typically short-term and spend at most an hour or two a day interacting with the students. They teach supplemental English classes as well as providing students with real world skills. Some volunteers teach classes in hygiene, sewing and art. With these volunteer based programs, The Global Child and Ponheary Ly Foundation are providing their students a well-rounded education, preparing them for their future endeavors in the real world.

The demographics of students at The Global Child and students at The Ponheary Ly foundation are diverse. The 6 students at The Global Child who took part in guided conversations are originally from Phnom Pehn. They had been former- street workers before having the opportunity to enroll at TGC. Former-street working means they were begging for money on the streets, collecting bottles to recycle, or selling various goods to whomever would buy. This was money that their family relied on. These students now live at the Woodhouse in Siem Reap. The other 17 students at The Global Child are all from poor families, with otherwise little access to school. Their homes are in some of the most impoverished areas of Siem Reap. At The Ponheary Ly Foundation, students are from poor, destitute areas on the outskirts of Siem Reap. While their backgrounds are similar to students at The Global Child, they are not compensated for attending school. Because of this, they are often absent from classes in order to help take care of family responsibilities.

The overall consensus at both organizations is that everyone is happy. At The Global Child, the organization provides students with an opportunity to become educated citizens. They are supported financially, emotionally and physically. The students are aware of this amazing opportunity to change the course of their lives. At the Ponheary Ly foundation the students at both Chey and Knar schools expressed overwhelming happiness with being part of these schools. They know that other schools aren't able to provide the same resources to its students. Some of the students that had moved to the village from another area had explained the poor conditions of their other school. At TGC and PLF, the students are very happy with the additional programs (art, soccer) and the opportunity to learn English. They also enjoy having volunteers come to the schools and share their knowledge of the outside world. Except for one teacher at PLF expressing he was "neutral" about his happiness, all other teachers were either happy or very happy. For the 4 teachers at TGC, they are all happy as well.

Although both school communities are happy overall, the things they attribute to their happiness should not be the primary focus. The volunteers play a big role in the happiness of each student. This promotes the idea that foreigners provide something that people within Cambodia cannot. For Lori Carlson and Judy Wheeler, this is concerning. At the same time, it's important to realize these kids are young. Having anyone new and interesting come into a classroom exerts excitement from children throughout the world.

At TGC they attribute their happiness to the small student body, their benefits and the family like atmosphere. At PLF the teachers are happy with their compensation and extra opportunities that PLF provide. The teachers deal with different setbacks, yet on the whole express true happiness. Staff and volunteers at both organizations are happy as

well. They both express their understanding that these organizations are working to improve the education system in Cambodia. With this, they understand that their working conditions, despite long hours, are considerably better than the alternative. Staff members at The PLF are fully determined to have a hand in developing education in the best possible way. This means combining Western and Khmer ideals.

The Global Child and the Ponheary Ly Foundation are different from other organization in Siem Reap, but in different ways. For the teachers at TGC, they are given a superior compensation. They are also more than teachers, they are role models for all of the students. For the 6 older students that live away from home these teachers have become mothers, fathers and friends. They play necessary roles in the TGC family. The programming, materials, environment and the extra salary from PLF, are reasons why teachers find it different from other schools in Siem Reap. All of these extra benefits make them happier to work at the school since other teachers do not have access to these amenities.

The volunteers at The Global Child listed several reasons why the organization is different than others. The fact that TGC supports students in all aspects of life, including their own families, makes the school very unique. On the other hand, the PLF is different because it is helping Cambodians help themselves, instead of Westerners coming and doing all the work. The PLF staff further asserted that their goal is building community support for schools. The organization is incredibly grassroots. The students of both organizations recognize that their schools are different because they have more programming, more volunteers and more resources. For students at The Global Child, these resources are considerably more frequent and available. While TGC and the PLF

are non-profit education organizations in Cambodia, they have different foci in helping the community.

Both schools inevitably follow the government curriculum, but implement their resources in different ways. Neither organization is based on an existing model. NGOs are established to find new approaches in development, exactly what The Global Child and The Ponheary Ly Foundation are doing. The Global Child organization is run by Americans, whereas The Ponheary Ly foundation was first started based on Ponheary Ly's vision for the future of Cambodia. Now at PLF, Khmer and Americans work together to achieve this goal. As time has progressed both of these organizations have learned from previous flaws, and updated their structure as the education system continues to grow. Improvements have been made at both organizations including programming, and the behavior and success of students. Additional programming provides students with experiences outside of the classroom which children at their age need. At The Global Child students are no longer acting out, and at The Ponheary Ly foundation students are now attending school in higher numbers. TGC has now seen a successful student graduate from University and secure a well-paid, respectable job. The PLF are now sponsoring students who have made it to University. Although they each determine success based on different numbers, both organizations are seeing their students excel.

The achievements of these organizations vary. Overall, both organizations are moving education in the right direction. For The Global Child, giving the students the chance to learn in a safe environment and ensuring the well-being of each student, their families and growing the curriculum mark a few of the long term accomplishments. At

The Ponheary Ly foundation, they've seen the health of students improve, retention rates improve and they are seeing the quality of school increase and students studying past grade 6. These are all major achievements in a country where children come from uneducated parents who may not recognize the power of an education. Everyday that the doors to these schools open and the students are able to learn in a safe environment is a victory.

In the 1980's, during the People's Republic of Kampuchea, education was considered sufficient in Cambodia if a student had basic literacy skills, or at least completion of the fourth grade (Dy, 2004). In assessing the achievements of these organizations, the level of education they provide are far superior to what was accepted in 1980. At the same time, there is no overarching agency ensuring that these children are in school.

An interesting contrast between the two organizations is how their business and donation outreach work. This very much dictates what the staff and volunteers work on first. At The Global Child, the volunteers execute work both in the classroom, and at the two businesses. However, they focus on immediate tasks first. They do invest time in making sure the businesses are sustainable. But, for the most part this is the job of the business director and the staff at the restaurant and boutique. Neither of these businesses directly reaches out to donors. Judy Wheeler, along with others back in America, takes care of donor relations. At PLF, the opposite is true. All donor outreach is done in Cambodia and based on the efforts of the staff.

When donors come to The Global Child they are given a tour by the students and usually present supplies or gifts. Their donations and presence is very salient to the

students. At PLF, they do not allow this to happen. They want students to see resources coming from Khmer people. In this sense, donors are allowed to visit the schools and sponsor students in a subtler manner.

Understanding the context of the students and teachers answers is very important in analyzing their responses. When students and teachers at The Ponheary Ly foundation were asked to describe what they enjoy the most and the least about their work, they did not share any of their dislikes. Teachers expressed working with students, programming, having additional supplies and materials and salary from PLF as things they enjoy the most. Students enjoy the English program, volunteers and additional puzzles and games they have access to. Perplexed by why none of the teachers or students expressed their dislikes, Lori Carlson was able to make sense of it. She explained that they still fear sharing any objections because they do not completely trust outsiders. They still don't trust their own government. When put on the spot to answer this question, along with expressing any challenges or roadblocks, they all unanimously answered there was nothing standing in their way. Any outsider can see that this is simply not true- these kids face enormous difficulties each and every day. Out in rural areas they face hunger, disease, and devastating living conditions. The staff at PLF expressed their love of getting to know the students and being able to work hands on with school projects. Their dislike originates in the unpredictability of the Cambodian calendar and the slow pace that things often happen at.

In the guided conversations with students at The Global Child, they were more comfortable expressing their opinions and frustrations. This can be attributed to two factors. First, they have been exposed to many other cultures and ways of life. They

understand that kids in other countries and elsewhere have more wealth, exposure and opportunity to activities. In some ways, although they understand the amazing opportunity before them, they want more simply because they know it is possible. Secondly, these students were old enough and comfortable enough to articulate their thoughts to someone they have grown to trust. Because of this, they felt their words would not be violated. They expressed their dislike for many of the rules and restrictions. In addition, they expressed how they just want to be kids and not have so much responsibility on their plate. It is also increasingly difficult to be separated from their families. The teachers at TGC did not express any clear dislikes about working for the organization, except that they are often exhausted from their work in addition to classes at University.

The daily schedules of teachers, students and staff at The Global Child and The Ponheary Ly Foundation differ greatly. Students and teachers at The Global Child take more classes and are in school longer throughout the day. They are also exposed to more activities and programs on a weekly basis. During the school day, many students at The Ponheary Ly Foundation have to go home and take care of other responsibilities. At The Global Child breakfast, lunch and snacks are provided for all the kids, whereas at PLF they can only afford to feed the kids breakfast. At both organizations, students and teachers look to the principal to follow rules and structure. At TGC, the principal looks to Judy Wheeler to follow instructions from. For the staff of TGC they all look to the business director, Nimol Pong. Nimol reports and is in constant correspondence with Judy Wheeler as well. At PLF, the teachers report to the principal who works to ensure

the government curriculum is executed. The staff at PLF reports to Lori Carlson, who gets inspiration and guidance from Ponheary Ly herself.

While both organizations have made tremendous stride in helping Cambodian youth gain an education, there are still improvements to be made. A major factor that the volunteers at TGC pointed out is that NGOs in Cambodia need to work in partnership. There needs to be strong communication and collaboration between NGOs with similar missions and target populations. The staff at PLF comment that the government needs to provide further support to the education system in Cambodia. With this enhanced support, Cambodian youth will be able to learn both social order, and also adopt new, emerging patterns of behavior in society (King, 1966). In some sense, Cambodian youth are responsible for creating this pattern of behavior, as their parents, as an uneducated generation, are not able to.

Without a doubt these organizations have been successful. But it seems that each organization has what the other lacks. They both adhere to Durkheim's definition of education as "molding the social being, especially in socializing the youth." The ultimate goal is "to arouse and to develop in the child a certain number of physical, intellectual and moral states which are demanded of him by both the political society as a whole and the special milieu for which he is specifically destined" (Sieber and Wilder, 1973:16). The importance of education cannot be disputed. The difficulty comes in making adult generations that are not educated realize the powerful impact it can have on their children. Although the increase in the number of schools in Cambodia is on the rise, it does not necessarily equate with a sufficient education. These organizations are trying their best to ensure that education is provided both inside and outside of the classroom.

Without education, and the experiences it involves, students will not be adequately prepared for roles in their developing country.

Teachers, staff, and students alike felt that they would not be happier at another school or organization. While students at TGC would comment on other NGOs, they are smart enough to have the objective view of understanding why those organizations are not able to provide the same benefits. It's clear that regardless of the differences between these two organizations, both NGOs are providing education in the best way they know how. Without these organizations many of the 23 students that TGC sponsors, and the 2,500 students that PLF sponsor would not have any access to education.

CHAPTER 5: CONCLUSION

Cambodia is a culturally vibrant, developing country. Just three decades after the Khmer Rouge genocide, the effects of the war are still very apparent. They faced an internal conflict, devastating the people and the previously existing structures. In all senses, Cambodia has had to rebuild from the ground up. Judy Wheeler explained that it would be another 30 years before the stigma of the genocide is removed. People continue to live in unbelievable poverty, the majority of the population is under the age of 20, and former Khmer Rouge leaders still hold positions in the government. A primary focus in development has been to start with education. With the help of foreign aid, and the presence of thousands of non-profit organizations in Siem Reap, Cambodia has started to create change, educating youth that need it most.

From a sociological perspective, education has a strong influence in society. Education allows us to learn the culture, heritage, and norms of society, as well as the information we read and learn in the classroom (Peter, 1924). The focus of this thesis was to examine the influence that educational non-profit organizations have in the school setting. The results show that influencing children in a school atmosphere affects many other aspects of these students' lives. While both organizations satisfy the definition of education, there are still extensive issues that Cambodian youth face today.

In examining and comparing The Global Child and The Ponheary Ly Foundation it is easy to identify the accomplishments and hard work of these organizations. They have created different structures in order to funnel their resources in the best way possible. Starting with the President and Board Director of the organizations, their views on how to best solve the education crisis in Cambodia vary. This outlook extends to the

remaining teacher, staff and students of the non-profit teams. While these differing structures are applicable in specific situations, there is no nationally recognized structure to better educate Cambodian youth.

The Global Child is a very structured school. This school provides every necessity, and more, to their students. They have adequate programming, long-lasting relationships with volunteers, and reliable teachers and staff for support. With their increased opportunity to the outside world, these kids have more knowledge about other cultures, ways of life and material goods. With this knowledge comes the desire to want more. These students face competition from friends in other NGOs and the responsibility of being an adult while still in their teens.

Most importantly, it's clear that the family aspect of TGC is irreplaceable. The individual attention and community support allow these students to prosper. They are intelligent and well-versed about many aspects of life. These students have been given a tremendous opportunity to gain an education, fully supported and funded by The Global Child. After this research was collected, The Global Child reported that a boy in grade 7 dropped out. His family was moving to Thailand and he wanted to stay with them to make money, even though TGC would have supported him. This was a sudden, devastating decision for the entire school. The dollar-a-day incentive and close-knit community was not enough for him to stay and continue his education.

In contrast to this individualized attention is The Ponheary Ly Foundation. Their focus has been to help communities help themselves. In doing so, they extend the opportunity to go to school to entire villages. In the more rural areas, this is an amazing opportunity. Without the uniforms or resources, these children would not be able to

attend school. The foundation also focuses on providing students with real world abilities and understanding of practical skills. In helping over 2,500 students, this foundation takes already existing schools and improves the structure, incentives, and overall education.

These are two different organizations with two diverse outlooks on how education should be presented to Cambodian youth. While The Global Child students felt more at ease expressing their challenges and frustrations, it is possible that students at The Ponheary Ly foundation may actually face more daily challenges living in desolate poverty but not getting the dollar-a-day incentive to attend school. While on the whole, all teachers, staff, and students are happy, both organizations can make improvements in the future. However, most of these improvements require additional funding.

These two organizations, despite their differences, are promoting education the best way they know how. They have both seen achievements and failures. Perhaps a combination of these two organizations might provide the best benefits for all. Providing a personal support system within schools but reaching as many children as possible would be ideal. At The Global Child, students are given many amenities that students at The Ponheary Ly Foundation do not even know exists. If these structures were to work together, they could be that much more powerful. A balance between the amounts of students they reach, and the opportunities they provide would promote a more sustainable shift in society. This would allow students to have a credible education, with access to support and resources, but also help promote change within communities that need it the most. This would require that non-profit organizations in Siem Reap and throughout Cambodia start to work together to collectively effect the education system. Instead of creating new schools, focus should shift to areas where schools already exist. These

schools need further resources to function properly, they have teachers, buildings and curriculum already established. It seems like a waste not to enhance these schools. The Ponheary Ly Foundation is smart to spend their time and resources helping already existing structures. The Global Child and The Ponheary Ly foundation are prime examples of how non-profit organizations are promoting change in a country faced with immense challenges.

There are a few things that could have been done differently to improve the research quality of this thesis. Due to the varying student enrollment at The Global Child and The Ponheary Ly foundation, comparing the two was a bit difficult. However, it also highlighted the differences between two NGOs working within Siem Reap. Future research might use several smaller non-profits and compare them with several larger non-profits. This would provide a comprehensive look at the similarities and differences among them. The questions could have also been framed differently in order to learn more about the challenges and struggles that the teachers, staff and students face. This would have provided further insight into the setbacks they have had to overcome, and how they addressed these issues. This knowledge could have further enriched the content of this thesis. Due to cultural barriers, this information was awkward and inappropriate to discuss, especially with a foreigner.

Future research depends on the culture of the NGO, non-profit system in Cambodia. As NGOs continue to develop throughout the country, many have begun questioning whether this presence is too much. To what extent, and for how long, should foreign aid be developing Cambodia? When will it be time for the country to take control? For Lori Carlson, the country can take control only when former Khmer Rouge

leaders are no longer in the government. In addition, the gifts and aid that is provided needs to be seen as coming within the country. The messaging is different if Cambodian youth believe that their country will not develop without the aid of foreigners.

Volunteers, or “white people” do not provide a sustainable solution against the troubles facing Cambodian society. Non-profit organizations need to help communities help themselves. With the emotional and physical scars of the Khmer Rouge regime still very real, the country needs more time to heal its wounds. During the Khmer Rouge they wanted to cut off all ties with the international world in order to become truly independent. The irony is that, in the aftermath of the Khmer Rouge, the need for foreign aid and influence has been imperative to the growth of the country. As the rest of the world continues to develop, Cambodia is struggling just to catch up.

In the coming years, the NGO community must work together to build a more unified presence in Cambodia. Further research will hopefully include this cooperation. Given more time for the education system in Cambodia to grow, they must improve the conditions of the schools, and reach more students in the rural areas. In addition, these students need inspirational teachers and role models that will help guide their experiences and knowledge. This is an important aspect of education that unfortunately many parents are not able to provide, simply because they are not educated. The non-profit education system in Cambodia, on the whole, does a credible job at providing what is missing in society and improving this system of socialization. The hard work of these organizations will hopefully become more salient in future years. Without the help of non-profit organizations, it is unknown what shape Cambodia would be in today. Education has the power to integrate these children into society and prepare them for the future ahead. It

will be up to this current generation of students to continue development in their country.

What the future holds greatly depends on the collaboration of non-profit organizations.

APPENDIX

The Ponheary Ly Foundation

Teachers were asked to respond to the following questions:

1) On a scale from 1-5 are you happy working at The Ponheary Ly Foundation?

1-not happy at all 2- not happy 3-neutral 4- happy 5-very happy

2) Elaborate why you are or are not happy:

3) What about the Ponheary Ly Foundation make its different than other schools in Siem Reap?

4) Since you have been at this school, what things have been improved?

5) What do you like most about your? Least?

6) How would you describe your day-what do you do- either hourly or AM/PM?

7) Who do you look for to follow rules and structure? (Circle one)

Principal Staff Member Yourself Other Teacher NGO Founder

8) What do you think needs to be improved the most about the school?

Structure Students Goal/Target Programming Opportunities for extra-curricular

Staff were asked to respond to the following questions:

1) On a scale from 1-5 are you happy working at The Ponheary Ly Foundation?

1-not happy at all 2- not happy 3-neutral 4- happy 5-very happy

2) Elaborate why you are or are not happy:

3) What about The Ponheary Ly foundation make it different than other organizations in Siem Reap?

4) Do you base The Ponheary Ly Foundation on a certain model or another organization?

5) Since you have been at this foundation, what things have improved?

6) How do you choose what needs to be worked on first?

7) What do you feel is the greatest achievement this NGO has made since it opened?

8) What do you like most about your work? Least?

9) How would you describe your day-what do you do-either hourly or AM/PM?

10) Who do you look for to follow rules and structure?

11) What do you think needs to be improved the most about the school?

Structure Staff Goal/Target Programming Opportunities for extra-curricular

Students were asked to respond to the following questions:

1) On a scale from 1-5 are you happy working at The Ponheary Ly Foundation?

1-not happy at all 2- not happy 3-neutral 4- happy 5-very happy

2) Elaborate why you are or are not happy:

3) What do you like the most? The least?

4) How would you describe your daily schedule?

5) What challenges or roadblocks did you face when you first started school?

6) What are the current challenges?

7) Since you have been at this school, what things have improved?

8) What do you think needs to be improved the most about the school?

Structure Staff Goal/Target Programming Opportunities for extra-curricular

9) Do you think you would be happier at another school? (Circle one)

Yes

No

The Global Child

Volunteers were asked to respond to the following questions:

1) On a scale from 1-5 are you happy working at The Global Child?

1-not happy at all 2- not happy 3-neutral 4- happy 5-very happy

2) Elaborate why you are or are not happy:

3) What about The Global Child makes it different than other organizations in Siem Reap?

4) Do you base The Global Child on a certain model or another organization?

5) Since you have been at this school, what things have improved?

6) How do you choose what needs to be worked on first?

7) What do you feel is the greatest achievement this NGO has made since it opened?

8) What do you like most about your work? Least?

9) How would you describe your day-what do you do-either hourly or AM/PM?

10) Who do you look for to follow rules and structure?

11) What do you think needs to be improved the most about the school?

Structure Staff Goal/Target Programming Opportunities for extra-curricular

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