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Sereyrath Em**

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## **Acknowledgments**

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As usual, I honestly appreciate the love, support, and inspiration of our families, friends, and extended communities. Despite the numerous difficulties I face when editing and getting ready to publish this journal, they are a wonderful source of inspiration for me to keep acting in accordance with my moral convictions.

**Sereyrath Em**

Editor-in-Chief

International Journal of Cambodian Education (IJCE)

## Editorial Board

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## First and Testing Issue

Welcome to the inaugural issue of our publication! We are excited to present to you our first testing issue, marking the beginning of a journey filled with knowledge, insights, and exploration. As with any new venture, we acknowledge that there might be unintentional mistakes that have occurred in the process. However, we assure you that we have put in our best efforts to make this issue informative and enjoyable.

We value your readership and appreciate your understanding as we navigate through this initial stage. We believe that constructive feedback is an essential part of growth and improvement. Therefore, we encourage you to share your thoughts, suggestions, and observations with us. Your insights will play a vital role in shaping the future of our publication, enabling us to deliver even better content in the upcoming issues.

Our team is dedicated to providing high-quality and accurate information to our readers. We understand that perfection is a continuous journey, and we strive to learn and enhance our work with each passing day. Your constructive comments will be invaluable in addressing any unintentional mistakes and refining our content, ensuring that our future issues meet and exceed your expectations.

Once again, we express our gratitude for your support and patience as we embark on this exciting venture. We eagerly await your feedback and look forward to making our future issues even more exceptional. Together, we can create a publication that not only informs and entertains but also fosters a strong community of readers who actively contribute to its growth.



## **Call for Articles**

The International Journal of Cambodian Education (IJCE) is pleased to announce that it accepts article submissions throughout the year. This means that authors can submit their articles as soon as they are ready, without having to wait for specific submission deadlines. At IJCE, we understand that research and innovation happen continuously, and we believe in providing a flexible platform for authors to share their work with the scientific community.

By accepting articles year-round, IJCE aims to streamline the publication process and reduce unnecessary delays. We recognize the importance of timely dissemination of research findings and the value of accommodating authors' schedules. Whether you have just completed a groundbreaking study or have been working on a project for an extended period, you can submit your article to IJCE when you feel it is ready for publication. Our dedicated editorial team ensures that all submissions undergo rigorous peer review to maintain the high standards of quality and integrity that IJCE is known for. Join us in advancing the field of education by sharing your latest research in IJCE today!

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## **Cambodian Students' Online Learning Challenges during the COVID-19 Pandemic: A Vision for Future Measures**

**Sereyrath Em**

*Kith Meng Brasat Upper Secondary School, Cambodia*

### **Introduction**

The COVID-19 pandemic has changed how individuals learn across all subject areas. The spread of the coronavirus has caused disruptions in the educational institutions of several nations. Virtual meetings are currently employed in several online learning tools to replace face-to-face meetings that were formerly used for teaching and learning. The construction of online learning programs has been mandated for all Cambodian schools to provide students with additional alternatives for studying and to aid in their skill development. Those are the most important factors to take into account. All grade levels of students need to deal with a variety of difficulties, such as limited internet access, disruptions while learning at home, a lack of teaching, communication issues, the ability to afford a smartphone, the ability to use a smartphone, technology ignorance, a lack of parental understanding, and school dropouts (see [Em, 2021b](#)).

### **Challenges**

The Internet is the most important component of online learning. Restricted internet access is the most challenging difficulty for all students in Cambodia, particularly those in rural regions where internet connection is limited, according to a new survey conducted by [Em \(2021a\)](#) and published in the Cambodian Education Forum. It has been advised that Cambodians use the Zoom App, Microsoft Team, Google Meet, Group Messenger, Facebook Group, and Telegram Group and Channel as online learning tools. These online platforms cannot work without the internet. Due to the internet restriction, several problems have arisen, making it more difficult for students to learn ([Em, 2021b](#)).

Additionally, as noted in the survey, several students claimed that learning from home creates several difficulties. When students study at home, they might hear a lot of sounds from their surroundings. For instance, they mentioned that a lot of people who spoke extremely loudly upset them when they were studying at home. This conduct caused them to be distracted

from their online activities. Additionally, they claimed that people who were partying and singing karaoke in the villages regularly distracted them from their focus on online courses (Em, 2021a).

The absence of education is another challenging problem. Because several instructors did not teach their classes according to the curriculum, many students expressed their displeasure with them. These students argued that they had learned nothing from their professors because their lecturers neglected online training once the infection spread. Additionally, the students complained that some of their professors were unfit to teach since they had no duties outside of their jobs (Em, 2021a).

Additionally, several students said that they had trouble communicating. As a result, when studying online, students struggle to listen and communicate with friends and teachers. They said that the opposite was true: their professors did not hear them when they talked, and vice versa. They also asserted that the previously described issues hindered their learning and would have unfavorable long-term effects. They further indicated that the effects of their future employment being unsatisfactory will eventually be reflected in the lethargic advancement of their nation (Em, 2021a).

The price of a smartphone and its ability to be recharged are two additional challenging issues. Some students claimed that because of their parents' financial situation and lack of resources, they could not purchase a smartphone. As a result, they were unable to learn online. Other students reported having mobile phones but not having the money to top up their phone credits. They were unable to learn properly as a result. When their phone accounts were active, they could learn with difficulties, but when they were not active, they were not able to learn at all (Em, 2021a).

Another significant problem is being not permitted to use a smartphone. A few female students said that since their parents would not allow them to own a smartphone, they were unable to take online courses. They said that their parents were worried that they would use their phones for activities besides learning, such as flirting or casual conversation. Additionally, their parents claimed that their daughters may come across sexually explicit images online. Those students received no gain from their online study as a result (Em, 2021a).

Inadequate knowledge of technology is a significant issue. Numerous students were unprepared for online modalities due to the unexpected nature of the COVID-19 outbreak.

They were unable to handle online learning as a result. The students said that because they did not know how to use the internet platforms, they had learned nothing from them and that their futures were being completely upended. These students voiced their disappointment with their prospects in their final statement (Em, 2021b).

Another set of students claimed that their issue was due to poor parental communication. They argued that their parents did not understand the value of education, especially online education. They continued by saying that they were not extrinsically motivated and that their parents did not understand the values of the study well. Despite their sincere motivation, they seemed to slow down the online learning process. These students appeared to learn less from online courses as a consequence (Em, 2021b).

Dropping out of school is more of a result of learning than a challenge. Due to many mentioned challenges, several adult students have left school and are looking for suitable work to support their families. This portends poorly for the future growth of the nation. If a nation's human resources are insufficient, it cannot develop. We all fear dropping out since, following an abrupt dropout, students could continue living their lives in the wrong way because they are not qualified to go for a respectable job and might end up associating with a bad role model in society. Social problems would result from that. In a word, dropout is a result of the challenges associated with online education during the pandemic (Em, 2021b).

## **Opportunities**

Overall, the COVID-19 pandemic has presented both challenges and opportunities for higher education in Cambodia. While challenges and problems during the pandemic are inevitable, all stakeholders in Cambodian higher education should look on the bright side and use the pandemic to transform and digitize the higher education system. The COVID-19 pandemic has created an opportunity not only to deepen education reform but also to strengthen the use of ICT and modern technology in Cambodian education. In this regard, the Cambodian government needs to find a way to capitalize on the positive momentum created by the pandemic toward broader integration of ICT and technology into education, especially higher education. This will not only help improve the standards and quality of higher education but also build the digital literacy Cambodia needs to survive in the digital age and provide the next generation with the knowledge and skills they need to be competitive and successful. It is also necessary for promotion (Heng & Sol, 2021b).

Currently, another Cambodian author noted the opportunities he has learned from the pandemic as follows:

*..... I believe that COVID-19 is a significant problem when first seen, but if we look closely at other things that we have never done before it emerged, it will become a unique opportunity. For instance, despite teaching in a government school for over ten years, I had only ever done so in the classroom. However, the harsh impact of COVID-19 has inspired me to try an online class as a different method of instruction. Additionally, I have been looking for a better way to instruct my students and have come up with the novel concept of creating video lessons that I can publish for them. They can learn anytime they want, wherever, and this also has certain advantages for me. In a nutshell, COVID-19 is a difficult issue for education, but it also offers many students and other people new opportunities (Em, 2022, para. 51).*

### **Concluding Remarks**

The COVID-19 outbreak has had a devastating impact on every sphere of society, especially online educational institutions. Online learning has caused several issues for students. The Cambodian government must thus act right away to solve these problems. Continuous action is necessary; one action is inadequate.

Two Cambodian authors, in writing a book chapter together, noted that:

*...to ensure online learning and blended learning are widely adopted in the post-pandemic time in developing societies such as Cambodia, more government support and investment are needed. Educational institutions also need to invest in developing and improving existing online learning platforms as well as expanding the provision of internet access and online library resources. Training and orientation programs about online learning, including lessons on online teaching and learning tools and strategies, need to be offered on a regular basis so that students, teachers, and staff can have the opportunity to advance their knowledge and understanding of the different aspects and nuances of online and blended learning (Heng & Sol, 2021a, pp. 12-13).*

To put it briefly, the integration of computer and ICT subjects into the Cambodian school curriculum at all levels is the most important measure that all concerned education stakeholders need to consider. However, only the integration is not yet guaranteed

effectiveness. Thus, regular evaluation and inspection of how and to what extent the subjects are practiced means a better guarantee of effectiveness. The mentioned measures are useful to solve unforeseen challenges in the future.

### **The Author**

**Sereyrath Em** is a Cambodian government teacher of English with a higher education degree and a university lecturer. Currently, he is a Ph.D. candidate in Educational Science at Khemarak University, Phnom Penh, Cambodia.

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## **Reflection of Graduate Students' Perceptions of the Impacts of COVID-19 on Education in Cambodia**

**Sereyrath Em**

*Kith Meng Brasat Upper Secondary School, Cambodia*

### **Introduction**

Every facet of civilization has been impacted by the COVID-19 epidemic. In order to stop the virus from spreading, governments all around the world have temporarily transferred physical courses online, which has created significant disruption to the global education system. Numerous difficulties have been brought on by the abrupt shift from in-person to online learning for students, instructors, administrators, and educational leaders (Em, 2021).

The most difficult issue has been the internet. Still, there have been also disruptions at home, poor activities of teachers, a shortage of cellphones and money to top them off, difficulty with online learning, and eye issues brought on by prolonged exposure to bright light (Em, 2021; Heng & Sol, 2021).

### **Impacts of COVID-19 on Cambodian Society**

COVID-19 has a variety of effects on Cambodian society. According to a Post outlet, there have been detrimental effects that COVID-19 has had on farmers, sex workers, textile workers, and students (Long, 2020).

The report was presented by the Cambodian Grassroots Cross Sector Network/People Action for Development, the Women's Network for Unity (WNU), the Worker's Information Center (WIC), the Social Action for Community and Development (SACD), The Messenger Band (MB), and the Women's Network for Unity (WNU) (Long, 2020).

According to Chrek Sopha, an MB spokesperson, the report was intended to call for urgent assistance for the four groups of individuals who were severely affected and to start a conversation with interested parties about taking appropriate action (Long, 2020).

According to the survey, these citizen groups have common difficulties such as financial hardship, debt, and health concerns (Long, 2020). The government and pertinent institutions were urged in the report to take action to assist them (Long, 2020).



Phay Siphon, a spokesperson for the government, stated that although he has not yet seen the complete study if it is accurate and founded on genuine facts, it may serve as a guide for the administration as it attempts to address the problem (Long, 2020).

We will identify the poor and vulnerable persons in each location in addition to reviewing the report. We have also assisted in reducing their burdens in light of the COVID-19 situation. Debtors now experiencing challenges must talk about solutions with creditors, he added (Long, 2020).

### **Impacts of COVID-19 on the Education Sector**

All areas of education in Cambodia, from primary to tertiary, have been impacted by COVID-19, and all educational methods have been changed to include distance learning and online classes. In response to the nationwide closure of Cambodia's schools beginning on March 16, 2020, due to the COVID-19 pandemic, UNESCO's Capacity Development for Education (CapED) Program is collaborating closely with the Ministry of Education, Youth and Sport (MoEYS) and other pertinent partners to ensure that students in Cambodia continue to receive their education (UNESCO, 2020).

For more than 323,000 early-grade students, lower secondary students, out-of-school adolescents, and industry employees in Cambodia, the organization is enhancing digital and distant learning. 200 video lessons were created and produced as parts of this series of interventions, and they are accessible on Techo TV and the official online and digital learning platforms for MoEYS (UNESCO, 2020).

The creation of 60 video courses on mathematics and Khmer literacy for students in Grades 1 through 3 is supported by UNESCO. The Program made purchases of and provided supplies for the creation of educational materials to make this possible. All video classes begin with an overview of COVID-19 preventative techniques to increase students' awareness. For children with auditory difficulties or hearing impairment, sign language is included in the sessions. To educate communities about the availability of online learning tools and the crucial role parents play in assisting their children's learning while schools are closed, the program also developed and broadcasted a TV advertisement on national networks (UNESCO, 2020).

According to the mother of Sao Sovanna, a Grade 2 student in the province of Siem Reap, distance learning has been significantly simpler thanks to the video lessons, which allow broods

to learn and access the materials at any time via MoEYS's Facebook page and Techo TV (UNESCO, 2020).

To guarantee that students receive ongoing education, a teacher who used video lessons said that she was given top-notch assistance, including new teaching strategies, learning exercises, and sanitary materials. Through these video lessons, parents and other adults may actively assist their children's education at home and improve children's ability to use technology to access educational resources in the modern day (UNESCO, 2020).

The video lessons will be available for download at the MoEYS E-learning platform, MoEYS Facebook page, MoEYS Youtube channel, phone applications of E-School Cambodia: EG1, EG2, and EG3, and the educational channel, TV Techo. The video lessons will be initially broadcast live on Krou Cambodia and Komar Rien Koma Cheh, the MoEYS's official Facebook page for Early Grade Learning (UNESCO, 2020).

In order to provide access to digital learning opportunities for everyone, UNESCO, in collaboration with the MoEYS, has made the Basic Education Equivalency Program (BEEP) portal available to the general public as an extra digital learning resource during the school closure period. UNESCO will also construct BEEP Learning Centers in far-off places to offer flexible learning to students, especially those from the most marginalized communities (UNESCO, 2020).

In partnership with the MoEYS Departments of Information Technology, General Secondary Education, and Non-Formal Education, UNESCO is increasing the BEEP platform's capacity to make sure that at least 300,000 lower secondary school students and out-of-school youth, of which half are females, can continue to access the most recent educational materials (UNESCO, 2020).

At the official launch of distance learning of literacy and BEEP teaching videos on May 21, 2020, H.E. Dr. Hang Chuon Naron, Minister of MoEYS, stated that since the first BEEP Learning Centre was launched two years ago, it has successfully provided an alternative learning platform for lower secondary school students and drop-out youth and prepared them for further skill development. The BEEP platform was made public to allow remote learning for all Cambodian students in light of the COVID-19 situation. It provides a wide range of subjects, including English, mathematics, and the Khmer language (UNESCO, 2020).

Additionally, 60 additional video lessons for the six BEEP subjects of Khmer, English, Math levels I and II, Physics, and Chemistry will be created and live-streamed (UNESCO, 2020).

The BEEP facilitator at the National Polytechnic Institute of Angkor in Siem Reap Province said the development of supplemental video exercises for each topic provided by BEEP is useful. Because of the COVID-19 scenario, which prevents them from having direct access to facilitators, the questions and answers developed, notably for Mathematics, Physics, and Chemistry, efficiently address the needs of our students (UNESCO, 2020).

In addition, UNESCO is expanding access to non-formal education (NFE) for Cambodia's most marginalized groups by leveraging online learning resources and providing continuing education to teach at least 23,000 adults—70% of whom are female learners—basic reading abilities (UNESCO, 2020).

UNESCO will provide funding for the development of an interactive mobile application and a digital learning platform for the National Literacy Program (NLP), which will allow the most disadvantaged populations to learn on their own. 80 video lessons from the NFE Program will be digitalized and aired live at the same time (UNESCO, 2020).

Prime Minister Hun Sen stated that all ministries, institutions, learning centers, and pagodas must create educational programs and lifelong learning programs for literacy and vocational training [...] to provide lifelong learning through both formal and non-formal education for everyone. H. E. Pit Chamnan, Secretary of State of the MoEYS, emphasized this statement (UNESCO, 2020).

The Department of Non-Formal Education of the MoEYS is receiving assistance from UNESCO through the NFE platform to expand its network to communities throughout Cambodia and to identify various locations, such as factories, community learning centers, and pagodas, where users can access the platform and receive assistance from facilitators who have undergone national training (UNESCO, 2020).

To provide quality education opportunities for everyone, following SDG4, the CapED Program strives to transform discussion and advocacy for the global education agenda into practical action at the country level. With a focus on gender equality and the empowerment of girls and women across all areas of intervention, UNESCO has been extending targeted support via CapED to strengthen national capabilities and provide excellent education opportunities for

everyone in the least developed countries. Finland, Iceland, Norway, Sweden, Dubai Cares, and CapED are all supporters ([UNESCO, 2020](#)).

### **Impacts of COVID-19 on Learning Opportunity**

The equality of education in the Kingdom has also been severely impacted by COVID-19. Similar to Cambodia, every country in the world has seen implications on educational equity that are almost identical. According to an ABA article, the COVID-19 epidemic has caused K–12 and higher education institutions to give instruction virtually entirely online. Instructors and school administrators must keep the school community upbeat and guarantee that education is provided equally to all students. This is the ideal time to inform students about the value of equality, anti-discrimination, timely investigation of harassment and bullying complaints, and the outlawing of xenophobia ([ABA, 2020](#)).

The Office of Civil Rights (OCR) of the US Department of Education organized a working group. It provided advice to parents, students, and teachers in school districts and postsecondary institutions on March 16, 2020. The working group reminded institutions of higher learning of their duties in upholding anti-discrimination legislation and ensuring that online learning is accessible to students with disabilities ([ABA, 2020](#)).

The following is a summary of the main points of the Department of Education Office of Civil Rights' advice to educators.

According to a different PBI post, Senior Education Associate at BPI Artishia Hunter recently had the opportunity to interview a parent and an educator in the Altgeld-Riverdale neighborhood. Although the emphasis of our interviews was equality in education, these people also discuss how families are dealing with a variety of injustices including economic, food, and housing instability that have been made worse by the epidemic ([BIP, 2020](#)).

Teachers have personally witnessed the effects of COVID-19 on education and educational equity. They have witnessed firsthand the difficulties families are dealing with at this time. Our PreK-to-K Transitions team includes Sonja Dickerson, a PreK teacher at Aldridge Elementary School, who works closely with local families. By providing everyday learning opportunities for pupils, educators like Ms. Dickerson are attempting to preserve a sort of continuity for their students while they navigate this new normal with families. Her viewpoint is important because instructors may assess how students are coping with online

learning and support young children whose lives have been unexpectedly disturbed by the pandemic by helping to retain some regularity (ABA, 2020).

Disinvested neighborhoods are frequently struck the hardest during times of national crises. Teachers may act as a link between families and the resources they need, which are frequently few in places. This time is also being utilized by educators like Ms. Dickerson to connect parents and offspring in fresh ways. The hardest aspect of the shift to remote learning, as she describes in the video, was having to translate what she does in the classroom to the parents. Parents are a child's first teachers, according to Ms. Dickerson. How can I impart my professional expertise to them in a way that keeps learning for their toddlers relevant and interesting? (ABA, 2020).

### **Quality of Education during the COVID-19 pandemic**

**Town:** The town is home to thousands of residents and hundreds of educational institutions. All schools and other educational institutions were closed during this most recent period, COVID-19. Every educational media has switched from traditional classroom settings to online learning. Although the students and learners can still study, it is not as effective as learning in a classroom. In actuality, some understudies doze off in front of the displays as the teachers' work (Toquero, 2020).

**Countryside:** The Network and Internet have additional COVID-19 detrimental effects on rural learning methods. Internet is a difficult issue for learning in rural areas, and it influences the outcomes of the educational process. Nevertheless, it enables the learners to learn despite the difficulty (Toquero, 2020).

### **Challenges for Students in General**

Concerns regarding how to provide children with the proper care and make sure they return, if at all possible, to a safe home are shared by all areas. In addition to being concerned about sustaining services remotely, if not with facemasks, they are also worried about student visas, housing, and health care.

Concerns have been raised regarding COVID-19 sending students back to neighborhoods that are not necessarily supportive of higher education objectives and occasionally unsafe homes. Additionally, COVID-19 denies certain students the chance to work part-time, casually, or as work-study students, all of which are crucial sources of money for many students (Block

et al., 2022).

We are aware of the risks that student affairs and services are concentrating primarily on crisis responses, essentializing Statistical Analysis System (SAS) to a limited range of response services that aim to provide a service to the practical aspects of learning, aside from these more overt difficulties related to student wellness and teaching and learning continuity (Rios & Longoria, 2021).

The disparities in educational systems have been made clear by the COVID-19 problem. When we firmly believed that education would be a social equalizer and a path to social mobility, we are now faced with the stark differences between those who are connected and those who are not (Rios & Longoria, 2021).

Nonetheless, there are other factors at play in our world's division as well. Concerns about access to facilities and resources, clean water, secure housing, and proper healthcare also cause us to disagree. We disagree on topics such as student and institutional preparedness for innovation, political control over our institutions and financing formulae, and institutional autonomy and regulatory organizations (Rios & Longoria, 2021).

Fear of spreading has intensified due to COVID-19, which has caused people to become more fearful of one another. This is a concern that we might not be able to address when students slump over their keyboards, a concern that we might not be able to address with online conversations, webinars, or learning tools. The general goals of higher education are neglected when coursework at institutions of higher learning is restricted to topic mastery (Rios & Longoria, 2021).

Students who participate in higher education should cultivate a sense of their responsibility as social justice agents, leadership awareness and skills, critical thinking and behavior, and respect for inclusiveness, diversity, and pluralism (Rios & Longoria, 2021).

The claim is not that this cannot be created elsewhere, but rather that when the university experience and teaching and learning are limited to online interaction, many chances for student growth are lost (Rios & Longoria, 2021).

How can we progress these graduate characteristics and abilities when online learning and modularized learning units become the norm? These are the fundamental difficulties SAS faces. How can the COVID-19 situation be used to benefit institutional, staff, and student

learning? (Rios & Longoria, 2021).

The challenge for the post-COVID-19 world is how to ensure that students become agents of social justice, develop a sense of community and empowerment to participate in knowledge creation, and ultimately develop the kinds of traits that will enable them to change the world into a shared space where fear of the other is replaced by care for one another (Rios & Longoria, 2021).

### **Challenges of Education Reform during the COVID-19 Pandemic**

My school temporarily closed the school for nearly six months during the early stages of the epidemic as per the directives of the Kingdom's Ministry of Education, Youth, and Sport. However, the assignments for students in grades 7 through 12 are still in use. That implies that each teacher is in charge of the subjects they teach. They must always ensure the caliber of instruction for their subjects. Each instructor scheduled a time to meet with their class of no more than twenty pupils to provide homework. Although severe procedures introduced by the Ministry of Health and World Health Organization (WHO) were put into place during this particular conference. To share the lessons, many teachers established Messenger Groups, Facebook Groups, Telegram Groups, or Telegram Channels. To share the lessons with students, I set up Facebook Groups, Telegram Groups, and YouTube Channels (Djalante et al., 2020; Soeung & Chim, 2022).

Up until recently, the Ministry relaxed the restrictions since all of the patients had been successfully treated and released, allowing students in Grades 9 and 12 to resume their studies while maintaining social and hygienic standards. This implies that although students in Grades 9 and 12 are permitted to continue their education at school, there are only a maximum of 20 of them in each class. We normally adhere to the higher criteria because we are a government institution, and the aforementioned items are what we have been doing at our high school (Djalante et al., 2020; Soeung & Chim, 2022).

### **Education Reform during the COVID-19 Pandemic**

Due to the global COVID-19 outbreak, the Cambodian government made the painful choice to close schools in March 2020. Since this announcement, the U.S. Agency for International Development-funded All Children Reading-Cambodia project has been working to ensure that students are practicing their reading and writing skills every day at home using online resources that parents are familiar with, like Facebook and YouTube, as well as

encouraging the use of printed books (USAID) (RTI, 2020).

Even in well-resourced settings, it can be challenging for parents to help their kids study at home online. Given that the majority of households in Cambodia don't own computers and that many parents have poor IT abilities, the issue is extremely difficult. However, even in rural areas, Facebook is often utilized on cell phones. To reach parents and kids, the initiative has focused on exploiting this already-existing media (RTI, 2020).

With three sets of activities created for students in preschool, Grade 1, and Grade 2, All Children Reading-Cambodia started posting simple story books as albums of images on Facebook every day the week that schools were out so that children could practice age-appropriate reading and writing skills with their parents. Each narrative was also presented as a video with audio and Cambodian Sign Language. Parents and caregivers who struggle to read on a screen or who lack confidence as readers will find the audio to be of particular assistance (RTI, 2020).

Additionally, the Ministry has developed TV channels for students to learn on because nearly all homes with people have a TV. Students can learn by doing appropriately (RTI, 2020).

The greatest method among the ones stated is, in my opinion, TV broadcasting, but to improve the results, parent education programs on how to help their kids learn should also be taken into consideration (RTI, 2020).

## **Conclusion and Recommendation**

COVID-19 is what is unavoidable, to sum up. This particular illness has been going on across the world. It is a task for all of the people on our globe, not just one person. The majority of nations worldwide have switched to online education. If there are not enough resources available, online learning is not a simple way to study, but it is a novel possibility for the astute. The majority of students often criticize online classes. Some claim that going to school is challenging. Many students counter that they have plenty of time to conduct research. They do not wear formal uniforms when they are studying. The most crucial thing is to provide teachers or educators with all of the offered assigned work back.

Similarly, I believe that COVID-19 is a significant problem when first seen, but if we look closely at other things that we have never done before it emerged, it will become a unique opportunity. For instance, despite teaching in a government school for over ten years, I had



only ever done so in the classroom. However, the harsh impact of COVID-19 has inspired me to try an online class as a different method of instruction. Additionally, I have been looking for a better way to instruct my students and have come up with the novel concept of creating video lessons that I can publish for them. They can learn anytime they want, wherever, and this also has certain advantages for me. In a nutshell, COVID-19 is a difficult issue for education, but it also offers many students and other people new opportunities.

*Note: This article was previously submitted as a course assignment as a part of the requirements of Legal and Ethical Issues in Education at The University of Cambodia (UC).*

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## **How to Reduce Road Accidents in Cambodia: A Few Examples from Experts in the Fields**

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People cannot stay in one place without moving or traveling. For example, they have to travel to school, travel to work, travel to tourist places, travel to hospitals, travel to hang out with friends, travel to buy things, and so on ([Gordon, 2015](#)). However, traveling is not always safe. As you can see, a lot of people have died because of traffic accidents nowadays ([Hollnagel, 2018](#)). To prevent or reduce the rate of traffic accidents, we can take a lot of measures into consideration. Three of those measures are traveling less, obeying traffic laws, and having responsibility.

One of the most useful measures we can implement to protect ourselves from traffic accidents is traveling less ([Peden et al., 2004](#)). People should not travel if they do not have the necessary work to do. That is, if they can avoid doing something unimportant, they should stay at home with their family members for entertainment. Besides, to reduce the rate of traffic accidents, we can change from traveling by using our transportation means to public ones. For example, we can change from using our cars to using public buses. Moreover, people should not travel by using vehicles for short distances. Instead, they can walk if possible. In brief, the above-mentioned points can help us avoid a lot of traffic accidents that happen without any premeditation.

Another useful measure to protect ourselves from this dangerous situation is by obeying and respecting traffic laws ([Tyler, 1990](#)). People who travel along the roads should not overtake too often. The more often we overtake, the more likely we face traffic accidents. For instance, on the news, both on TV and in newspapers, we see a lot of people getting injured or even dying because some of them do not respect others' lives and often overtake other nearby drivers. In addition, we should not drive when we are drunk. Driving while under the influence of alcohol is most likely to cause accidents because we do not have enough consciousness. Last but not least, we have to obey traffic lights. That means we have to slow down and get ready to stop when the light turns yellow and we have to stop when we see the red light. In short, we will be protected when we implement the traffic laws regularly and respect the lives of other

nearby drivers.

One of the other most useful measures is having responsibility. Forgiveness is always the best thing we can do to reduce and protect ourselves from traffic accidents (Peck, 1993). For example, even when we see other drivers not obeying the traffic laws or being rude, we have to control our feelings and not be angry enough to do something we might regret in the future. The thing we can do is just ignore them or report them to the police. Furthermore, we have to be careful all the time while driving. Moreover, we should not drive when we are feeling sleepy or feeling unwell. If we are not in the mood to drive, we have to park somewhere that we are allowed to park and rest first, or we can call somebody to pick us up. In a nutshell, traffic accidents will be reduced by a large amount if all the drivers drive with responsibility and know how to contain their feelings.

To put it briefly, we can protect ourselves from traffic accidents by not traveling a lot, paying most of our attention to the traffic laws, and having responsibility when driving. This means that we should not drive if we are not required to do something that we must. We should also learn to respect all traffic signs and commands. Finally, with responsibility when driving, we can protect our lives as well as the lives of others who share the same road with us.

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## **How to get an ‘A’ Grade in High School Exams: Advice from a Cambodian Student who got an ‘A’ Grade in the 2022 High School Exam**

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**Sereyrath Em**

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Every single one of us wishes to get a good grade, especially an ‘A’ when taking high school exams. As we all know, getting a good grade enables us to go to the colleges we want, and some colleges even provide a lot of scholarships both inside and outside the country to those who hold good grades. Not only that, but it also makes our family, relatives, teachers, and friends happy and proud of us. However, getting an ‘A’ is not an easy thing to do, but it is also not a very difficult thing to achieve if you analyze some tips as follows. Therefore, allow us to describe to you some useful tips according to **Yumouy Mao**’s real experience she conducted to get an ‘A’ in her high school life.

One of the most important things is to identify your learning style. Doing this can help you know the best way to study. For example, some students prefer to study in groups so that they can discuss the lessons with each other, while some students prefer to study by themselves in a quiet room or place. Some students like to go to different environments to learn, while others only like to learn in the same zone daily. Some students prefer to learn through seeing, and some prefer to learn through doing or hearing. Thus, if you do not know your preferred learning style well, you can try several tactics until you figure out the most suitable one for yourself. Then when you know your best learning style, you need to do it regularly because it will give you the best results, and you can learn well in the future. When you know your style of learning well, your teacher might also help you learn best at any time.

According to [Pashler et al. \(2008\)](#), the term ‘learning styles’ relates to the idea that people differ in terms of the type of teaching or studying that works best for them. Learning-style assessment proponents argue that identifying students' unique learning styles and adapting education to them is necessary for effective instruction. Although there are many different assessment tools, most learning style tests ask participants to rate their preferences for how information is presented (e.g., through words, pictures, or speech) and/or the type of mental

activity that they find most enjoyable or relaxing (e.g., analysis versus listening). The meshing hypothesis holds that instruction is best delivered in a manner that fits the preferences of the learner (for example, stressing the visual presentation of information for a visual learner, although it is not the sole theory concerning the instructional significance of learning styles).

Additionally, another main point is to analyze your weaknesses. You have to know what your weaknesses are and what always makes you confused. Some subjects might be hard for you to master, but we believe that as long as you work hard and start to pay more attention to them, you are going to make them easy. You cannot wait until a month or a week before the exam to clarify your doubts. Doing this will lead you to anxiety and panic which will make you do badly in your exam. For instance, if you do not understand what your teacher is talking about, you have to ask him immediately. Nevertheless, if you are feeling shy, you can ask him after the class or ask your friends who understand the points to explain to you again. Doing this can also let the teacher know your weaknesses and he might help you better next time in class. [Sternberg \(2002\)](#) noted that teaching for effective intelligence entails imparting knowledge and conducting assessments for memory as well as for analytical, creative, and practical skills. This type of instruction enables students to identify their strengths, build on them, and compensate for their inadequacies.

Furthermore, having self-discipline is also an important thing that every student must consider to get a good grade. As we can see, lying to themselves is a really common thing that most students do every day without realizing it. They tend to tell themselves they are going to do this or that at this time or that time, but it takes them forever to finish it. Plus, students should divide time for studying with teachers, time for self-study, and also time for relaxing. Moreover, if you do not believe in yourself, you can create a schedule. Setting a schedule is extremely useful because it helps you know exactly what you have to do and when you have to do it.

As noted by [Gong et al. \(2009\)](#), both the rate of learning and the amount of information accumulated over time may be influenced by self-discipline. Students with high levels of self-discipline had much greater baseline knowledge. In addition, students with greater levels of self-control appeared to be more cautious about committing thoughtless errors.

Being active inside and outside the class is another significant criterion to take into consideration. You should pay attention whenever your teacher explains to you and your friends

the lessons, and you need to answer the questions that he asks. When you participate in your class, you will have to think about what and when you need to answer your teacher's questions, and that will help you understand and remember your lessons more clearly what your teacher said. Moreover, you should make good notes about the lessons. Doing that will help a lot when you want to review your lessons. In addition, learning only in class will not guarantee you a good grade if you do not do some self-study. Thus, you should spend at least one hour studying by yourself, such as doing homework or assignments. Not only that, there are a lot of useful lessons that you can find on the internet. [Salemi \(2002\)](#) noted that students should participate actively in the educational process inside and outside classes. This is according to educational psychologists and instructional professionals.

One indispensable factor is health. Even though you are the smartest student in your class, without good health, you cannot achieve your goals. That is why you should take really good care of your health. Having healthy food along with eating it on time is necessary. You should not eat food only to fill your stomach; you should eat food to provide proteins and vitamins for your body. Different types of food are good for you, such as fish, vegetables, fruits, and so on. Accordingly, Buddha said that without good health, people cannot do anything successfully at all (see [Kumar, 2020](#)). Plus, no matter how busy you are, you must sleep at least six to eight hours a day. Besides, you should exercise for at least 20 to 30 minutes per day to boost your immune system and help you sleep well at night. Those exercises can be running, walking, cycling, and so forth. The things that you must not do are smoking and drinking because they can lead you to several diseases such as stroke, lung disease, and other things of the sort, and you will die and lose everything, not only a good grade.

To cut a long story short, the above-mentioned points are some of the tips that every student can implement to get a good grade, and they were what **Yumouy Mao** did to get her 'A' grade. That is, including identifying your learning style, analyzing your weaknesses, having self-discipline, being active both inside and outside the classroom, and taking care of your health. Finally, we can say that high school might be a tough time and take a lot of hard work, but remember that the other students could do it successfully, so you can also do it, and you are going to do even better. However, if you follow the above-mentioned points and you cannot get an 'A' grade, you might at least get a better grade than learning without having any measures.

## **The Authors**



**Yumouy Mao** is a high school graduate. She got an ‘A’ grade in her high school exam in 2022. She also got an ‘A’ grade for English subject which most students can rarely achieve. She has planned to pursue her studies at an international university using English Medium Instruction (EMI) in Phnom Penh, Cambodia, or abroad.

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## **A Story about a Journey Inside Cambodia: A Visit to Phnom Chiso, Takeo Province, Cambodia**

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The gold-producing nation of Cambodia has several stunning locations ([Spooner, 1880](#)). Visitors to this nation can take day and night trips to any location they want. I esteem exploring new locations. I recently went to the Phnom Chiso temple. Let me give you all a detailed description of this fabulous area and a few features of it.

Early in the 11th century (AD 1002-1050), [King Suryavarman I] who practiced Brahmanism built the Phnom Chiso temple. It is 60 meters long and 50 meters wide, made of sandstone and other stones, and it is perched on a mountain. Two galleries are round the temple. Each side of the first gallery is 60 meters long. The primary worship area, which has two doors and a wooden statue, lies in the middle of the second, smaller gallery. On the pillars and the lintel, there are lovely carvings ([Voun, 2020](#)). The mountain Phnom Chiso is about 130 meters high. It is situated in Cambodia's Takeo province's Rovieng commune, Samrong district ([Em & Mao, 2022](#); [Voun, 2020](#)).

The style of the temple is from the Angkorian era, and it is located on top of Phnom Chiso, an isolated hill in Takeo Province (sometimes written "Phnom Chisor"). Near National Road 2, Phnom Chiso is located about 70 kilometers south of Phnom Penh, the capital of Cambodia. A day excursion from Phnom Penh to the ancient site is ideal since it offers a spectacular view of the local rice fields and may be paired with sightseeing at Tonle Bati Lake and the nearby Ta Prohm Temple. There is a chance to stop by the infamous Killing Fields on the route ([Unique Asia Travel & Tours, n.d.](#)) The temple is located atop that peak, which is known as Chiso Mountain ([SamAn, 2018](#)).

After arrival, I climbed the about 400-step south side staircases to reach the top of the mountain. When I finally ascended Phnom Chiso, I saw the breathtaking view from the summit. From the peak of Phnom Chiso, I could see a lot of greenery, a large plain of adjacent rice fields, and many rural sights ([Em & Mao, 2022](#)). In addition, I could view one of the most gorgeous old temples that had taken years to construct. Hundreds of people visit this temple annually, notably around national festivals like Pchum Ben Days and Khmer New Year. I must

thus admit that the excursion was worthwhile.

In addition, the food and services were excellent. Many wonderful delicacies in Phnom Chiso are reasonably priced. Grilled chicken with green tamarind sauce, sweet and sour beef soup, grilled fish with green mango salad, and other meals were among my favorites at Phnom Chiso (Em & Mao, 2022). In addition, everyone selling food there was amiable. When they first encountered someone, they always had a grin on their cheeks, and they spoke to the customers in a kind and courteous manner. Additionally, there were some refreshments and snacks available for purchase on the way to the stairs in case any guests were thirsty or hungry. As a result, you won't need to prepare any meals in advance if you visit this location because you may get them there.

In a condensed version, Phnom Chiso is one of the greatest tourist destinations I have ever been to. I mean, I could see the ancient temple, which is one of their masterpieces, our ancestors constructed. In addition, I could afford a variety of delicious meals. After visiting Phnom Chiso, I experienced a strong sense of relief and happiness. My whole stress level was eliminated. If I have time, I will go back to this temple again. Finally, I want to advise this tourist destination to everyone who enjoys nature and is searching for a place to go or a nice location to shoot pictures and share on social media.

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## **A Person I Like the Most: My Adorable Uncle**

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I have many relatives. Some people live close to my home, while others reside far away. We do, however, always meet up when there is a special event. I always get the chance to speak to or have a conversation with the family members I enjoy, such as uncles, aunts, grandparents, grandmothers, cousins, and so on, when we get together. I converse with people occasionally that I don't particularly like. My uncle is my favorite among the folks. My doctor uncle is a good man who is always willing to help (see [Em & Mao, 2022](#)).

My uncle is a wonderful physician. He always feels sorry for the patients, after all. Sometimes he refuses to accept payment from the impoverished and instead works nonstop to care for the patients. Additionally, my uncle is a doctor who always shows up for work and is very professional and responsible. He also never discriminates against anyone. He seldom leaves his job without a good cause. He also cares deeply about everyone in his immediate vicinity and constantly supports the sufferers. That makes them very content, and they frequently make a full recovery from illnesses. To make a lengthy tale short, my uncle always treats everybody around him with respect, especially the patients and their loved ones (see [Em & Mao, 2022](#)).

My uncle is likewise a pleasant individual. That indicates that he constantly uses kind words to address others around him. Additionally, he constantly welcomes those who want assistance. Even though they are younger, he never crudely speaks to them. Additionally, he often asks about the patients' general health. Even outside of the hospital, my uncle remains kind. He constantly says hello to those he encounters outside the hospital and inquiries about their health and other matters. In a nutshell, both within and outside of his area of employment, my uncle is regarded as amiable (see [Em & Mao, 2022](#)).

An Uncle of mine is a great assistance. My uncle is a fantastic cook, which some people might not realize. When there is a celebration where all the family gathers, my uncle often serves as the cook. Everyone likes the meal he makes very much since it is quite wonderful. Additionally, he offers advice on how to set the tables so that the party elements seem stunning. In addition, if there are any demands unmet, he even inspects them. He occasionally uses his

own money to purchase the necessary items and doing so will ensure that the celebration runs smoothly. Additionally, he is constantly working to make the family gathering appear joyful. He doesn't immediately return home when the celebration is over; instead, he always aids with the cleanup. In conclusion, everyone adores my uncle a lot because of his active and helpful job (see [Em & Mao, 2022](#)).

As a result of his generosity, friendliness, and busy lifestyle, my uncle is a terrific role model to whom everyone can relate. He constantly harbors sympathy for the needy and his patients. Additionally, my uncle is incredibly amiable since he never treats anyone he knows or someone new with disrespect. Last but not least, my uncle is a highly busy man. He cannot stop working on various tasks even if we have a family celebration (see [Em & Mao, 2022](#)).

### **Five clues to be a good uncle**

1. Show genuine interest: Take a genuine interest in your nieces and nephews' lives. Ask them about their hobbies, school, and activities. Listen actively and engage in conversations with them.

2. Spend quality time: Make an effort to spend quality time with your nieces and nephews. Plan outings, play games, watch movies, or engage in activities that they enjoy. This will help you build a strong bond with them.

3. Be supportive: Offer support and encouragement to your nieces and nephews. Be there for them during important events, performances, or competitions. Show them that you believe in their abilities and are proud of their achievements.

4. Respect boundaries: Respect the boundaries set by your nieces and nephews' parents. Understand and follow their rules and parenting styles. Seek permission before making decisions regarding the children's well-being.

5. Be a positive role model: Set a good example for your nieces and nephews by demonstrating positive qualities and values. Show them how to be respectful, responsible, compassionate, and resilient individuals.

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## **The Advantages and Disadvantages of the Chinese Language in Cambodian Schools**

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Currently, there have been rumors and circulations of the agreements to put the Chinese language in Cambodian school curriculum ranging from Grade 7 to Grade 12. But I do not know exactly if these rumors and circulations have been true or not because I only accept the formal decisions in writing issued by the Cambodian government and the Education Ministry. However, I take this opportunity to look at the plus sides and minus sides of learning Chinese.

Do you intend to study Chinese? What supports learning one of the most challenging languages in the world, and what does the opposite?

### **The Plus Sides of Learning Chinese**

#### ***Cultural Causes***

Being able to speak in Chinese will enable you to interact with the roughly a billion native speakers as well as other language learners worldwide. Learning Chinese gives access to a rich old history and culture. The secret to understanding modern China and the Chinese people is to learn Chinese. Learning Chinese enables you to interact with people, which increases your value if you travel to China. Learning Chinese enables you to explore the world of Chinese literature, cinema, music, calligraphy, and painting while opening new perspectives.

#### ***Career Occasions***

Learning Chinese is a career and future investment that takes into account the economic movement toward East Asia. China is on track to overtake the US as having the largest economy in the world by 2030 ([Kaohongshu, 2021](#)). This indicates that there are increasing options for foreigners to work in China or do business with Chinese firms globally. Chinese-speaking multilingual workers are becoming more and more in demand for employment as marketers, communication specialists, and other positions. Working knowledge of Chinese at the very least demonstrates your dedication to doing business and your seriousness in treating your Chinese colleagues. Before the COVID-19 pandemic, China's tourist industry was expanding. Hotels, restaurants, bars, and museums will need personnel who speak Chinese in

the future to accommodate the rising number of Chinese tourists. Chinese is a great benefit when applying for jobs with major multinational organizations. Chinese is a growingly significant language in international talks and one of the U.N.'s official languages. Chinese on your resume will help you stand out from the crowd since it demonstrates your devotion over the long term and lack of fear of difficult jobs.

Learning Chinese could also seem like a waste of time for someone who is focused on their profession too much. While learning a programming language like Python may be accomplished in a matter of months, mastering the language or even understanding it to a level where it is useful takes years. In many circumstances, studying Chinese entails withdrawing from the labor market for a while. The final reward is by no means guaranteed.

In the Cambodian context, it would be “YES” to easily look for a job if you know Chinese. Many Cambodian students drop out of school when they are in Grade 7 learn something about the Chinese language and look for a job in Chinese garment factories, and they get employed as a result. Some of them are not old enough to work based on Cambodian laws, but they borrow ID cards from their relatives or friends who are older to present theirs. Then they are selected by the Chinese factories to work.

Compared with English, Chinese is only the language for working to support a living, not a life-long beneficial language like English. [Heng et al. \(2021\)](#) noted that English is a language that serves lifelong study and research, and it can serve as a life-long career for people like working as a diplomat and other such things.

### ***Mental Well-Being and Personal Growth***

Learning Chinese is a special form of mental workout. Learning Chinese characters and the four tones improves mental wellness and cognitive function. Your perspective on the world will alter as a result of learning Chinese. You will have the ability to think in a foreign language and gain fresh eyesight. You will develop greater tolerance and openness to various cultures and viewpoints. You will begin to doubt your history and cultural practices positively. Chinese language learning is an excellent chance for self-improvement and developing positive study and life habits. Additionally, this is the ideal moment to reconsider your learning style and your true motivators in the long term.

### **The Minus Sides of Learning Chinese**



### ***Linguistic Reasons***

Chinese is one of the hardest and most time-consuming languages to learn, especially if your original language or languages are entirely unrelated to Chinese; that is, there is no linguistic overlap that may be used to your advantage, like there is between Italian, French, and Spanish, for example.

The writing method is quite intricate. You must memorize at least 2,000 characters, but usually much more, to read news articles with ease. Knowing the words is seldom enough; reading comprehension must also be developed via experience if one is to comprehend writings intended for adults. Practice implies time, and time implies practice.

Another significant challenge is developing personalities. Every word has its visual representation. I have no reliable idea of how long it takes to learn the first 1,000 fundamental Chinese characters. But consider learning and revisiting the components, stroke sequence, and meaning of each character, then write it at least 40 times. After that, double it by 1,000. Isn't it enough to be proficient in Pinyin, the romanization standard for Chinese? Not in the long run, at least. Most of the time, Pinyin only transmits the pronunciation and not the meaning. Chinese is a tonal language with a limited number of fundamental syllables, which explains why. Although the letters used to represent them are different, many words sound identical. This implies that understanding Chinese characters is essential for serious learners. Chinese tones are challenging to distinguish and accurately imitate in spoken conversation.

### **Chinese in Cambodian School Curriculum**

Putting any subject, especially a language, in the school curriculum is not an easy task. There have been many school subjects such as agriculture, drawing, art, and a few other subjects without or not enough specialists, or teachers. How about Chinese in Cambodian schools? How long will it work for students? Please look back at English in Cambodian schools. [Neau \(2003\)](#) noted that English appeared in Cambodian schools between 1970 and 1975, and later reappeared again in 1989 until today. There have been many difficulties in teaching and learning English. Research has also been conducted to solve the problems. As a result, English is still not a widely used language in the Cambodian context. It serves as only a foreign language.

How about Chinese? If the language is taught in Cambodian schools from Grade 7 to Grade 12, it needs a great deal of support. First, teacher trainers are essential to training novice

teachers in Chinese. How many trainers are specialized in Chinese at the Cambodian pedagogical schools at present? The second one is Chinese textbooks. How many Chinese textbooks are there in Cambodian libraries now? If there were, were they formal textbooks? The third one is the selection of teacher trainees. How can the Education Ministry select Cambodian students who have never studied Chinese before to attend pedagogical schools? It's impossible.

These are just some questions among many other things that the public will ask. The questions here are examples of the difficulties of putting Chinese in the school curriculum. The other difficulty is the Cambodian students' mindset. The students have been exposed to English for a very long time i.e., since 1989. Just think about when Cambodian students were encouraged to learn English between 1970 and 1975 during the Lon Nol period. What were the reactions? What were the results? Nothing much worked at that time.

## **Conclusion**

While it seems sensible to weigh the benefits and drawbacks before beginning a major endeavor and devoting time and resources to it, I am quite sure this is not how most individuals begin learning. It all comes down to whether the glass is half full or half empty in the end. If Chinese is formally included in the Cambodian school curriculum, the Cambodian students who drop out of school can at least earn some money to support their living by working in the Chinese factories in Cambodia, and this is the end of their lives.

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## **Why Is Educational Change So Difficult and How Can We Make It More Effective? A Few Critical Answers**

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### **Introduction**

We all have a relationship with change. We have tried to change others or ourselves. However, not all changes are impeccable. It can succeed or fail; it can be good or bad; it can make us feel incompetent or competent; we may want to change or we may be resistant to change. The change discussed in this paper is educational. Educational change is commonly discussed in most educational systems to improve academic outcomes. The attempt to change the system in education is not always flawless. It is challenging and disappointing to achieve the goals of educational change. What, exactly, is educational change?

### **Educational Change**

Educational change is a wide word that encompasses both paradigm shifts in education and initiatives to improve education. Since the most change in the area of education is initiated for the improvement of the institution, the first change is frequently a component of the latter. Similarly, evolving views in the field of education are frequently the consequence of an awareness of new ideas and new demands; hence, educational change is the effort made to conform to those new ideas and satisfy those requirements. In other words, educational transformation tries to enhance schools in some ways. Leader and teacher professional development is intrinsically linked to school improvement. Also, the ultimate goal for school improvement is to advance student learning, their learning conditions, and/or the learning process. There are three dimensions to educational changes: revision of the new materials, such as curriculum materials or technologies; new teaching approaches; and changing people's beliefs.

### **History of Change**

Changes in education began in the 1960s. It was a time when most Western nations' educational reforms were focused on required, large-scale changes aimed at modernizing curriculum and instruction. The second transition began in the 1970s, with growing public and

government dissatisfaction with public education and school performance, less funding for change programs, and reduced attention to fundamental improvements. As a result, in the 1980s, the third stage turned toward providing decision-making power to and stressing the responsibility of local school systems and schools. Educational change increasingly became an issue to be controlled equally by school officials and the local community, including school principals and teachers (Sarason, 2002).

### **Why the Educational Change?**

As times keep changing, the ways we teach and learn also change. There are three basic reasons why educational reform is required: 1) greater globalization, 2) technological improvement, and 3) study into teaching and learning methodologies. As stated by Miller et al. (2009), increasing globalization leads to a more culturally and linguistically diverse population. In this sense, education has to meet the needs of the globalized classroom. Innovations in technology lead to new ways of doing, learning, and acquiring knowledge. It is increasingly difficult to predict what types of businesses will arise in the future job market. Therefore, exclusive aptitudes, skills, awareness, the capability to acclimatize to changes, creativity, and educational change that aims to cultivate this diversity and encourage students to pursue their strengths, are something required (Zhao, 2011). Developments in research lead to increased knowledge about the effectiveness of teaching and learning approaches. Regardless of the mentioned reasons, a shift in schooling is not always that laidback since attempts at reform have been on a tiny scale, with no systematic evaluations or research on the difficulties of change (Burner, 2018).

### **Effective Ways to Change**

Although educational transformation is challenging, several empirical elements appear to increase its success and effectiveness. These aspects are honesty about the difficulties of change; faith in teachers' professional growth; insisting on an individual path of change including each student and each teacher; and assuring support throughout changes (especially from the leadership); recognizing different change trajectories and involving parents by explaining the nature of change and its effects on their children; beginning with small-scale change and then scaling up; accepting insecurity, tensions/contradictions as natural elements of change; and spending enough time in reflective environments to justify and obtain a shared understanding of change. As a consequence, educational reform can be more effective,

allowing education to better fit the demands of the outside world and better harmonize policy, practice, and research.

### **Concluding Remarks**

In short, educational reform is the result of activities aimed at improving schools. It must evolve in response to rising globalization, technological invasion, and advances in research into teaching and learning methodologies. Even while education is vital, it has not always been flawless, with some changes succeeding and others failing due to a small-scale approach and a lack of systemic change. Still, several empirical factors should be incorporated to modify more effectively; 1) being honest about the obstacles of change; 2) believing in teachers' professional growth; 3) insisting on an individual one, 4) ensuring support during transformations; 5) acknowledging different change trajectories and involving parents by explaining the nature of change and its effects on their children; 6) beginning with small-scale change and then scaling up; 7) accepting insecurity, tensions/contradictions as natural elements of change; and 8) spending sufficient time in reflective environments to justify change and obtain a shared understanding of change.

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## **A Brief Description of the History of Operations Management**

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### **Overview**

Operations management is a management area concerned with the design and control of the manufacturing process and the redesign of business operations in the production of goods or services. This involves the responsibility of ensuring that the business is efficient, using as few resources as necessary, and effectively meeting customer requirements. Operations management mainly apprehensions the planning, organization, and monitoring of production, manufacturing, or the provision of services (see [Olsen & Tomlin, 2020](#)).

It is linked to the management of the entire production or service system, which is a process that converts the entries (in the form of goods and/or services) into the form of raw materials, labor, consumers, and energy (in the form of goods for consumers). The operation produces products and creates quality control and service. The operation of the operation covers a sector, such as work using banking systems, hospitals, businesses, dealers, clients, and know-how. The operation is one of the main features of the organization with the supply chain, marketing, finance, and human resources. Operating functions must manage product and service strategy and data production (see [Em & Mao, 2022](#)).

When managing an engineering or service operation, several types of choices are made, including operational strategy, product design, process design, quality supervision, capacity, facility planning, production planning, and inventory control. Each of them requires the ability to examine the current situation and find better ways to improve the efficiency and effectiveness of manufacturing or service operations ([Benjaafar & Hu, 2020](#)).

### **History of Operations Management**

Operations management of a business entity is based on a complex process for designing, implementing, and optimizing the various components and systems that help produce and deliver products and services provided by the company. Operations management can also be



defined as the planning and proper use of the resources required by the organization to fulfill its business responsibilities. Operations management is often considered an integral part of operations research, although such conclusions are imprecise. The field forms an important and pivotal part of the business that governs the efficiency and quality with which products or services are produced and involves many processes that use a lot of humans. Operations management also includes the efficient delivery and delivery of goods to customers ([Benjaafar & Hu, 2020](#)).

The history of operations management dates back to World War II when different researchers conducted complex studies to understand the different fundamental processes affecting troop operations, such as logistics, troop movements, supply routes, etc. This extensive focus on the analysis of military operational models has led to the development of military systems and provides the information necessary to understand the multilateral and interdisciplinary process that constitutes field research (see [Piercy, 2012](#)).

Thus, the discipline of operations research encompasses many different scientific fields and relies on solutions such as statistics, modeling, and structured algorithms to provide useful answers to complex questions related to different business processes and activities within an organization. In this context, operations research does not rely much on taking into account the exact nature or area of specialization of the organization. The sole purpose of using operations research methods is to identify a scientific response to a given complex scenario that can improve the performance of a business and therefore requires the cooperation of experts from several fields to understand the problem from a quantitative point of view. Thus, operations research provides a variety of tools, methods, and procedures that help to solve many problems related to the management of operations. The management of operations is also influenced by industrial engineering which helps to understand a certain problem from a technical point of view and to develop the necessary solutions ([Lohmer & Lasch, 2020](#)).

This document describes the usefulness of operations management in organizing special events such as seminars and conferences. Explicitly, the article discusses the practicality of operations management in organizing networking events for reputable companies such as investment banks. Investment banks regularly organize such events to interact with potential clients, create new relationships with major players from various industries, and strengthen relationships with existing clients. Typical partakers in these events include well-known representatives of several well-known companies operating in different industries (see [Piercy,](#)

2012).

## **Role of Operations Management in Organizing Events**

Various event management issues, such as planning, purchasing, inventory management, logistics, budgeting, and quality, will be considered when describing the applicability of operations management to the field-specific areas of activity emphasis on how different actors work together to organize a successful event and the role of operations management in reducing costs and profits (see [Knemeyer, 2009](#)).

A networking event, such as the one discussed in this article, is not only a luxury business party, it is an important marketing exercise for investment banks to promote their services through personal interaction with potential customers. While the event should showcase the reputation and importance of the investment bank, the main objective of the event organizer is to keep costs to a minimum and fulfill all client requirements as much as possible. Recent economic events such as the global financial crisis have also forced banks to cut spending, which should also be taken into account when planning lavish events. The networking event, however, is a unique opportunity for an investment bank to position its brand, develop new contacts, and identify potential target companies for several core services, including mergers and acquisitions ([Benjaafar & Hu, 2020](#)).

Considering the importance of such events and the large number of participants expected, planning and organization should begin at least 3 months in advance. Applying this strategy makes it possible to prepare and send out invitations as early as 2 months before the event date. This practice will ensure maximum participation by allowing potential participants to mark their schedules in advance. The planning phase will focus on determining the venue, recreational facilities, essential arrangements, accommodation, and other elements needed to host the event. For maximum flexibility, the event will be held over the weekend as it minimizes disruption to participants' normal work routines in addition to preventing duplication with major events' companies (Berman). Some top hotels offer weekend discounts, which is another reason to choose a weekend, as it will offer more flexibility in the budget in addition to reducing spending on accommodation ([Lohmer & Lasch, 2020](#)).

## **Event Management and Organization**

All constituents of the event must be accurately planned. The main goal of quality is to provide as much detail as possible in all segments and components of the event. Thus, all

stages, from the decoration of the living room to the arrangement of the seats at the conference venue, will be planned and executed in detail. For example, each meal will be personalized according to the tastes and preferences of each guest and prepared accordingly. Guests will be able to enjoy refreshments at any time and have access to guides posted at various locations around the site in case they require assistance. The goal behind such attention to detail is to leave a permanent impression on each attendee, thus helping to generate more business for the bank (so-called customers) (see [Kumar et al., 2020](#)).

The Connect event is a two-day conference that will include multiple sessions. These sessions are structured to meet the individual program goals required by the client. Each session will be held taking into account the optimal atmosphere that must be expected during the individual sessions. Procedures and procedures will be established to receive guests upon their arrival and assist them at the end of the session. Some sessions require all participants to be present together, while other specific sessions target a small group of participants based on their respective industries. Electronic equipment, including laptops, projectors, microphones, and speakers, will be rented and provided whenever necessary to assist the speakers in their interactions (see [Em & Mao, 2022](#)).

In general, the sessions of these formal conferences are different. For example, daytime classes are often formal, while evening classes are more casual. Sessions at the end of the day will be based on the theme of the party, where attendees will have the opportunity to socialize and network extensively. It is extremely important to reflect on each of these themes throughout the event as it facilitates the pacing of the conference according to the different moods and preferences of the attendees. Adopting this strategy can bring maximum benefit to the client as it helps to make an impact on most of the participants. The venue's conference rooms also include adjoining meeting rooms that allow guests to interact on a personal level at all times (see [Em & Mao, 2022](#)).

### **Interdependence of Various Task Budgets**

The budget for the entire 2-day event was £2 million. The average spending on corporate events, especially on established global businesses, is £315 million. Considering the huge resources required for the event and the impact it must create, keeping spending within budget is a real challenge (see [Em & Mao, 2022](#)). A key solution to managing tight budgets for many expense items is to separate those costs into fixed and variable costs (those that depend on

attendance or other factors). A reliable, pre-configured multi-user operations management software tool such as Event Pro will be used to track available funds, calculate variable costs, and define budget documents in real-time. This arrangement eliminates the need for constant tracking of expenses by shifting the focus to setting and meeting customer expectations.

The Budget Tracker also makes it possible to group expenses by type (such as location, catering, accommodation, and more). This classification is useful for comparing current spending on items like food and drinks with similar events in the past (using historical comparisons). Comparison will also be made on sub-categories like percentage of spending on drinks vs. alcoholic beverages etc. Besides helping to track costs, these metrics are extremely helpful when negotiating with clients about budget allocations and can reduce some overhead.

Personal expenditure items will be prioritized to spend more time and funds on the most important tasks when mutually exclusive situations arise. The software will also be configured to generate various personalized reports from the information gathered, to draw conclusions such as the percentage of expenses spent on meeting rooms or organizing airport transfers for people participation.

However, it seems likely that over-reliance on information from software systems and frequent comparisons with past trends can lead to certain deficiencies if the proposed budget management strategy in Export is not managed properly. Tracking expenses against individual expense categories such as restaurants, equipment vendors, and hotels sometimes leads to the development of long-term relationships between a company and specific suppliers over time. Therefore, it should be understood that while it is important to commit to a successful event, analyzing historical information should be used to negotiate better deals with current suppliers or find Alternative suppliers that can compete at lower cost and with better quality. Therefore, the supplier database must be expanded to facilitate the search for new suppliers on an ongoing basis.

### **Materials Management**

There are many materials for materials on board, but accommodation, meals, and seating are available at the hotel, but the event organizer must store and manage many items. All sessions require other flyers, posters, and media kits before starting each session. Before starting the conference, each participant must provide a recording package when arriving with a DVD containing the general agenda of the event. At the last phase of the meeting, participants

offer memories as an event and a symbol of its purpose. Regular sales promotions are also made via all flyers and relevant newsletters (Kumar, 2022).

The director of the event is based on individual sessions and objectives based on individual sessions and objectives and supervises the development of all promotional documents to be packaged separately. All important actions include more than 5% of a predetermined amount and overcoming the lack of participants' revenue or an unexpected increase. According to sessions and objectives, it is useful to select the promotional data in advance and the display of individual packets is useful for selecting the correct package for a given session. All packets are transferred to the location and stored in a single room. The details of each package, including the type and the cost, are pre-registered in the budget management request. One of the modules of this tool provides a graphic association between individual sessions and the various materials that must be provided for each. This module emits an alert to the relevant event handler one hour before starting the session. Packets are sent to session rooms and updated accordingly. Data is distributed during the required state changes. All remaining and conditional substances are collected and the quantity is recorded for this session to achieve the cost estimate. This strategy has been very useful for the event manager, finding the exact packages with relevant materials, and it has been very useful for the lack of failure if it can be provided to the designated meeting room without delay (Kumar, 2022).

From the point of view of the organizer, two main objectives make up this networking event. The main objective of this project is to develop a powerful relationship with customers by providing the best quality of service at the lowest cost. As mentioned earlier, the investment bank is regularly composed of a compulsive conference regularly receiving a wide range of applications from the press. It is therefore important to provide an efficient and qualified service for client recognition and develop established market posts. The second objective is to innovate and constantly develop the internal workflow that is needed to configure complex events. This improvement can only be achieved by working in real-time and adapting to the situation as needed. Therefore, the main motivation for applying for job management or the configuration of events is to generate value for customers. When this difficult deadline is strong for funds, operations management offers an opportunity to generate savings for customers who can reinvest in other important activities. The achievement of these objectives is necessary to promote companies with customers at future events and meetings (Kumar, 2022).

## **Implication**

The analysis of the role of operations management in organizing a conference event reveals the need to reduce investment in these events and thus free up more money for the client. Operations Management helps determine the exact type and quantity of services and components needed to run events. In addition, Operations Management provides an estimate of the actual power required to process individual sessions. Hence, we can say that Operations Management is very useful for event planning, organization, and management through all stages of its life cycle. The extensive use of technology has proven to help determine realistic budget estimates that can keep inventory to a minimum, thereby reducing storage and transportation costs. Operations Management software also helps improve responsiveness to customer needs, in addition to facilitating better use of available staff and resources.

Organizing such a complex event has potential pitfalls that can upset attendees and damage a client's reputation. In addition to liaising with hotel site staff and other departments, it is also important to closely monitor material flows (inventory). Deficiencies in this area can lead to waste, misuse, and theft. Therefore, it is important to delegate the responsibility of inventory management to an experienced event coordinator. Accounting for all expenses is another serious issue to consider. Inappropriate accounting practices that go against established accounting standards can lead to erroneous results when monitoring budgets. Therefore, the accounting estimates and assumptions in the Operations Management tool will be configured by an experienced accounting professional before the start of the event.

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## **Why Is Continuing Professional Development (CPD) Important for Teachers?**

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Continuing Professional Development (CPD) mainly focus on one's professional development and this term is broadly used for those who wish to improve themselves through training, workshop, webinar, seminar, and sharing session. Moreover, CPD is not only a popular topic in Cambodia but also in other countries. Most researchers investigated CPD in different contexts to benefit teachers. Interestingly, [Khan \(2012\)](#) defined CPD as the educational process that is used by professionals in all fields to retain, broaden, and strengthen the knowledge, abilities, and personal qualities required for job success. Therefore, this concise Academic English Essay will explore the importance of CPD for teachers.

One of the most important things of CPD is to make the educational environment better in every way. CPD programs not only assist educators in keeping up with industry requirements, but they also guarantee that school employees can provide excellent instruction and have a good impact on student outcomes. For instance, a school without CPD is like a river without water. In addition to this, schools should build the capacity and wisdom to manage the professional growth that is considered a significant strength as organizations return control of personal development to the individual. By connecting theory to practice and learning to actions, CPD will help employees reach their full potential. This raises employee morale, and an engaged workforce contributes to an organization's excellent reputation. This is a useful tool for helping staff focus on their accomplishments throughout the course of the year. As noted by [Dilshad et al. \(2019\)](#), schools must regularly design and organize workshops and seminars to aid teachers in enhancing their academic and research abilities.

Furthermore, CPD can improve teachers' qualifications for teaching. For example, when teachers already take part in Continuing Professional Development, they will bring back some philosophies and techniques to the real teaching classroom. Keeping oneself in the comfort zone and never polishing ignorance is the old traditional norm. This can lead to the students' failure owing to the lack of teachers' improvement activities. According to [Ucan \(2016\)](#), the idea that teachers are essential to the success of any educational reform is no longer debatable.



Since they will be the ones to decide whether or not the change will be accepted, teachers always take on a crucial role in changing educational institutions. Hence, CPD plays a crucial role for teachers to upgrade their professionalism and qualifications.

Ironically, another main point is to compete in job promotion in the schools or where we work. The majority of staff who show their love of CPD or any event participation are encouraged to apply for a higher position. These people are valued by the managers or owners. Both from the perspective of the individual and the company, continuing professional development (CPD) has many, varied advantages. CPD that is carefully designed and delivered is crucial because it helps us, our profession, our employer, and the general public. The advantage of CPD for us as a professional is that it ensures that our knowledge and skills are kept current and that the professional caliber of our registrations and credentials is maintained. Regardless of age, profession, or educational level, CPD enables people to continuously up-skill and increase their proficiencies. According to [Wabule \(2016\)](#), those who actively participated in the CPD in both internal and external schools can be promoted to a higher position easily. It is a plus criterion to be promoted.

In conclusion, CPD is essential for professional development overall. It can help us advance in our current careers and CPD provides teachers the updated knowledge of teaching. The decision to continue our professional growth might be made for a variety of reasons. To get the most out of CPD, it is also critical that we reflect on our education. This is the most crucial step in the CPD process because it allows us to assess what worked, where our strengths are, and how to plan and enhance subsequent CPD activities. According to [Warr Pedersen \(2017\)](#), the motivating element for Continuing Professional Development is to participate in a collaborative peer learning effort, and it is a personal value and professional identity. We, teachers, should take part in CPD to develop and improve our teaching performance. This provides the school with prosperity, and the students also improve their learning achievement because teachers have enough training so that teachers can help cultivate the students.

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## **The Khmer New Year: Some Ideas Vis-à-vis Its History, Celebration, Traditional Games, Current Celebration, and Current Games**

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### **Abstract**

Every country in the world has its customs and traditions. Not different from those countries, Cambodia is rooted in national and religious ceremonies. This article was written based on the author's existing knowledge of the Khmer New Year he had learned at school and different sources taken from journal articles and some websites. The biggest event in Cambodia is the Khmer New Year (Choul Chnam Thmey). It is the custom to celebrate the Solar New Year for three days beginning on April 13 or 14, which marks the conclusion of the harvest season. Concerning this information, the article reviews the history of the Khmer New Year, traditional games, angels for the Khmer New Year, and some other aspects. The article then concludes with a few sentences about the Khmer New Year.

**Keywords:** *Current Games of Khmer New Year; History of Khmer New Year; Khmer New Year Celebration; Traditional Games*

### **Overview**

The traditional celebration of the solar New Year in Cambodia is known as Cambodian New Year (or Khmer New Year, [Bon Col Chnam Khmae]), also known as Choul Chnam Thmey [Col Chnam Thmej] and Moha Sangkranta [Moha Skran]. The country has a three-day public holiday that starts on New Year's Day, which often falls on April 13 or 14. This is the final day of the harvest season, when farmers may enjoy the bounty of their labor before the rainy season arrives. Instead of only the 13-16 April, Khmers who live abroad may choose to celebrate over a weekend ([Thong, 2022](#)).

Similar to other Asian New Year Festivals, the Cambodian New Year places a strong emphasis on honoring the elderly and ancestors while incorporating religious traditions. The three days are jam-packed with Buddhist obligations focused on expressing thanks, delivering offerings to departed family members, and helping those in need, yet there are celebrations with traditional foods and beverages ([Winter, 2004, 2016](#)).

## History of Khmer New Year

The history of Khmer New Year is related to some aspects of the Khmer History and Khmer Legend believed by many Khmer people. Let us look at its history according to some aspects of Khmer history first and Khmer legend after that.

Every year, different dates and preparations are used by different countries throughout the world to celebrate the New Year by their traditional customs. Since ancient times, the people of Cambodia have likewise celebrated the New Year annually. Khmer New Year, or Chol Chnam Thmey, which means entering New Year in Khmer, is one of the year's largest and most vibrant events. Svo Sdey Chnam Thmey is used to say Happy New Year ([Lhuillier, 2022](#)).

The Hindu religious branch of Brahmanism, which the Khmer practiced before Buddhism, is where the Khmer New Year ceremony got its twitch. Buddhism later began to be connected with the festival and eventually assumed all of the major roles in the celebration ([Lim, 2002](#)).

Among the most important traditional festivals and national holidays in Cambodia is Khmer New Year. The event lasts for three days; however, it occasionally lasts for four. Depending on the Moha Songkran, an ancient horoscope, the Khmer New Year might start on April 13 or on April 14th. In actuality, the Khmer New Year originally started on the first day of the first lunar month, which might be either the end of November or the start of December. The Khmer King, perhaps Suriyavaraman II or Jayavaraman VII, moved the New Year from April to the fifth lunar month during the Angkor Period (the 13th century). The busiest time for Khmer farmers to reap or harvest the yields from the rice fields is from November through March when 95% of the country's population works as farmers. Due to the lack of rain and extreme heat in April, Khmer people had plenty of free time, allowing them to take a holiday after working arduously to harvest their rice harvests and earn a living. As a result, April is the ideal month for Cambodian people to celebrate the New Year (see [Lim, 2002](#)).

[Chea \(2013\)](#) also noted that the lunisolar calendar was used by the Khmer to commemorate the New Year during the Angkor era. Chinese ambassador Zhou Da Guan claimed to have been to the Khmer Empire in the 13th century and that during the year of his visit, which fell in December or January of the Gregorian calendar, the Khmer people

celebrated the New Year in the tenth month of the Chinese calendar. Mekasay, the first month of the lunisolar calendar, also occurs at the end of December or the beginning of January.

Due to the usage of both the lunisolar and solar calendars in Cambodia, the New Year's celebration date has shifted since the Angkor era. The solar calendar, which normally corresponds to April 13th or 14th of the Gregorian calendar, was used to establish the current New Year's celebration date. And as of right now, this day is recognized as Cambodians' official New Year's Day ([Lim, 2002](#)).

### **Khmer New Year Legend**

The following story is a legend concerning the history of the Khmer New Year according to what Khmer people pass on from one generation to another. The story as described in the following is shown according to the author's lively memorization and his consultations with a few Cambodian teachers specializing in Khmer Literature, and then the agreed scenes were translated into English by the author.

Cambodians follow tradition and uphold their beliefs in heaven, earth, and hell as well as in good and bad Karma, according to which one's current circumstances are the result of one's actions from a former life. They will perform several nice actions in this life to prepare for a better one in the future. According to a myth surrounding the Khmer New Year, the world and its inhabitants are looked after by one new angel who appears each year, and the legend concerning Khmer New Year is elaborated as follows (see also [Visit Angkor, 2019](#)).

There was a young guy named Dhammabal Koma who was the son of a wealthy man. Dhammabal Koma had completed his studies of the three Vedas and was also fluent in all bird languages. He became well-known in the region as a result of his ability and expertise.

The King of Heaven, Kabil Moha Prum, learned of Dhammabal Koma's intelligence one day and decided to test his intelligence by asking him to solve three riddles within a week. As a prize for his victory, the King of Heaven would chop off his head, and if Dhammabal Koma was unable to answer the puzzles, he too had to be executed.

Dhammabal Koma had not discovered the answers after spending six days delving through the King of Heaven's puzzles and discovering the solutions. He was complete without hope and believed that he would have to give tomorrow his life to the King of Heaven. Because

of his guilt, he decided to go into the dense forest to commit himself. Dhammabal Koma reached a large palm tree after traveling a considerable distance while battling through the wilderness. He passed out under a tree due to exhaustion. He unintentionally overheard a vulture couple chatting while he was still awake. The male vulture informed the female vulture that they would eat Dhammabal Koma's flesh for many days because he would not be able to figure out the puzzles when the female vulture asked about their meal for tomorrow. Strangely, when the female vulture inquired about the riddles, her husband responded, and the male vulture continued to provide his wife with the solutions as in Table 1 below.

**Table 1.** Kabil Moha Prum's Questions and Answers Dhammabal Koma Heard from the Vultures

No.	Questions	Answers
1.	Where is the charm in the morning?	In the morning, the charm lies on people's faces, so they wash their faces before starting a new day.
2.	Where is the charm in the afternoon?	In the afternoon, charm is on people's chests, so they bathe to cool their bodies from the afternoon heat.
3.	Where is the charm in the evening?	In the evening, the charm is at people's feet, so they clean their feet after a full day of work and get ready for bed.

Dhammabal Koma immediately overcame his exhaustion after hearing the vulture couple talking, and he hurried back to his castle to wait for the King of Heaven to respond to his riddles.

After hearing the answers from Dhammabal Koma, Kabil Moha Prum chopped off his head as promised because he had lost the battle. But first, the King of Heaven summoned his seven daughters to meet before he cut his head and warned them not to cast his head upon the ground or in the ocean. If they did, the earth would catch fire and be consumed. If the head were thrown into the river, sea, or ocean, it would be dried out. If the head were thrown into the air, there would be no rain forever. Consequently, every year on the Sangkran date, his head must be placed on a plate and his daughters must alternate carrying it in a ceremonial circuit around Mount Someru to bring joy and good weather to the earth before bringing it to store in Kuntheakmali temple in heaven.

## Angel of New Year

**Table 2. Angels of New Year**

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
Tungsa	Koreak	Reaksa	Mondar	Keriny	Kemira	Mohurea
Tevy (ទុស្សាទេវី)	Tevy (គោរកទេវី)	Tevy (រាគ្យសាទេវី)	Tevy (មណ្ឌ្រទេវី)	Tevy (កិរិណីទេវី)	Tevy (កិមិរទេវី)	Tevy (មហេទរទេវី)

According to this tale, every year on the first day of the New Year, also known as Songkran Day, a new angel descends to earth (for a ritual circle to be formed around Mount Someru of Kabil Moha Prum's head). Each angel is unique in the things they carry, the vehicles they drive, and the cuisines they prefer. Each angel's individuality is described in Moha Songkran, authored by Hora (astrologer). As a result, each year's New Year's offers will be unique.

Choose the angel that will represent the New Year according to the day of the week it falls on. Seven angels are listed here, along with descriptions of each.

Tungsa Tevy, the eldest child of Kabil Moha Prum, is Sunday's angel. She is adorned with a pomegranate blossom hairpin and a ruby necklace. Her left hand is holding a shell, while her right hand is holding a disc. Her favorite cuisine is figs. She drives a Garuda.

Koreak Tevy, the angel for Monday, has an Angkeabos flower hairpin. She has a cane in her left hand and a sword in her right. Her preferred meal is oil, and she rides a tiger.

Reaksa Tevy, Tuesday's angel, has a lotus flower hairpin. She consumes blood. She has a bow and trident in her left and right hands, respectively. She has a horse as her pet.

Mondar Tevy, Wednesday's angel, has a Champa flower hairpin. She carries a cane in her left hand and a needle in her right hand as weapons. She rides a donkey and consumes milk.

The angel for Thursday is Keriny Tevy has a Mondar flower hairpin. She enjoys eating beans and sesame seeds. She has a rifle in her left hand and a harpoon in her right hand. She travels by elephant.

Kemira Tevy, Friday's angel, is sporting a violet flower hairpin. Bananas are her preferred offering. She wields a zither in her left hand and a sword in her right. She travels on a water

buffalo.

Mohurea Tevy, Saturday's angel, has a Trokeat flower hairpin. She prefers venison. She uses a disc and a trident as weapons. Her mount is a peacock.

### **Khmer New Year Celebration**

15 days were set aside before and 15 days following New Year's Day to commemorate it in the ancient world. People unwind and spend time with their families, communities, and villages during this period. In some districts of Cambodia today, the New Year is still widely observed. The city only has three days to celebrate the New Year. Additionally, because it is a national holiday, both the public and private sectors are closed.

Monks are typically called to perform a Buddhist ritual at home a week before the New Year. According to popular belief, this ceremony is meant to drive away the bad luck and misery of the previous year and beg for the blessing of the next New Year with happiness and prosperity.

People make their homes presentable by cleaning or repainting the walls, switching out the drapes, buying new furniture, and replacing any damaged kitchenware. People sew their new clothing. All of these things are done with the hopes of reviving the unpleasant feelings from the previous year.

Offerings for welcoming the New Year angel are prepared throughout the three days leading up to the New Year and set on a table in front of the front entrance. The gift contained pastries, fruits, water and beverages, flowers, and a pair of Slathor, which were adorned with flowers, betel leaves, and areca nuts. A must-have is particularly the cuisine that the New Year's angel enjoys. People would provide crimson syrup in place of blood if the angel drank blood. Kemira Tevy favors bananas if the New Year occurs on a Friday in any given year. Bananas would, therefore, double in price that year as everyone needed them for an angelic offering.

Every year, the New Year's angel's arrival timing varies. People based on the Hora-calculated time recorded in Moha Songkran (astrologer). When it came time, people began to light candles and burn incense sticks at the offering table as they prayed to the New Year's angel for health, happiness, and fortune. They will also pray in this way on the second and third days, but they will do it in the morning or at night.



People make food offerings for the monks at the nearby pagoda on these three days in the morning. They assemble at the pagoda dressed elegantly in traditional attire. This is done so they can celebrate the New Year with their ancestors and receive blessings from them. People then constructed a sand mound inside the pagoda structure. People think that creating dunes will help them atone for sins they unintentionally committed during this life. The monk is asked to preach at the Preah Vihea in the evening, and often only elderly people participate in this tradition. After the preaching ritual is over, young people can engage in a variety of activities such as playing traditional games, traditional dance, or watching Khmer theatre at night.

The son and daughter must prepare food and another offering for their parents and grandparents and accompany them to the pagoda by the custom of a good Khmer teen. Children should perform this nice deed since it will earn them many merits from the elders' blessing. In addition, they have brand-new clothing for their seniors. They also give to the less fortunate. Visits to family members are also recommended during the Khmer New Year. In the countryside, locals bake Num Ansom (Khmer cake), a sticky rice cake from Cambodia, as a ceremony cake and gift for guests who come to visit.

The ceremony to bathe the Buddha sculptures takes place on the third day. They can participate in the ritual at the pagoda or wash their home-based Buddha statue. When the Buddha statue is cleansed with scented water, this is to remove all the dust, which is thought to represent evil things and to request real good things. Young people also wash their parents and grandparents at home. This is in honor of the parents' actions, for which the children should be grateful.

## **Duration of The Khmer New Year Nowadays**

### ***Day 1: Maha Sangkran***

The Khmer New Year is typically observed for three days (see also [Em, 2022](#); [Kort, 2022](#)). Maha Sangkran, the first day of the New Year, may be summed up as the arrival of the New Angels who will look after the planet for a full year. The name of the angels' leader is Kimitea Tevi. Cleaning, decorating, and preparing food and beverages for the start of the New Year are all necessary before welcoming the new angels into every household ([Lim, 2002](#)).

Elderly people loved to meditate or pray the Dharma at that time because they believed

that any angel who visited their houses at that time would stay with them and watch after their family for the full year. On the morning of the first day of the New Year, the majority of Khmer people prepare food to present to the monks at the Khmer temple to obtain blessings. Since boys and girls are only allowed to play or interact during the New Year time, boys and girls can play traditional games together at the temple or on any fields or playgrounds in their community. Moreover, it is a fantastic moment for single people to start looking for a specific partner to wed later. In Cambodia, dating has been prohibited for several years.

Every nook as well as cranny is looked over as people clean their homes. Each home decorates the inside altar and the spirit palace with flowers, illumination, delicious dishes, fresh fruit, traditional Khmer cuisines, and canned drinks. The spirit palace often sits on a pedestal in front of a Cambodian home, outside a shrine with a roof. The majority of Cambodians think that this palace represents the vigilance of the family.

Sankranti, also known as Moha Sangkrant in Khmer, is the name of the first day of the Khmer New Year. For this unique occasion, Cambodians adorn their homes with a profusion of decorations and spectacular lighting. More importantly, the typical preparation may include a water basin filled with flowers: typically jasmine, five sticks of incense, five candles, flowers, fruits, sweets, drinks, and other personal preferences.

People will then pay homage to the angel of the year at the appointed hour by lighting candles and incense in their homes and asking the angel to bless them with joy, wealth, and peace for the next year. Legend has it that seven distinct angels make appearances on Moha Sangkran, and each year one of them gifts according to the day of the week. The food is also prepared and taken to the neighborhood pagoda or Khmer temple for the monks while other families further chant the Dharma on the first day to welcome the angel into their home.

### ***Day 2: Virak Vanabat***

The second day of the New Year is known as Wanabot, which translates to a day of distributing presents to parents, grandparents, and elders. Typically, Khmer people take pleasure in giving gifts or presents to coworkers as well as offering charitable donations of clothing or money to those who are less fortunate. People come to the temple in the evening to build a sand mountain and ask the monks for a blessing of joy and peace.

Virak Vanabat is the Khmer name for the second day of the Khmer New Year. People from the neighborhood went to Buddhist pagodas to give the monks beverages, pastries, fruits, and flowers. Similarly, to this, Cambodian families regularly congregate at temples to remember their ancestors. Additionally, they give to the less fortunate according to their means by donating money, food, and other items.

### ***Day 3: Vearak Loeng Sak***

The third day, often referred to as Leung Sakk, marks the start of the year's tally. As an illustration, this is the time when the year 2000 changes to the year 2001. To perform the custom of blessing the sand mountain, people used to arrive at the temple early in the morning. The Pithi Srang Preah ritual, which involves giving special baths or showers to Buddha statues, monks, elders, parents, and grandparents to pacify them and atone for any wrongdoing, must be performed by the Khmer people to end the New Year celebration. This ceremony offers a lovely opportunity for everyone—young and old, male and female—to enjoy themselves wonderfully by sharing water, and as a result, everyone has a fantastic time.

Cambodians clean Buddha statues and their elders with holy-scented water on the third day of Virak Loeng Sak. Locals believe that bathing the Buddha statues removes the melancholy, grief, and bad actions like how pure water may remove filth. This component is also seen to be a sincere deed that will bring blessing, happiness, and fortune to one's life. Furthermore, youngsters may gain a lot of happiness, wishes, and fantastic guidance for the upcoming year by washing their senior relatives, including parents, grandparents, and elders. It also marks the end of the Khmer New Year festivities.

Following the Khmer Rouge regime, which is historically known for carrying out one of the most infamous acts of human extermination, paying respects to the departed during the Khmer New Year became an even more significant occasion. Therefore, celebrating the Khmer New Year is a wonderful method to appreciate the significance of the holiday as well as the Khmer civilization, traditions, rituals, and beliefs. These three details regarding this major occasion should persuade you to go to Cambodia as soon as possible.

The first lunar month, usually in November or December, was when the Khmer New Year was celebrated in the early days. However, the Khmer King changed the date of the new era, which matched the fifth Khmer month of the lunar calendar, setting the new date of April

during the Angkor Era in the 13th century. The end of the harvest season is therefore marked by the Khmer New Year, which comes before the rainy season. It turns out that this modification has been useful for both then and now because farmers' busiest season is from November through March.

Families often make exquisite traditional meals throughout the three days of the New Year, not just as a tribute to their ancestors but also to those who are still alive and celebrating.

One of the most beloved dishes, Num Ansom, is frequently served as a sweet sticky rice dessert but may also be made more savory by cooking it with bacon or bananas. The bacon variant could also have almonds and salty egg filling. The Khmer curry, which uses several herbal herbs, is another well-known dish. At most traditional Khmer celebrations, this ubiquitous meal is served.

Another popular dish cooked and presented during the New Year is Khmer Fish Amok. Other fantastic dishes include Ya Hon, a well-known Khmer hot pot, and Kralan, a delectable glutinous rice cake prepared with coconut milk and almonds that are stuffed within bamboo pieces, cooked, and then roasted.

### **Traditional Games, Competitions, and World Records**

When given three or even four days to plan events, Cambodians are often quite inventive. Participating in the festival's sports, competitions, and world records are children, adults, and even the elderly. For instance, Num Ansom, the largest sticky rice cake ever made in Siem Reap, was a record-breaker for Cambodia. The heaviest one weighed 8,906 lbs. and 10 oz. Khmer New Year is a joyful occasion for families, friends, and the entire country to celebrate, despite its solemn atmosphere. The last day of the New Year is celebrated all around Cambodia with street celebrations, fireworks, and a lot of energy. Every region of the nation as well as Khmers worldwide put their spin on this particular festival, making each celebration unique in its approach.

Three days are customarily set aside to celebrate the Khmer New Year. Moha Songkran, Vonnabot, and Lerng Sak are the names of the first, second, and third days, respectively. Throughout these three days, colorful religious flags are draped above pagodas. The management staff of the pagoda arranges for the residents to enjoy Teanh Prort, Vai Ka om,

Chol Chhuong, Bos Ang Kunh, Leak Kansaeng, Sdach Jorng, Klaeng Jab Kon Morn, and other traditional games and dances.

### ***Chol Chhoung***

Two groups of boys and girls engage in the game of Chol Chhoung on the first evening of the Khmer New Year. Each group consists of ten to twenty persons, who are arranged in two rows across from one another. The Chhoung is thrown from one group to the other group. It will be quickly tossed back to the first group after being caught. The entire group must dance to recover the Chhoung while the opposing group sings along to the dance if someone is struck by it.

### ***Chap Kon Kleng***

In the game of Chap Kon Kleng, players pretend to be a hen defending her young from a crow. This game is often played by adults on the first New Year's Eve. Typically, participants choose one player to represent the crow and another to represent the hen who guards her chicks. The crow attempts to get as many chicks as possible as they hide behind the hen as both parties sing a song of haggling.

### ***Bos Angkunh***

Bos Angkunh is a straightforward method in which the Angkunhs are simply thrown to strike the target Angkunhs. In addition to the throwing step, the extended style includes five more stages. Both techniques culminate in a punishment known as an Activity that the victorious team's members get to inflict on the loser team. The Jours-activity is carried out by hitting the losing team's knees with the Angkunhs.

### ***Leak Kansaeng***

Children sit in a circle and play the game Leak Kansaeng. A person travels around the circle singing while holding a Kansaeng, a circular, twisted Cambodian towel. The person strolling attempts covertly to position the Kansaeng in front of one of the kids. The chosen youngster must take up the Kansaeng and hit the person seated next to them if they become aware of what is occurring.

### ***Bay Khom***

Two kids in rural or urban settings like playing the game Bay Khom together. A board in the ground has ten oval-shaped holes drilled into it. With 42 tiny beads, stones, or fruit seeds, the game is played. Five beads are inserted into each of the two holes at the board's tip before the game begins. Eight more holes are filled with four beads each. The first player removes all the beads from any hole and inserts each one at a time into the remaining holes. This technique must be repeated until the final bead is inserted into a hole that is next to an empty one. The second player may now take a turn at this moment. When every hole is empty, the game is over. The game is won by the player who has the most beads. It could be comparable to Congkak.

### **Khmer New Year Nowadays**

Khmer New Year is not only a fantastic traditional event for Cambodians but also gives them the chance to create numerous priceless keepsakes and memories. Cambodian people have kept their habits of celebrating since the past until now. People like playing traditional games, going to the pagoda to offer food to the monks or going to the elderly's houses to offer them gifts and some money. In addition to those habits, some Cambodian teenagers have also played with pouring water on their peers because April is the hot month, and pouring water makes them cold and happy. Moreover, the powder is also rubbed on the faces of teenagers to make the ceremony happy. However, these games are only played with those who do not mind the activities.

Furthermore, some children, in addition, play with crackers during the three-day ceremony. However, they are usually banned from doing this activity because the sound of the explosion is so annoying for all the people, especially those who are old and can be frightened easily by the sound of them.

### **Concluding Remarks**

Khmer New Year is a ceremony done by the Khmer people not in January like the New Year of many countries in the world but in April each year. There have been some changes concerning the ceremony like the duration of the original one, and how long it is today. One or two days before the ceremony, all the houses are decorated to welcome the New Year angel. During the ceremony, all the relatives and friends usually come to visit their homeland, visit parents, grandparents, or the elderly. They also go to the pagoda to make merit, wish for a good life, or bathe the Buddha statues. Moreover, many people prefer visiting different resorts, while

many others prefer playing different games at home or in the pagoda.

### The Author

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**Appendices. Some Pictures About the Seven Angels**





## School Leadership Development Needs: Important Points to Take into Consideration

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In this concise essay writing, readers will realize several needs of school principals in the Cambodian context. Moreover, the writer believes that readers can get some ideas from this essay to apply in their real leadership practices. The capacity to influence and direct followers or members of a group, organization, community, or team is known as leadership. A person's title, seniority, or position in a hierarchy are frequent indicators of their leadership ability. Leadership is a process and is employed everywhere (Silva, 2016). Teachers have their leadership. Top school management members also have their own leadership styles. Namely, every person has his or her way of leading people and oneself. Therefore, senior school administrators in Cambodia must respond to and manage the increasing needs and expectations of key education stakeholders like the Ministry of Education, Youth, and Sport (MoEYS), the school community, and the parents of the children. To lead and manage their schools, these school leaders must confront and rise to various problems and engage with the most critical decisions (Porter & Nohria, 2010). They haven't, however, ever had formal or professional training that would have equipped, prepared, and developed them to be talented, informed, and competent educational leaders. Then, this essay will discuss the needs of the school leaders. What are the school development needs in the current Cambodian situation? Here are a few critical answers to take into consideration.

First and foremost, school leaders should support professional development by connecting teachers and other employees to grasp opportunities for professional learning to improve their knowledge, abilities, and attitudes. School leaders must promote professional development in schools (Clement & Vandenberghe, 2001). As noted by Borko et al. (2017), school leaders must support their teachers through professional development. For example, good school leaders must take action to educate and advise the teachers to be professionals. A wise leader usually creates events in school such as webinars, sharing sessions, and peer teaching to improve teachers' abilities in teaching. This is also the way that leaders can develop leaders in educational institutions (Cohen & Tichy, 1997). In addition to this, school leaders also need to engage with external training by inviting trainers or specialists to coach the

teachers in school to make sure that teachers can get new knowledge and updated discoveries to apply in real classroom teaching (Oliver, 2016).

Furthermore, school leaders need to cultivate cultural norms and provide structural organizational conditions and technical resources to support the vision. For instance, working in the old environment is like a traditional method of leadership. Hence, leaders must pay close attention to change from the traditional norms to the 21st-century leading styles and they should educate teachers with technology ability in teaching (Stevenson et al., 2016). Some teachers are still in one comfort zone. They do not want to move up. Surprisingly, they did not have their visions and they were not active in the workplace. Moreover, school leaders need to structure the educational system in the school. By doing that, staff and other management members know their roles, duties, and responsibilities to successfully operate the education institutions. As stated by Peterson and Deal (1998), school culture is important. If leaders do not change the school norms, there will be no development.

Additionally, school leaders have to maintain a coordinated focus on teaching and learning with high expectations for student learning. A successful school leader puts this as a priority to lead. This means that leaders have to set high expectations to achieve the goal (Syrex & Antoni, 2014). For example, school leaders conduct a meeting and address all staff that this year we are going to get 1,000 new enrollments. This is another example of setting high expectations. If they can reach the target, it means that they meet or exit the expectations. That is an agent need for all leaders to think of so that they can run and operate the school successfully. According to Kaluza (2021), good leaders should take care of their staff's health because it is important to set high expectations. Working with unhealthy lifestyles also impacts the schools' development.

Last but not least, principals should assist in the creation of a shared or collective vision that articulates the moral objectives of the reform and establishes clear guidelines to which all personnel can align their activities. This is one of the important needs for school leaders in Cambodia. In other words, school leaders, teachers, and other members of the organizations should take part in the school's vision. Interestingly, Nappi (2014) also supported that shared school leadership is essential to develop schools. Namely, they share ideas and visions regarding future school success. Furthermore, school leaders need to establish clear guidelines on how to practice and apply the activities to succeed in the objectives of each member in the workplace. During the process of all activities to lead to success, school leaders make sure that

all the team members can work well with each other without any conflicts. If conflicts of interest occur, school leaders must take action immediately.

### **The Author**

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**Report of the seminar on “Green Energy Development for Cambodia”  
conducted at AIBO, Beijing, China**

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**Abstract**

The 15-day seminar hosted by AIBO in Beijing, China, served as an enriching academic experience, encompassing an opening ceremony, lectures, site inspections, and a closing ceremony. This event brought together a diverse group of professionals and scholars to explore various facets of international business, fostering cross-cultural understanding and promoting global cooperation. Through a combination of theoretical knowledge, practical insights, and networking opportunities, participants were equipped with the tools necessary to navigate the complexities of the international business landscape and contribute to its sustainable growth and development.

**Keywords:** Fertilizers; Global Cooperation; Green Energy; Sustainable Development

**Introduction**

The Academy for International Business Officials (AIBO) in Beijing, China, hosted a comprehensive and intellectually stimulating seminar that spanned an impressive duration of 15 days, from September 1st to 15th, 2023. This esteemed event brought together a diverse group of business professionals, scholars, and policymakers from around the world to engage in a series of activities aimed at enhancing their understanding and knowledge of international business practices. The seminar encompassed various components, including an opening ceremony, lectures, site inspections, and a grand closing ceremony, all contributing to a rich and immersive academic experience (see [AIBO, 2021](#), [Ocko, 1988](#)).

The seminar commenced with a grand opening ceremony that set the tone for the subsequent days of intensive learning and collaboration. Dignitaries and esteemed guests from academia, government, and industry congregated to deliver inspiring speeches, emphasizing the importance of international business cooperation and knowledge exchange. The opening

ceremony served as a platform to underscore the significance of fostering solid ties between nations, promoting global trade, and addressing contemporary challenges in the international business landscape.

Throughout the seminar, participants were treated to a series of thought-provoking lectures delivered by renowned experts in the field of international business. These lectures covered various topics, ranging from global market trends and emerging economies to cross-cultural negotiations and sustainable business practices. Attendees had the opportunity to engage in lively discussions, ask questions, and delve deeper into the intricacies of these subjects. The lectures, enriched with real-world case studies and cutting-edge research, provided participants with valuable insights and practical knowledge that could be applied to their professional endeavors.

In addition to the lectures, the seminar incorporated site inspections to further enrich the participants' understanding of international business practices. These site visits offered firsthand exposure to prominent business establishments, allowing attendees to witness the implementation of theoretical concepts in a practical setting. Participants had the opportunity to explore various industries, visit multinational corporations, and interact with local business leaders, thereby gaining valuable insights into the unique challenges and opportunities associated with conducting business in the host country.

The 15-day seminar culminated in a grand closing ceremony that celebrated the successful completion of the event and acknowledged the contributions of all participants. Distinguished speakers offered reflections on the key takeaways from the seminar, emphasizing the importance of continued collaboration and knowledge sharing in the realm of international business. The closing ceremony provided a platform for participants to network, exchange contact information, and establish long-lasting professional connections, fostering a global community of business officials committed to advancing the field.

### **2023, August 31: The Departure**

First of all, a group of Cambodian participants (see Appendices) embarked on their journey from Phnom Penh International Airport to Beijing, China. The departure was marked with excitement and anticipation as the participants prepared for an enriching experience. The flight itself was smooth and uneventful, thanks to the efficient operations of the airline.

Upon reaching Guangzhou airport, the participants had to make a quick transfer to

another flight using China Southern Airlines to reach their final destination, Beijing Airport. The airport staff provided clear instructions and assistance, ensuring a seamless transition for the travelers. The participants had a short layover, allowing them to stretch their legs and grab a quick bite before boarding the connecting flight.

Finally, the participants arrived at Beijing Airport, the bustling gateway to China's capital city. As they disembarked the aircraft, they were greeted by friendly airport staff who guided them towards the designated area where a bus was waiting to transport them to their accommodation at AIBO. The participants boarded the comfortable bus, ready to embark on the next phase of their journey.

The bus ride from Beijing Airport to AIBO was filled with anticipation and awe as the participants caught glimpses of the city's iconic landmarks and vibrant atmosphere. The bus journey provided them with a taste of Beijing's unique charm and allowed them to soak in the sights and sounds of the bustling metropolis. Excitement filled the air as the participants looked forward to the upcoming activities and experiences that awaited them during their stay in Beijing.

Overall, the departure from Phnom Penh International Airport, the smooth flight with China Southern Airlines, and the bus journey from Beijing Airport to AIBO marked the beginning of an adventure-filled trip for the Cambodian participants. They were eager to explore Beijing, immerse themselves in its rich culture, and forge lasting memories during their time in the vibrant capital of China.

### **2023, September 1: The Opening Ceremony**

In the morning, an eagerly anticipated event commenced with great fanfare as all the participants gathered for the opening ceremony. The ceremony, presided over by Mr. Chen Runyun, vice president of AIBO, was a momentous occasion that marked the beginning of a remarkable journey. Excitement filled the air as attendees from various backgrounds and disciplines came together to embark on a shared experience.

Under the guidance of Mr. Chen Runyun, the opening ceremony unfolded with grace and grandeur. Dignitaries and guests were treated to captivating speeches that emphasized the significance of the event and the collective efforts that had led to this moment. The participants, filled with a sense of anticipation and enthusiasm, eagerly absorbed the words of wisdom and motivation shared by Mr. Chen Runyun.

During the opening ceremony of the international event, Mr. Sar Sensrosh, the Deputy Director of the Department of Administration and Information Technology, had the honor of delivering the opening speech on behalf of the Cambodian participants. His address marked a significant moment for Cambodia as it provided an opportunity to showcase the nation's commitment to the event and its dedication to fostering international cooperation.

In his speech, Mr. Sensrosh highlighted the importance of the event as a platform for cultural exchange, collaboration, and mutual learning. He emphasized Cambodia's enthusiasm for participating in such global gatherings, which enable the nation to forge stronger ties with other countries and contribute to the collective pursuit of progress and development. Mr. Sensrosh acknowledged the diverse backgrounds and expertise of the participants, expressing his hope that their interactions during the event would lead to fruitful collaborations and innovative solutions to shared challenges.

Furthermore, Mr. Sensrosh underscored Cambodia's efforts in the field of administration and information technology, emphasizing the country's commitment to leveraging technological advancements for socio-economic development. He highlighted Cambodia's progress in expanding digital infrastructure, promoting e-governance initiatives, and fostering a conducive environment for technological innovation. Mr. Sensrosh expressed his confidence that the event would provide an excellent platform for Cambodian participants to exchange knowledge and experiences with their international counterparts, thereby enhancing their understanding of global best practices in administration and information technology. He concluded his speech by expressing gratitude to the organizers and participants for their presence, expressing optimism about the event's outcomes, and extending a warm welcome to all attendees to explore Cambodia's rich cultural heritage during their stay.

Following the morning session, the participants were granted a well-deserved break in the afternoon. This respite allowed them to recharge and prepare for the upcoming activities and challenges that lay ahead. It also provided an opportunity for attendees to interact with one another, fostering new connections and friendships that would undoubtedly enrich their experience throughout the event.

As participants dispersed to rest and rejuvenate, the atmosphere remained charged with excitement and anticipation. The opening ceremony had set the stage for an unforgettable journey, and everyone eagerly awaited the next chapter, ready to embrace the opportunities and



possibilities that awaited them.

## **2023, September 2: Lectures 1 and 2**

A series of informative lectures took place, providing valuable insights into various aspects of China's national condition and the Belt and Road Initiative. The morning session commenced with Lecture 1, which focused on the Chinese National Condition Overview. Dr. He Gang, an esteemed Associate Professor from China Foreign Affairs University, delivered an engaging presentation that shed light on the multifaceted dimensions of China's current state.

During Lecture 1, Dr. He Gang delved into a comprehensive analysis of China's economic, social, and political landscape. He discussed key factors such as China's rapid economic growth, technological advancements, and the evolving role of the country on the global stage. The lecture provided a nuanced understanding of China's national condition, highlighting both its achievements and challenges.

In the afternoon, attendees were treated to Lecture 2, which centered around the Belt and Road Initiative (BRI) and its significance. Dr. He Gang, with his expertise in international relations, eloquently explained the objectives, scope, and impact of the BRI. The audience gained insights into the comprehensive infrastructure and development project, which aims to foster connectivity and cooperation across Asia, Europe, Africa, and beyond.

During Lecture 2, Dr. He Gang also explored the various dimensions of the BRI, including its historical context, the participating countries, and the potential benefits it offers to different regions. The audience gained a deeper understanding of the Belt and Road Initiative's economic, political, and cultural implications, as well as the challenges and criticisms it faces. Overall, the two lectures delivered by Dr. He Gang provided a comprehensive overview of China's national condition and the significance of the Belt and Road Initiative, enriching the knowledge and understanding of all those in attendance.

## **2023, September 3: The Great Wall Visit and Market Inspection**

As part of the planned itinerary, all the participants of the event were treated to a memorable visit to the iconic Great Wall of China (see [Lattimore, 1937](#)). This architectural marvel, stretching across the vast Chinese landscape, holds immense historical and cultural significance. The participants were awe-struck by the grandeur and magnificence of this ancient structure. They marveled at the imposing walls and towers that stretched as far as the

eye could see, standing as a testament to China's rich heritage. The tour was led by Dr. Zheng Mingyuan, Deputy Director of AIBO.

The morning visit to the Great Wall provided the participants with a unique opportunity to explore and appreciate the engineering mastery and strategic significance of this UNESCO World Heritage Site. They walked along the ancient pathways, capturing breathtaking views of the surrounding landscape. The participants learned about the construction techniques, the historical significance, and the legends associated with the Great Wall of China, adding to their understanding of Chinese history and culture. It was a truly memorable experience, as they immersed themselves in the rich tapestry of China's past while taking in the awe-inspiring beauty of this architectural wonder.

Following the visit to the Great Wall, the participants were then taken to the Market Inspection-Tiantongyuan Market. This bustling market, located in the Tiantongyuan neighborhood of Beijing, offered a glimpse into the vibrant local culture and provided an opportunity for participants to engage in authentic shopping experiences. The market was filled with a wide array of stalls and shops, offering a diverse range of products, including traditional handicrafts, clothing, accessories, fresh produce, and local delicacies.

Upon arriving, the participants eagerly explored the market, interacting with friendly vendors, bargaining for souvenirs, and sampling the delicious street food. They were captivated by the lively atmosphere and the colorful displays that showcased the unique blend of traditional and contemporary Chinese goods. The Market Inspection-Tiantongyuan Market provided a window into the everyday lives of residents, allowing the participants to immerse themselves in the local culture and gain a deeper appreciation for the vibrant markets that are an integral part of Chinese society.

Overall, the day's activities offered a perfect blend of historical exploration and cultural immersion, leaving the participants with lasting memories and a deeper understanding of China's rich heritage.

#### **2023, September 4: Lectures 3 and 4**

A captivating lecture on Chinese Leaders' Philosophies about Governance took place. The distinguished speaker, Dr. Yang Baozhen, an Associate Translator at the Ministry of Foreign Affairs of the People's Republic of China, delivered an insightful discourse. The lecture aimed to shed light on the various philosophies that have guided Chinese leaders in their

approach to governance throughout history. Dr. Baozhen elucidated the principles and ideologies that have shaped China's political landscape, highlighting the contributions of influential leaders such as Mao Zedong, Deng Xiaoping, and Xi Jinping (see [Khan, 2022](#); [Lampton, 2014](#)).

Throughout the lecture, Dr. Baozhen provided a comprehensive overview of the philosophies embraced by Chinese leaders, emphasizing their impact on governance and policy-making. The audience gained valuable insights into the core principles of Chinese leadership, including the concepts of socialism with Chinese characteristics, collective leadership, and the promotion of national rejuvenation. By exploring these philosophies, attendees were able to deepen their understanding of the intricate dynamics of Chinese governance and its evolution over time.

In the afternoon, Dr. Yang Baozhen returned to deliver another compelling lecture, this time focusing on the Proposal and Implications for Implementing the UN 2030 Agenda for Sustainable Development. With her expertise in international affairs and diplomacy, Dr. Baozhen provided a comprehensive analysis of the challenges and opportunities associated with the implementation of the UN's ambitious agenda. She discussed the importance of global cooperation and the role that China plays in achieving the Sustainable Development Goals (SDGs) (see [Dai & Menhas, 2020](#); [Wei et al., 2023](#); [Yu et al., 2020](#)).

The lecture delved into the specific strategies and policies that China has adopted to align with the UN 2030 Agenda. Dr. Baozhen emphasized the significance of sustainable development in China's national development plans, highlighting the country's commitment to poverty alleviation, environmental protection, and economic growth. By sharing examples of successful initiatives and projects, Dr. Baozhen demonstrated how China's approach to sustainable development could serve as a model for other nations. The audience left the lecture with a deeper understanding of the challenges and opportunities surrounding the implementation of the UN 2030 Agenda and the role of China in achieving sustainable development on a global scale.

### **2023, September 5: Flying from Beijing to Xiamen**

A group of Cambodian participants embarked on a journey from Beijing to Xiamen for official visits, inspections, and onsite teaching. The flight itself was a seamless and successful experience, with the participants arriving in Xiamen feeling refreshed and excited for the

activities that awaited them. The journey not only provided an opportunity for the participants to travel and explore a new city, but it also fostered cultural exchange and collaboration between Cambodia and China.

Upon reaching their destination, the participants were warmly welcomed and escorted to a luxurious hotel where they would be staying during their visit. The hotel boasted exquisite accommodations, elegant decor, and top-notch amenities, ensuring that the participants would have a comfortable and enjoyable stay. With spacious rooms, stunning views, and attentive staff, the hotel provided a perfect environment for the participants to rest, relax, and prepare for the upcoming activities planned for them.

As they settled into their rooms, anticipation filled the air, knowing that the following days would be packed with engaging and enriching experiences, the participants eagerly awaited the start of the scheduled activities, including official visits to key institutions, inspections of notable sites, and onsite teaching sessions that would deepen their understanding of various subjects. With the combination of luxurious accommodation and a promising itinerary, the participants were poised for an unforgettable and productive time in Xiamen.

### **2023, September 6: Onsite Teaching and Inspection**

On the rescheduled day of September 6, the visit and inspection plans were altered due to inclement weather. Instead, an onsite teaching session took place, focusing on the origin and development of Kehua Tech. Kehua Tech is a renowned company that stands as a global leader in supplying integrated solutions for power protection and energy conversation ([Kehua Tech, n.d.](#)).

With a commitment to reliability, responsibility, and flexibility, Kehua Tech aims to provide exceptional services. The company's primary objective lies in ensuring that its customers have access to dependable and uninterrupted power solutions. Kehua Tech understands the criticality of power supply in various industries and strives to deliver cutting-edge technologies that ensure continuous operations.

Furthermore, Kehua Tech is actively involved in renewable energy initiatives. Recognizing the importance of sustainability, the company emphasizes developing and implementing eco-friendly solutions. By embracing renewable energy sources, Kehua Tech contributes to reducing the carbon footprint and promoting a greener future.

In addition to power protection and renewable energy, Kehua Tech is also engaged in the field of cloud infrastructure. As digital transformation continues to reshape industries, cloud computing plays a vital role in enabling efficient and scalable operations. Kehua Tech leverages its expertise to provide innovative cloud infrastructure solutions that empower businesses to optimize their operations, enhance data management, and improve overall efficiency.

Overall, Kehua Tech's dedication to providing critical power solutions, renewable energy integration, and innovative cloud infrastructure services positions it as a prominent player in the industry. Through its reliable, responsible, and flexible approach, the company continues to evolve and adapt to the ever-changing needs of its customers, contributing to a more sustainable and technologically advanced future.

After the teaching session came to an end, the rain finally ceased, much to the delight of all the participants. The dreary clouds dispersed, revealing a bright and sunny afternoon. The change in weather brought a renewed sense of energy and excitement among the group. It was decided that the best way to make the most of the day was to explore the local market.

As the participants made their way to the market, they were greeted by a vibrant and bustling scene. The market was a true feast for the senses, with colorful displays of fresh produce, aromatic spices, and handicrafts adorning every corner. The air was filled with the enticing aroma of street food being prepared, tempting the visitors with its mouthwatering scents.

Wandering through the market, the participants discovered a myriad of things to explore and enjoy. Stalls and shops showcased a wide variety of goods, ranging from traditional clothing and accessories to handmade crafts and souvenirs. The locals, known for their warmth and hospitality, engaged in lively conversations with the visitors, sharing stories and providing valuable insights into the cultural significance of the items on display.

The market also offered a delightful culinary experience. Food stalls lined the streets, offering a diverse array of local delicacies. The participants indulged in flavorful street food such as kebabs, samosas, and exotic fruits. The tantalizing tastes and unique flavors left them wanting more, as they savored the authentic dishes that reflected the region's rich culinary heritage.

Amidst the shopping and gastronomic delights, the market also served as a platform for cultural exchange. Traditional music and dance performances entertained the crowd, providing

a glimpse into the local arts and traditions. The participants eagerly absorbed the vibrant atmosphere, immersing themselves in the sights, sounds, and tastes of the market.

As the afternoon drew to a close, the participants left the market with a deep appreciation for the local culture and a bag full of memories and treasures. The visit to the market not only provided an opportunity for shopping and indulgence but also fostered a sense of connection and understanding with the community. It was a day well spent, where education seamlessly blended with exploration and immersion, leaving everyone with a renewed sense of wonder and a desire to discover more about the world around them.

### **2023, September 7: Visit and Inspection at Xiamen**

In the morning, the group of students had the opportunity to visit and inspect Better Technology Group Limited, a Chinese company that focuses on technological advancements and environmentally friendly practices. The company's main objectives revolve around four key standards: Performance, Price, Planning, and Pleasant experience.

Better Technology Group Limited strives to achieve "Nice Performance" by prioritizing the quality and efficiency of its products and services. They aim to deliver high-performance solutions that meet or exceed customer expectations.

Under the standard of "Nice Price," the company emphasizes the importance of affordability and cost-effectiveness. They aim to provide competitive pricing for their products and services, making them accessible to a wide range of customers.

The company's commitment to "Free Planning" signifies its dedication to customized solutions and flexibility. They aim to tailor their offerings to meet individual customer requirements, ensuring a personalized and satisfactory experience.

Moreover, Better Technology Group Limited maintains a focus on providing a "Pleasant" experience by adopting a customer-centric approach. They prioritize customer satisfaction by addressing their needs and concerns promptly and ensuring a positive interaction at every stage.

One notable aspect of the company's operations is its involvement in the Lead Acid Battery Production Technology Transfer Project. This project has led to the establishment of partial service cases in various countries across Central Asia, West Asia, South Asia, East Africa, and others. By sharing their expertise and technology, Better Technology Group Limited contributes to the development of sustainable energy solutions in these regions.

The company's overarching mission is to create a green world by producing energy without detrimental effects on the environment. They are actively involved in researching and developing eco-friendly technologies to minimize their carbon footprint and promote sustainability.

Overall, Better Technology Group Limited exemplifies a company that combines technological innovation, customer satisfaction, and environmental responsibility. Through their adherence to the four standards of Performance, Price, Planning, and Pleasant experience, they aim to contribute to a greener future while providing high-quality products and services to their customers.

In the afternoon, the participants of the visit were taken to Xiamen Mixin Smart Argri-Tech Co., Ltd., a fascinating place dedicated to the production of solar energy and sustainable agriculture practices. Situated in Xiamen, China, this innovative company plays a crucial role in supporting the country's power supply needs while fostering the growth of various crops and animals, notably fish, to address food requirements.

Solar energy production is one of the primary focuses of Xiamen Mixin Smart Argri-Tech Co., Ltd. The company utilizes advanced solar panel technology to harness the power of the sun and convert it into clean and renewable energy. By tapping into this sustainable energy source, Mixin Smart Argri-Tech contributes significantly to reducing China's reliance on conventional energy resources, thereby mitigating environmental impacts associated with conventional power generation.

In addition to solar energy, the facility also integrates smart agricultural practices. The innovative use of technology allows for precise monitoring and control of various agricultural processes, ensuring optimal conditions for crop growth and animal welfare. This approach enables the company to cultivate different types of crops and raise animals efficiently, creating a diverse and sustainable food production system.

The integration of fish farming within the facility is particularly noteworthy. Xiamen Mixin Smart Argri-Tech Co., Ltd. leverages advanced aquaculture techniques to raise fish in a controlled environment. This approach provides numerous benefits, including increased fish production, efficient resource utilization, and the ability to meet the high demand for fish as a food source. The company's commitment to sustainable practices ensures that the fish are raised in a manner that minimizes environmental impact while maintaining high standards of quality.

and safety.

Furthermore, the integration of solar energy into the fish farming process enhances the overall sustainability of the operation. The solar panels generate the necessary energy to power the various aquaculture systems, reducing reliance on conventional electricity sources. This integration contributes to the company's commitment to renewable energy but also helps to reduce operational costs and dependence on external power grids.

Overall, the visit to Xiamen Mixin Smart Argri-Tech Co., Ltd. offered a unique glimpse into the intersection of renewable energy and sustainable agriculture. The company's innovative approach to solar energy production and its integration with diverse crop cultivation and fish farming showcased the potential for environmentally friendly and economically viable solutions to meet China's power and food demands. By prioritizing sustainable practices, Xiamen Mixin Smart Argri-Tech Co., Ltd. stands as an exemplar of how technology and innovation can contribute to a greener and more resilient future.

### **2023, September 8: Village and China International Fair Visit and Inspection**

The Cambodian participants were treated to an exciting visit to the Cheng Shin (Xiamen) International Automobile Culture Center. As they stepped into the center, they were greeted by a dazzling display of various devices and exhibits related to automobiles. The center was a paradise for automotive enthusiasts, and it offered a unique opportunity to explore the rich history and technological advancements of the industry.

Among the vast array of exhibits, the types of automobiles that were particularly captivating were the ones branded CST. These vehicles came in all sizes, catering to different preferences and needs. From sleek and sporty models to spacious and family-friendly options, the CST brand had something for everyone. The attention to detail and craftsmanship evident in these vehicles were truly remarkable, showcasing the dedication and expertise of the designers and engineers behind them.

Visitors to the center had the chance to closely examine the CST automobiles, appreciating their sleek lines, luxurious interiors, and advanced features. The cutting-edge technology integrated into these vehicles was impressive, with innovative safety systems, intuitive infotainment setups, and powerful engines. The participants marveled at the seamless blend of aesthetics and functionality that the CST brand offered, making them stand out among the other exhibits.



Furthermore, the center provided interactive displays and informative panels that shed light on the history and evolution of automobiles. Visitors could learn about the pioneers of the industry, the milestones in automotive engineering, and the environmental initiatives taken by the CST brand. This comprehensive approach to automobile culture allowed the Cambodian participants to deepen their understanding of the significance of automobiles in modern society.

Overall, the visit to the Cheng Shin (Xiamen) International Automobile Culture Center was an enriching and captivating experience for the Cambodian participants. The wide range of CST-branded vehicles on display, coupled with the informative exhibits, offered a holistic exploration of the automotive world. It left the participants with a greater appreciation for the artistry, innovation, and impact of automobiles, and they departed with a newfound enthusiasm for the CST brand and the industry as a whole.

Then in the afternoon of the same day, the enthusiastic participants were guided to attend the 23rd China International Fair for Investment & Trade, a highly anticipated event in the business world. The fair provided a remarkable platform for businesses from across the globe to showcase their latest products and services. As the participants entered the bustling fairgrounds, they were immediately greeted by a vibrant atmosphere filled with excitement and anticipation.

Spread across multiple halls, the fair was a treasure trove of new and innovative products aimed at supporting a greener world. Companies from various sectors, including renewable energy, sustainable agriculture, eco-friendly technologies, and waste management, had set up elaborate booths to display their cutting-edge solutions. The fairgrounds were a testament to the growing global emphasis on sustainability and the urgent need to address environmental challenges.

Walking through the fair, the participants were exposed to a wide array of eco-friendly products that offered sustainable alternatives to conventional practices. They witnessed futuristic electric vehicles that promised reduced carbon emissions and increased energy efficiency. Solar panels, wind turbines, and other renewable energy solutions were showcased, highlighting the advancements made in harnessing clean and green power sources.

In addition to energy-related innovations, the fair also featured groundbreaking advancements in sustainable agriculture. Participants were introduced to vertical farming techniques that maximized land usage and minimized water consumption. They witnessed the

integration of technology and agriculture, with smart farming solutions that optimized crop yield while minimizing the use of pesticides and fertilizers.

The fair was not just limited to large-scale solutions; it also highlighted the importance of individual contributions to a greener world. Participants were introduced to a range of eco-friendly household products, such as biodegradable packaging materials, energy-efficient appliances, and reusable alternatives to single-use plastics. These products aim to empower individuals to make sustainable choices in their daily lives.

The fair also provided an opportunity for networking and collaboration among businesses, policymakers, and investors. Participants engaged in fruitful discussions, exploring potential partnerships and investment opportunities in the green sector. The fair's emphasis on sustainability fostered a sense of collective responsibility and inspired participants to work towards a better future.

As the sun began to set, the participants left the fair with a renewed sense of purpose and optimism. The 23rd China International Fair for Investment & Trade not only showcased the latest advancements in green technology but also ignited a passion for building a more sustainable and environmentally conscious world. It served as a reminder that by embracing innovation and making conscious choices, we can collectively create a greener and better future for generations to come.

### **2023, September 9: Flying Back to Beijing**

On September 9, the participants of the Xiamen trip embarked on their return journey to Beijing, marking the end of a remarkable and successful adventure. Filled with excitement and a sense of accomplishment, they boarded their transport with memories that would surely last a lifetime. As they bid farewell to the picturesque coastal city of Xiamen, they carried with them the joy of new friendships forged, the knowledge gained, and the bonds strengthened throughout their time together.

The return journey was a testament to the camaraderie and cooperation that had developed among the participants. As they traveled back to Beijing, their conversations buzzed with animated discussions about the highlights of the trip, the breathtaking sights they had witnessed, and the personal growth they had experienced. Laughter and shared stories filled the air, creating an atmosphere of warmth and unity that would forever be etched in their hearts.

Arriving in Beijing, the participants felt a bittersweet mix of nostalgia and anticipation for what lay ahead. The journey had not only been a resounding success in terms of achieving its objectives but had also left a lasting impact on each individual. With newfound knowledge, a broader perspective, and a strengthened sense of community, they returned to their daily lives ready to apply their learnings and share their experiences with those around them. The Xiamen trip had truly been an unforgettable adventure that had transformed them all in ways they never thought possible.

### **2023, September 10: Holiday in Beijing**

After their return from Xiamen, the participants of the trip were pleasantly surprised to discover that they were given a day off on Sunday to rest and recuperate. However, their adventurous spirits could not be contained, and they collectively decided to make the most of their free day by exploring some parts of Beijing. Eager to delve into the rich history and cultural heritage of the city, they were recommended to visit the awe-inspiring Chinese Royal Palace.

Bright and early on Sunday morning, the group set out on their exploration, armed with excitement and curiosity. Their first stop was the majestic Chinese Royal Palace, also known as the Forbidden City. As they entered through the iconic Meridian Gate, they were immediately struck by the grandeur and magnificence of the ancient imperial palace. The intricate architecture, elaborate carvings, and sprawling courtyards left them in awe, each step revealing a new layer of history.

With knowledgeable guides leading the way, the participants embarked on a comprehensive tour of the palace complex. They wandered through the Hall of Supreme Harmony, the Hall of Central Harmony, and the Hall of Preserving Harmony, each hall more impressive than the last. The fascinating stories shared by the guides brought the palace to life, and the participants found themselves transported back in time, imagining the grand ceremonies and important events that once took place within those hallowed walls.

After exploring the ceremonial halls, the group ventured into the royal living quarters. They marveled at the opulence of the Imperial Garden, a serene oasis within the bustling city, and admired the exquisite architecture of the Hall of Mental Cultivation. The participants could not help but feel a sense of reverence as they stood in the very rooms where emperors once made crucial decisions and ruled over the vast empire.

As the day drew to a close, the participants reluctantly bid farewell to the Chinese Royal Palace, grateful for the opportunity to immerse themselves in the rich history of Beijing. With their minds filled with unforgettable images and their hearts brimming with newfound knowledge, they returned to their accommodations, cherishing the memories of their day of exploration. It was a day that reminded them of the greatness of ancient China and left them with a profound appreciation for the cultural treasures that Beijing had to offer.

### **2023, September 11: Lectures 5 and 6**

Lecture 5, titled "Development Strategies for Cambodia in Response to Shift in Global Energy Landscape," was a captivating presentation delivered by Dr. Zhang Qi, a distinguished professor from the China Energy Strategy Research Institute at China University of Petroleum-Beijing. The lecture provided valuable insights into Cambodia's path toward sustainable development amidst the evolving global energy scenario. Dr. Zhang Qi's expertise and comprehensive understanding of the subject matter made the session truly enlightening and enjoyable.

Throughout the lecture, Dr. Zhang Qi shed light on the challenges and opportunities Cambodia faces in the context of the shifting global energy landscape. With the world transitioning towards cleaner and renewable energy sources, the professor emphasized the importance of formulating effective strategies to align Cambodia's energy sector with these global trends. He highlighted the potential of renewable energy technologies and stressed the need for increased investments in solar, wind, and hydroelectric power generation in Cambodia.

Moreover, Dr. Zhang Qi discussed the significance of regional cooperation and collaboration in promoting sustainable energy development. He emphasized the importance of fostering partnerships between Cambodia and neighboring countries to facilitate the exchange of knowledge, technology, and resources. By leveraging these collaborations, Cambodia can tap into the expertise of regional players and accelerate its transition towards a greener and more resilient energy infrastructure.

The lecture also touched upon the socio-economic implications of Cambodia's energy development strategies. Dr. Zhang Qi highlighted the potential for job creation and economic growth through the expansion of renewable energy industries. He emphasized the importance of empowering local communities and ensuring their active participation in the energy

transition process. By doing so, Cambodia can not only achieve its sustainable development goals but also improve the livelihoods of its citizens.

In conclusion, Dr. Zhang Qi's lecture on development strategies for Cambodia in response to the shift in the global energy landscape was an exceptional and enriching experience. His profound knowledge, coupled with his engaging presentation style, effectively conveyed the importance of adopting sustainable energy practices in Cambodia. The lecture served as a valuable resource for policymakers, researchers, and individuals interested in understanding and contributing to Cambodia's energy transformation journey.

In the afternoon, Lecture 6 focused on the Analysis of the Belt and Road Energy Policy, and it was delivered by the esteemed Dr. Zhang Qi, too. The lecture was a captivating experience, offering a wealth of valuable insights and comprehensive information on the subject matter. Dr. Zhang Qi's expertise in the field was evident throughout the presentation, making it an enlightening and enriching experience for all attendees.

During the lecture, Dr. Zhang Qi provided a thorough analysis of the Belt and Road Energy Policy, shedding light on its objectives, challenges, and potential implications. He offered a comprehensive overview of the policy's goals, which include promoting energy connectivity, facilitating sustainable development, and fostering cooperation among participating countries. This in-depth understanding of the policy allowed participants to gain a broader perspective on its significance in regional and global contexts.

Furthermore, Dr. Zhang Qi explored the key factors influencing the implementation of the Belt and Road Energy Policy. He delved into the economic, political, and environmental considerations that shape its execution, emphasizing the need for a balanced approach that addresses both short-term and long-term goals. By examining the various challenges faced by countries along the Belt and Road, he provided valuable insights into the complexities of energy policy formulation and implementation.

The lecture also highlighted several case studies, illustrating the practical application of the Belt and Road Energy Policy. Dr. Zhang Qi shared examples of successful projects and initiatives, showcasing the positive impact of collaborative efforts in the energy sector. These case studies not only served to reinforce the theoretical concepts discussed but also inspired attendees with tangible examples of how the policy can drive sustainable development and regional integration (see [Dunford & Liu, 2019](#) for the Chinese Belt and Road Initiative).

In conclusion, Dr. Zhang Qi's lecture on the Analysis of Belt and Road Energy Policy was a remarkable experience. The informative and engaging nature of the presentation, coupled with his expertise in the field, ensured that participants gained a deeper understanding of the policy's intricacies and its potential impact. By exploring its objectives, challenges, and real-world applications, Dr. Zhang Qi successfully conveyed the significance of the Belt and Road Energy Policy as a catalyst for sustainable energy development and international cooperation.

### **2023, September 12: Lectures 7 and 8**

Lecture 7, titled "The Development of China's Photovoltaic Industry," took place in the morning and left a lasting impression on the audience. The speaker of the lecture was Dr. Jiang Kejun, a renowned researcher affiliated with The Energy Research Institute of the National Development and Reform Commission. With his expertise and knowledge in the field, Dr. Kejun delivered an exceptional presentation that captivated the attendees.

During the lecture, Dr. Kejun provided a comprehensive overview of the photovoltaic industry in China, covering its historical development, current status, and prospects. He highlighted the significant milestones and breakthroughs that have propelled China to become a global leader in solar energy. The audience was fascinated to learn about the various policies, initiatives, and investments that contributed to the industry's growth and success.

One of the reasons why the lecture resonated so well with the audience was its highly informative nature. Dr. Kejun presented a wealth of data, statistics, and case studies that shed light on the progress and achievements of China's photovoltaic industry. The attendees were able to grasp a deeper understanding of the industry's complexities, challenges, and potential opportunities.

The lecture not only focused on the technical aspects of photovoltaic technology but also explored the economic, environmental, and social implications of its widespread adoption. Dr. Kejun discussed the positive impacts of solar energy on China's energy security, job creation, and carbon emission reduction. This holistic approach helped the audience recognize the broader significance and relevance of the photovoltaic industry.

The engaging delivery style of Dr. Kejun further enhanced the lecture's appeal. His ability to simplify complex concepts and articulate them in a relatable manner ensured that even those with limited prior knowledge of the subject matter could follow along easily. The audience appreciated his enthusiasm and passion for the topic, which made the session both enjoyable

and educational.

Overall, the positive reception of Lecture 7 on The Development of China's Photovoltaic Industry was well-deserved. Dr. Kejun's expertise, the informative content, and his engaging delivery style created a memorable learning experience for everyone present. The audience walked away from the lecture with a heightened appreciation for the remarkable progress made by China in the field of solar energy and a renewed enthusiasm for the potential of photovoltaic technology.

In the afternoon, the highly respected Dr. Jiang Kejun, a renowned expert in the field of sustainable development, again, captivated the audience with an enlightening Lecture 8. With an air of anticipation, participants eagerly gathered in the lecture hall, eager to delve into the topic of Carbon Neutrality and ASEAN Economic and Industrial Development.

As Dr. Jiang took the stage, his commanding presence and wealth of knowledge immediately captured everyone's attention. He began by providing a comprehensive overview of the concept of carbon neutrality, emphasizing its significance in combating climate change. His astute observations highlighted the pressing need for countries to reduce their carbon emissions and transition towards sustainable energy sources.

The lecture was a treasure trove of information, as Dr. Jiang masterfully intertwined theory with real-world examples. He shared case studies of countries within the ASEAN region that had successfully integrated carbon neutrality strategies into their economic and industrial development plans. This practical approach allowed participants to grasp the potential benefits and challenges of implementing such measures in their own countries.

Dr. Jiang's presentation was not only informative but also deeply meaningful. He stressed the importance of collective action, emphasizing that achieving carbon neutrality requires collaboration among governments, industries, and individuals. This call to action resonated strongly with the audience, instilling a sense of responsibility and empowering them to play an active role in driving sustainable change.

The lecture was undoubtedly helpful, as it provided participants with a roadmap for incorporating carbon neutrality into Cambodia's economic and industrial development plans. Dr. Jiang shared innovative policies and technologies that could be adopted to reduce carbon emissions and enhance energy efficiency. Attendees left the lecture hall armed with practical strategies and newfound inspiration to contribute to Cambodia's sustainable future.

Beyond its immediate impact on Cambodia, Dr. Jiang's lecture held significance for the world at large. By shedding light on the potential of carbon neutrality in the ASEAN region, he ignited a global conversation on the importance of sustainable development. His insights had far-reaching implications, inspiring policymakers, academics, and activists to explore similar strategies to combat climate change and foster economic growth simultaneously.

In conclusion, Dr. Jiang Kejun's Lecture 8 on Carbon Neutrality and ASEAN Economic and Industrial Development was a resounding success. Its greatness lay not only in the wealth of knowledge imparted but also in its capacity to ignite change and inspire individuals to actively contribute towards a more sustainable future. Cambodia and the world have been enriched by this informative, meaningful, and useful discourse, setting the stage for a greener and more prosperous tomorrow.

### **2023, September 13: Lectures 9 and 10**

Lecture 9, delivered by Dr. Liang Ziqian, the esteemed Dean of The Central Asia Regional Economic Cooperation Institute, was a captivating and enlightening session focused on the topic of Green China. The lecture took place in the morning, setting a vibrant and energizing atmosphere for the audience.

Dr. Liang commenced the lecture by emphasizing the importance of environmental sustainability and the urgent need for countries to adopt greener practices. He discussed how China, as the world's most populous nation and a major global player, has recognized the significance of addressing environmental challenges and has taken proactive measures to become a greener nation.

One of the key points highlighted by Dr. Liang was China's commitment to renewable energy. He elucidated the remarkable progress China has made in renewable energy generation, particularly in wind and solar power. Through substantial investments and technological advancements, China has become a global leader in renewable energy production, significantly reducing its reliance on fossil fuels.

Furthermore, Dr. Liang delved into China's ambitious goals for reducing carbon emissions. He discussed the country's efforts to promote energy efficiency and the implementation of stringent emission standards across industries. China's commitment to transitioning to a low-carbon economy was evident through its promotion of electric vehicles, the development of green infrastructure, and the establishment of carbon trading markets.



In addition to energy and emissions, Dr. Liang highlighted China's dedication to environmental conservation. He spoke about the country's extensive afforestation initiatives, which have resulted in the expansion of forest coverage and the preservation of biodiversity. China's commitment to ecological restoration projects, such as the revitalization of wetlands and the protection of endangered species, was also emphasized during the lecture.

Dr. Liang further elaborated on China's international collaborations in promoting green development. He discussed China's active participation in global environmental forums and its commitment to the Paris Agreement. China's cooperation with neighboring countries, especially in the Central Asia region, was highlighted as a means to jointly address environmental challenges and foster sustainable development.

The lecture also discussed China's efforts to promote green technologies and innovation. Dr. Liang emphasized the country's investments in research and development, fostering a conducive environment for green startups, and encouraging the adoption of clean technologies in various sectors of the economy.

Furthermore, Dr. Liang shed light on China's green finance initiatives, which aim to mobilize capital towards environmentally friendly projects. He explained how China has established green bonds, green funds, and sustainable investment platforms to support the financing of green projects and encourage sustainable economic growth.

In conclusion, Dr. Liang's lecture on Green China provided a comprehensive overview of China's remarkable progress and commitment to environmental sustainability. The audience left the session with a deeper understanding of China's green initiatives, ranging from renewable energy adoption to carbon reduction strategies, ecological conservation, international collaborations, and the promotion of green technologies. It was an insightful and thought-provoking lecture that inspired attendees to reflect on the importance of pursuing a greener and more sustainable future.

In Lecture 10, delivered by Dr. Liang Ziqian, the topic of discussion was "Methods for Energy Enterprises to Achieve Carbon Neutrality through Public Welfare Platform." The lecture primarily focused on the concept of Green China and provided valuable insights into how energy enterprises can contribute to carbon neutrality through the utilization of public welfare platforms. Dr. Liang's presentation took place in the afternoon and was highly informative, leaving the audience with a deeper understanding of the subject matter.

The lecture began with an introduction to the pressing issue of climate change and the urgent need for sustainable practices in the energy sector. Dr. Liang emphasized the significant role energy enterprises play in carbon emissions and highlighted the importance of their active involvement in achieving carbon neutrality.

One of the key points discussed was the integration of public welfare platforms with energy enterprises. Dr. Liang emphasized that by leveraging these platforms, energy enterprises can effectively engage with the public and promote sustainable practices. This approach allows for the dissemination of knowledge, awareness campaigns, and the implementation of green initiatives on a broader scale.

Furthermore, Dr. Liang elaborated on the benefits of public welfare platforms, which include the ability to raise funds for sustainable projects, foster collaboration between stakeholders, and facilitate public participation in environmental conservation efforts. He provided examples of successful initiatives where energy enterprises collaborated with public welfare platforms to drive positive change, resulting in reduced carbon emissions and increased community engagement.

The lecture also explored various strategies for energy enterprises to promote carbon neutrality through public welfare platforms. Dr. Liang discussed the importance of conducting comprehensive carbon footprint assessments and setting achievable targets for emissions reduction. He stressed the significance of transparency and accountability in these efforts.

Additionally, Dr. Liang highlighted the value of partnerships between energy enterprises and non-profit organizations to leverage their respective strengths and resources. By working together, these collaborations can accelerate the implementation of sustainable energy projects and create a lasting impact.

The lecture touched upon the role of technology in achieving carbon neutrality. Dr. Liang discussed the potential of digital platforms, such as mobile applications and online portals, to raise awareness, monitor energy consumption, and facilitate behavioral changes. He emphasized the need for innovation and the adoption of clean technologies to drive the transition to a greener energy landscape.

In conclusion, Dr. Liang Ziqian's lecture provided valuable insights into the methods for energy enterprises to achieve carbon neutrality through the utilization of public welfare platforms. The discussion on Green China and the integration of sustainability practices within

the energy sector shed light on the crucial role of energy enterprises in combating climate change. The lecture delivered in the afternoon was thought-provoking and left the audience with a deeper understanding of the strategies and opportunities available for energy enterprises to contribute to a sustainable future.

### **2023, September 14: Lecture 11**

Lecture 11 marked the culmination of the seminar, bringing together experts and participants eager to gain insights into the latest advancements in the field of new energy generation technology. Dr. Li Yan, a distinguished figure in the industry, was entrusted with the responsibility of delivering this final lecture, which took place in the morning session. As a Professorate Senior Engineer at the New Energy Research Institute of China Electric Power Research Institute, Dr. Li Yan brought a wealth of knowledge and experience to the podium.

The lecture revolved around the current situation and development prospects of new energy generation technology. With the world increasingly shifting its focus towards sustainable and clean energy sources, the importance of understanding the latest trends and innovations in this field cannot be overstated. Dr. Li Yan skillfully navigated through a comprehensive analysis of the existing landscape, shedding light on the latest breakthroughs and challenges faced by the industry.

Throughout the lecture, Dr. Li Yan presented a meticulous overview of various new energy generation technologies, including solar power, wind power, hydropower, and geothermal energy. He explored their respective strengths, weaknesses, and potential for further development. Attendees were captivated by his in-depth analysis, which encompassed both the technical and economic aspects of these technologies.

Moreover, Dr. Li Yan delved into the global energy transition and its implications for the future. He highlighted the increasing demand for renewable energy sources, driven by concerns over climate change and the need to reduce greenhouse gas emissions. Drawing upon current market trends and policy frameworks, he offered valuable insights into the role of new energy generation in achieving sustainable development goals.

The lecture also provided a platform for fruitful discussions and knowledge exchange among the participants. Dr. Li Yan encouraged active participation and welcomed questions from the audience, fostering a collaborative atmosphere where ideas and perspectives were shared. The engagement of attendees further enriched the learning experience, as they brought

their diverse backgrounds and expertise into the discussion.

By the end of the lecture, participants left with a deeper understanding of the current state of new energy generation technology and its prospects. Dr. Li Yan's expertise and engaging delivery ensured that the audience gained valuable insights that could be applied in their respective fields and organizations. The seminar concluded on a high note, leaving attendees inspired and equipped with the knowledge to contribute to the ongoing energy transition.

In the afternoon, with no class scheduled, the participants of the program found themselves with a free afternoon in Beijing. Despite their upcoming departure, their love for the city was unwavering, and they were determined to make the most of their remaining time. They decided to embark on a final exploration of Beijing, ensuring that they experienced as much of the city's rich culture and history as possible.

Their first destination was the renowned Chinese Royal Palace, a majestic architectural masterpiece that had stood for centuries. As they entered the palace grounds, they were immediately captivated by the grandeur and beauty surrounding them. The palace's intricate designs, vibrant colors, and ornate details were truly a sight to behold. They marveled at the historic significance of this place, knowing that they were walking in the footsteps of emperors and empresses from China's imperial past.

Within the palace, they ventured into various halls and chambers, each with its own unique story to tell. They admired the intricate wood carvings, delicate porcelain, and ancient artifacts that were carefully preserved within the palace walls. The participants were in awe of the opulence and grand scale of the royal residence, gaining a deeper appreciation for the rich cultural heritage of China.

As they continued their exploration, the group wandered through the palace gardens, where tranquility enveloped them. They strolled along winding pathways, surrounded by lush greenery and blooming flowers. They paused to admire the traditional Chinese architecture found within the garden, such as magnificent pavilions and charming bridges that spanned picturesque ponds. It was a serene and peaceful oasis amidst the bustling city, allowing them to reflect on their time in Beijing and the memories they had created.

The participants also took the opportunity to engage with the local culture during their final exploration. They interacted with friendly locals, practiced their Mandarin language skills, and sampled delicious street food from vendors along the way. They embraced the vibrant street

life of Beijing, immersing themselves in the city's energy and spirit.

As the sun began to set, casting a warm golden glow over the city, the participants knew that their time in Beijing was coming to an end. With heavy hearts, they bid farewell to the Chinese Royal Palace, taking one last look at its magnificent architecture and reflecting on the rich experiences they had gained during their stay. Although they were leaving, their love for Beijing would remain in their hearts, serving as a reminder of the incredible journey they had embarked upon.

### **2023, September 15: Closing Ceremony and Farewell Lunch**

The Closing ceremony of the China-Aid Training Program was a momentous occasion, graced by the presence of Ms. Shi Jie, Deputy Director of the Coordinating Office of China-Aid Training Program at AIBO, MOFCOM, and Mr. Lim Chandara, the esteemed Representative of the Association Students in China. These two remarkable individuals delivered truly exceptional speeches, leaving a lasting impact on all the participants.

Ms. Shi Jie's address was both powerful and enlightening. Her extensive knowledge and experience in the field of international cooperation and training programs shone through her words. She shared valuable insights into the significance of China's aid programs and the transformative impact they have on individuals and nations alike. Her speech not only highlighted the achievements of the China-Aid Training Program but also emphasized the importance of fostering lasting friendships and cultural understanding between China and its partner countries.

Following Ms. Shi Jie's enlightening speech, Mr. Lim Chandara took the stage, representing the Association of Students in China. His words resonated deeply with the participants, as he spoke passionately about the experiences and memories they had created during their time in China. His speech was a heartfelt expression of gratitude towards the Chinese government and its people for their warm hospitality and unwavering support. Mr. Lim Chandara's eloquence and sincerity left a profound impact, instilling a sense of gratitude and appreciation within the hearts of all the participants.

The closing ceremony was a joyous and celebratory event, as participants expressed their overwhelming happiness and gratitude towards the organizers and hosts. The speeches delivered by Ms. Shi Jie and Mr. Lim Chandara were not only great in their content but also highly informative, providing valuable insights and perspectives. The participants recognized

the significance of the China-Aid Training Program and acknowledged its role in shaping their personal and professional growth.

Undoubtedly, the memories forged during their time in China would remain etched in the hearts of all the participants forever. The cultural exchange, knowledge sharing, and friendships formed during the program would serve as a strong foundation for future collaborations and cooperation between China and the participants' home countries. The Closing ceremony marked the end of a remarkable journey, leaving an indelible mark on the participants and solidifying China's commitment to international cooperation and development.

In conclusion, the Closing ceremony of the China-Aid Training Program was a resounding success, thanks to the exceptional speeches delivered by Ms. Shi Jie and Mr. Lim Chandara. The participants left the event inspired, grateful, and with a deep appreciation for the transformative power of international training programs. The ceremony served as a poignant reminder of the enduring friendships and memories created during their time in China, ensuring that the impact of this program would resonate for a lifetime.

After the Closing Ceremony of the event came to a spectacular end, participants and attendees were eagerly looking forward to the post-event celebrations. And what better way to celebrate than by indulging in a sumptuous feast of Chinese traditional dishes? The organizers had meticulously arranged for a mouthwatering lunch spread that would showcase the rich culinary heritage of China.

As participants entered the dining area, their senses were immediately tantalized by the enticing aromas wafting through the air. The sight that greeted them was a feast for the eyes as well, with beautifully arranged dishes adorning the buffet tables. The vibrant colors of the various dishes, from fiery reds to vibrant greens, were a testament to the artistry and attention to detail that went into their preparation.

The lunch menu featured a wide array of Chinese delicacies, representing different regions and cooking styles. From the fragrant stir-fried dishes of Sichuan to the delicate steamed dumplings of Guangdong, there was something to satisfy every palate. Participants eagerly filled their plates with favorites such as Kung Pao chicken, sweet and sour pork, Peking duck, and mapo tofu, savoring each bite and discovering new flavors along the way.

The organizers had also made sure to cater to various dietary preferences and restrictions, offering vegetarian and gluten-free options that were equally delicious and satisfying. Fresh

vegetables, tofu, and mushrooms were expertly prepared, creating dishes that were bursting with flavor and texture. The attention to detail and consideration for diverse dietary needs further enhanced the dining experience, ensuring that everyone could fully enjoy the culinary delights.

As participants savored their meals and engaged in lively conversations, the lunch became not just a meal but also a celebration of cultural exchange and camaraderie. People exchanged recommendations, shared stories of their favorite Chinese dishes, and bonded over their shared love for food. Laughter and conversation filled the room, creating a warm and welcoming atmosphere that perfectly complemented the delicious feast.

The post-event lunch, with its delectable selection of Chinese traditional dishes, was a fitting finale to an incredible journey of learning, collaboration, and celebration. Participants left the dining area with satisfied appetites, joyful memories, and a newfound appreciation for the rich and diverse culinary heritage of China. The lunch had not only nourished their bodies but also nourished their souls, leaving them with a lasting connection to the flavors and traditions of this vibrant culture.

### **2023, September 16: Returning to Cambodia**

After a successful and memorable experience in Beijing, the Cambodian participants were relieved to finally return to their homeland, Cambodia. The journey back began with a bus ride from their accommodation to the airport. As they boarded the bus, a sense of bittersweet nostalgia filled the air. They reminisced about the incredible moments shared during their time in China, from forging new friendships to immersing themselves in a different culture.

Upon reaching the airport, the participants bid farewell to their Chinese hosts and expressed their heartfelt gratitude for the hospitality and warmth extended to them throughout their stay. Emotions ran high as they exchanged hugs and promises to keep in touch. With their luggage in tow, they proceeded to the check-in counters, eager to embark on the next leg of their journey.

The participants boarded the plane, their excitement palpable. As the aircraft taxied down the runway, they gazed out the windows, taking in the sprawling cityscape of Beijing one last time. The flight was smooth and comfortable, offering a chance for reflection on the transformative experiences they had gained during their time abroad.

As the plane descended toward Phnom Penh International Airport, a sense of familiarity and belonging washed over the participants. The sight of their homeland from above filled them with a deep sense of pride and joy. Upon landing, they gathered their belongings and made their way through the bustling airport, greeted by the welcoming sights and sounds of Cambodia.

Finally, the participants bid each other farewell at the airport, ready to be reunited with their families and loved ones. As they dispersed to their respective homes, they carried with them cherished memories, new perspectives, and a sense of fulfillment. They knew that this journey had left an indelible mark on their lives, inspiring them to continue exploring and embracing the world with open hearts and open minds.

### **In conclusion**

To put it briefly, the seminar on "Green Energy Development for Cambodia" has been an exceptional event that has left a lasting impression on all the participants. The organizers and Chinese instructors deserve commendation for their outstanding efforts in delivering a highly informative and engaging seminar. Throughout the event, the atmosphere was vibrant with enthusiasm and a shared commitment towards sustainable energy solutions.

The seminar provided a valuable platform for knowledge exchange, where experts from China shared their extensive experience and expertise in green energy development. The participants were able to gain insights into the latest technological advancements, best practices, and successful case studies. The interactive sessions, presentations, and practical demonstrations greatly enhanced their understanding of renewable energy sources and their potential applications in Cambodia.

The positive feedback from the participants is a testament to the seminar's success. It was evident that they found immense value in the information presented, and their active participation reflected their eagerness to implement sustainable energy solutions in their endeavors. The newfound knowledge and skills acquired during the seminar will undoubtedly contribute to the participants' professional growth and enable them to make significant contributions towards Cambodia's green energy future.

Moreover, the seminar fostered strong bonds of friendship and collaboration between Cambodia and China. The warm hospitality extended by the hosts created a welcoming environment, facilitating open dialogue and the exchange of ideas. The cultural exchange that



took place during the seminar further strengthened the ties between the two nations, leaving an indelible mark on the hearts and minds of the participants.

The seminar's impact extends beyond the immediate context of the event. The knowledge and insights gained by the participants will be disseminated widely, creating a ripple effect that will benefit the broader community. It is through such initiatives that we can lay the foundation for a sustainable and eco-friendly future for Cambodia.

Importantly, the seminar emphasized the urgent need for green energy development in Cambodia. As the energy demand continues to rise, it is imperative to focus on renewable sources that minimize environmental impact and promote sustainable economic growth. The seminar catalyzed heightened awareness and action, inspiring the participants to advocate for green energy policies and contribute to a more sustainable energy ecosystem.

As we bring this seminar to a close, it is essential to express our gratitude to the organizers, the Chinese instructors, and all the participants for their invaluable contributions. Their dedication, enthusiasm, and active engagement made this seminar a resounding success. The knowledge gained, friendships forged, and ideas exchanged during this event will be cherished, and the impact will extend far into the future.

In conclusion, the seminar on "Green Energy Development for Cambodia" has been an enlightening and transformative experience. It has equipped the participants with the necessary tools, knowledge, and inspiration to actively participate in shaping a greener and more sustainable future for Cambodia. China's invaluable support and expertise have left an indelible mark on the participants, fostering strong bonds of friendship and collaboration. The seminar will be remembered as a milestone in Cambodia's journey towards a cleaner and more prosperous future, and the lessons learned will continue to guide us in our pursuit of sustainable energy development.

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Appendices



ក្រសួងរ៉ែ និងថាមពល  
Ministry of Mines and Energy  
លេខ: ៤៦៩. MME

ព្រះរាជាណាចក្រកម្ពុជា  
ជាតិ សាសនា ព្រះមហាក្សត្រ  
Kingdom of Cambodia  
Nation Religion King

Phnom Penh, Date: 16 June 2023

To: His Excellency Ambassador  
Embassy of the People's Republic of China  
in the Kingdom of Cambodia

Subject: Nomination Letter to Attend the Seminars, People's Republic of China

Ref: Letter No. 047/2023 dated on 17<sup>th</sup> April, 2023, Embassy of the People's Republic of China in the Kingdom of Cambodia.

Dear H.E. Ambassador,

Referring to the above subject and reference, the Ministry of Mines and Energy (MME) of the Kingdom of Cambodia, is very pleased to nominate officials to attend the seminars as below:

A. Seminar on Clean Energy Application Technology for Developing Countries, from 24<sup>th</sup> August to 13<sup>th</sup> September, 2023 in Chengdu, Sichuan

- 1. Mrs. CHHUN Sina Deputy Director, Department of Technique and Energy Business Policies
- 2. Mr. KIM Tepsopheanith Vice Chief of Office, Department of Technique and Energy Business Policies
- 3. Ms. OEUN Sreyneth Vice Chief of Office, Department of Technique and Energy Business Policies
- 4. Mr. SORN Bora Vice Chief of Office, Department of Thermal and Combustion Energy

B. Seminar on Green Energy Development for Cambodia, from 01<sup>st</sup> to 15<sup>th</sup> September, 2023 in Beijing

- 1. Mr. SAR Sensrosh Deputy Director, Department of Administration and Information Technology
- 2. Mr. PHAT Nirot Chief of Office, Department of Personnel
- 3. Ms. HENG Kimsan Chief of Office, Department of Accountant and Finance
- 4. Mr. TORNG Ney Chief of Office, Department of Energy Development
- 5. Mr. CHUN Vutha Chief of Office, Department of Renewable Energy and Other Energy
- 6. Ms. ROU Veasna Vice Chief of Office, Department of Energy Development
- 7. Mr. TANG Bunchhay Vice Chief of Office, Department of Planning
- 8. Ms. MEACH Monysorphoan Vice Chief of Office, Department of Thermal and Combustion Energy
- 9. Mrs. NOU Sreyleak Vice Chief of Office, Department of Renewable Energy and Other Energy
- 10. Mrs. SAM Sreyoun Vice Chief of Office, Department of Hydro Power
- 11. Mr. SAO Sangvath Official, Department of Legislation
- 12. Ms. BUN Sreyleak Official, Department of Cooperation and ASEAN Affairs
- 13. Ms. PRUM Sreyroth Contract Official, General Department of Energy
- 14. Ms. CHUN Sreymao Contract Official, General Department of Energy
- 15. Ms. KOEM Sreyleap Contract Official, Department of Hydro Power

លេខ ១ មហាវិថីព្រះនរោត្តម សង្កាត់វត្តភ្នំ ខណ្ឌដូនពេញ រាជធានីភ្នំពេញ ខុរស័ទ្ធ (៨៥៥) ២៣ ២១៩ ៥៧៤  
#1, Preah Norodom Blvd, Sangkat Wat Phnom, Khan Daun Penh, Phnom Penh. Tel: (855) 23 219 574 www.mme.gov.kh info@mme.gov.kh

Scanned with CamScanner

**C. Seminar on Energy Conservation, Emission Reduction and New Energy Industry Development, from 26<sup>th</sup> October to 15<sup>th</sup> November, 2023 in Chengdu, Sichuan**

- |                        |   |
|------------------------|---|
| 1. Ms. SAN Vibol       | Deputy Director, Department of Thermal and Combustion Energy          |
| 2. Mrs. PRAK Chanputhy | Deputy Director, Department of Technique and Energy Business Policies |
| 3. Mr. TIM Bunthoem    | Chief of Office, Department of Technique and Energy Business Policies |
| 4. Mrs. SOEM Sary      | Official, Department of Renewable Energy and Other Energy             |

The Ministry of Mine and Energy avails itself of this opportunity to renew to the Embassy of People's Republic of China the assurances of its highest consideration.



SUY SEM  
MINISTER



សមាគមនិស្សិតកម្ពុជាប្រចាំសាធារណរដ្ឋប្រជាមានិតចិន  
柬埔寨駐中國學生會  
ASSOCIATION OF CAMBODIAN STUDENT IN CHINA

No: 125/2023 ACSC

Phnom Penh, August 21 2023

Nomination Letter

To **Mr. Wang Peng**  
First Secretary of Economic and Commercial Office of the Chinese Embassy  
Phnom Penh, Kingdom of Cambodia

**Subject:** Nomination of Six Members of the Association of Cambodian Student in China to Attend the Offline Seminar on Green Energy Development for Cambodia in Beijing, P.R. China, from 01-15 September 2023.

Dear **Mr. Wang**

Referring to the above subject, the Association of Cambodian Student in China (ACSC) is very pleased to receive the information about the offline seminar on Green Energy Development for Cambodia, which will be held on 01-15 September 2023 in Beijing, P.R. China. Therefore, our association is writing this letter to enthusiastically nominate six of our members to attend the above-mentioned seminar as follows:

- |                                |                |
|--------------------------------|----------------|
| 1. <b>Mr. Chhun Putthyseth</b> | Member of ACSC |
| 2. <b>Mr. Em Sereyrath</b>     | Member of ACSC |
| 3. <b>Mr. Khoeun Chanto</b>    | Member of ACSC |
| 4. <b>Mr. Lim Chandara</b>     | Member of ACSC |
| 5. <b>Ms. Loem Chhuncheng</b>  | Member of ACSC |
| 6. <b>Mr. Yang Monyoudom</b>   | Member of ACSC |

The above-mentioned candidates are highly motivated and qualified professionals with full professional English proficiency, strong educational and working background.

If you have any inquiry or question, please do not hesitate to contact **Mr. Chhun Putthyseth** at +855 92 204 566 or Email: [putthysethchhun@gmail.com](mailto:putthysethchhun@gmail.com)

Kindly find enclosed herewith application forms and related required document.

Please accept, Mr. First Secretary, the assurances of my highest consideration.

Sincerely yours,

**Um Vuty**  
Founder and Chairman of Board of Directors of ACSC



**ព្រះរាជាណាចក្រកម្ពុជា**  
**ជាតិ សាសនា ព្រះមហាក្សត្រ**

**ក្រសួងអប់រំ យុវជន និងកីឡា**  
លេខ: ២១០៩ អយក.១២៤

**លិខិតឧទ្ទេសនាម**

**យោង ៖** លិខិតលេខ១១២/២០២៣ ស.ន.ក.ច ចុះថ្ងៃទី១៩ ខែសីហា ឆ្នាំ២០២៣ របស់សមាគមនិស្សិត  
កម្ពុជាប្រចាំសាធារណរដ្ឋប្រជាមានិតចិន ។  
- ចំណារបញ្ជូនលេខ ២៧២៥ អយក.ត បុប ចុះថ្ងៃទី២២ខែសីហា ឆ្នាំ២០២៣ របស់មន្ទីរអប់រំ យុវជន  
និងកីឡា ខេត្តតាកែវ ។

លោក **រឿម សិរិន្ទ** គ្រូបង្រៀនកម្រិតឧត្តម ឯកទេសអក្សរសាស្ត្រអង់គ្លេស បម្រើការនៅវិទ្យាល័យ  
គិត ម៉ែងប្រាសាទ ខេត្តតាកែវ ត្រូវបានអនុញ្ញាតឱ្យទៅចូលរួមសិក្ខាសាលាស្តីពី " Green Energy Development  
for Cambodia " ដែលនឹងប្រព្រឹត្តទៅចាប់ពីថ្ងៃទី០១ ដល់ថ្ងៃទី១៥ ខែកញ្ញា ឆ្នាំ២០២៣ នៅទីក្រុងប៉េកាំង  
សាធារណរដ្ឋប្រជាមានិតចិន ។

ថ្ងៃ ពុធ ១៤ ខែស្រាពណ៍ ឆ្នាំថោះ បញ្ចស័ក ព.ស.២៥៦៧  
រាជធានីភ្នំពេញ ថ្ងៃទី០១ ខែកញ្ញា ឆ្នាំ២០២៣

**ឧបនាយករដ្ឋមន្ត្រី**  
**រដ្ឋមន្ត្រីក្រសួងអប់រំ យុវជន និងកីឡា**

- កន្លែងទទួល៖**
- រដ្ឋបាលខេត្តតាកែវ
  - អគ្គនាយកដ្ឋានរដ្ឋបាល និងហិរញ្ញវត្ថុ
  - អគ្គនាយកដ្ឋានអប់រំ
  - ខុទ្ទកាល័យឯកឧត្តមបណ្ឌិតសភាចារ្យឧបនាយករដ្ឋមន្ត្រី  
" ដើម្បីជូនជ្រាបជាព័ត៌មាន "
  - មន្ទីរអប់រំ យុវជន និងកីឡាខេត្តតាកែវ  
" ដើម្បីមុខការ "
  - សាមីជន " ដើម្បីអនុវត្ត "
  - កាលប្បវត្តិ
  - ឯកសារនា.បុគ្គលិក

**បណ្ឌិតសភាចារ្យ ហង់ ជួន ណារ៉ុន**

## **Strategies to Foster Academic Excellence: A Comprehensive Guide on How to Set and Sustain High Expectations for Students**

**Kassy Sey**

*Ph.D. Student in Educational Sciences, The University of Cambodia*

*Senior Vice-School Principal at Khmer Intellectual Academy*

**Sinaroth Soriya**

*Bachelor's degree in English Literature, The University of Cambodia*

*Teacher of English at Khmer Intellectual Academy*

Setting high expectations means expecting all your students to achieve more than others ([Rubie-Davies, 2014](#)). Teacher expectation effects have provided evidence that expectations do exist in regular classroom situations, and they can influence student performance and achievement. Having high expectations means believing in your students that they should always achieve all the work by working hard on it. Raising high expectations does not mean being strict with your students or always letting them do a lot of work. It is quite the opposite. Class-level expectations influence students learning and self-perceptions and relate to teacher attitudes toward students. [Hersh and Walker \(1983\)](#) stated that if we receive great expectations, schools are considered to be effective. Expectations for the class are important because they result in the teacher forming normative expectations of achievement for a particular class.

One of the most important ways to set high expectations for students is to have a good role model for our students. We need strong teachers to succeed in setting high expectations for students ([Sara et al., 2020](#)). Before we set high expectations for our students, we have to set high expectations for ourselves first. When teachers have high expectations, they will influence students ([Park et al., 2019](#)). This means that teachers have particular expectations for students, their expectations can lead them to deliver instruction that they think is appropriate based on their pedagogical beliefs. Their pedagogical beliefs will, therefore, drive their instructional decision-making. As noted by [Sey \(2023\)](#), continuing professional development is important for teachers. Teacher expectations can be identified at the whole-class level and a relationship between the class-level expectations of teachers and outcomes for students. Students whose teachers have high expectations for the whole class (high expectation teachers) appear to make positive gains, both academically and in terms of psychosocial development, as a result of being with those teachers.

Furthermore, another way to set high expectations for students is to teach students about growth mindsets. For example, when the students say they cannot do something, we have to tell them that they can try a different way. When they say this work is good enough, we appreciate them and give them a high five. If they say this work is too hard, teachers have to explain them again and teachers must state that this may take some time and effort on it. [Sey \(2023\)](#) confirmed that if teachers apply one way it does not work properly. Teachers must employ another strategy to set high expectations for students. Therefore, this is the best way to set high expectations for students to teach them a growth mindset better than a fixed mindset. There is more of a growth mindset you have to know as a teacher to teach, to show, and to encourage your students to keep up their good work and do their best to study or any work that they want to achieve. Interestingly, we have to focus on their effort, not their excellence. [Sey \(2023\)](#) stated that now it is not a challenge like during the COVID-19 pandemic; for instance, teachers easily set high expectations for students. Teachers can always keep motivating students so that they can get success in their studies.

In addition, another point of setting high expectations for students is to set them achievable but difficult tasks. The students enjoy learning new things and also the work that the teacher asks them to do. However, if we set the work that is too easy for them, they can do it fast and they easily get bored with it as well. Hence, teachers must set the worksheet or the exercise that they have to spend their time thinking about, discussing, and working with their friends. This is the time that can allow your students to use their brains to think and work hard to solve all the issues in their work. If teachers and students have good interactions with each other, they will achieve high expectations as well ([Tsiplakides & Keramida, 2010](#)). Moreover, they can challenge their friends by who finishes it first or who gets more correct answers.

Lastly, to set high expectations, students and teachers have to express unconditional positive regard to the students. For instance, we all know that praising students for their work is motivational; therefore, teachers should keep saying good words to admire students. It is the thing that I know and it works. Furthermore, it boosts a student's self-esteem and helps them quickly in building relationships between teachers and students. Traditionally, the teachers will tell students that they have done a great job. Students need to do whatever teachers assign them to do. [Sey \(2021\)](#) added that students should be ready for their technical purposes such as using Google Class or any difficult tasks to become the best student. [Sey and Em \(2023\)](#) addressed that those students had negative feelings when learning the new Zoom platform. This is one



example of setting high expectations because teachers should know and students should not complain when doing tasks. In addition to this, teachers must say good words to students so they have a good feeling to achieve tasks. Doing so, students feel happy and they enjoy learning more effectively and actively. Moreover, [Rojas and Liou \(2014\)](#) also declared that to achieve high expectations, teachers should be well-trained and use appropriate pedagogies.

In conclusion, the ways to set high expectations for students are not easy. Namely, it takes teachers' effort. Raising expectations is great for getting the best out of learners. It is simple if you set low standards, you get low effort. And if you set high standards, you will get high effort. If you are a teacher who does not work on good manners or neat work, your students are not going to work hard on their manners, too. To achieve high expectations, teachers must keep engaged with their students ([McDonald et al., 2016](#)). But if you are a teacher with high expectations and also set high expectations for your students. Everything will work with a great job and get the best achievement. However, teachers should join continuing professional development to learn new things to develop critical ways to set high expectations for students ([Sey, 2023](#)). Schools must create more equitable educational settings where all students achieve their fullest potential ([Bae et al., 2008](#)).

### **The Authors**

**Kassy Sey** is currently a Senior Vice-School Principal at Khmer Intellectual Academy. He used to be a part-time lecturer at RUPP and UC. Now he is also a part-time teacher at CAM-ASEAN International Institute. In 2012, he received a fully funded scholarship to undertake a bachelor's degree in English literature at the Institute of New Khmer. Later in 2016, he received another fully funded scholarship to pursue his master's degree in Teaching English as a Foreign Language (TEFL) at The University of Cambodia. Interestingly, with a continuing scholarship from The University of Cambodia, he is now pursuing a Ph.D. in educational sciences. He has 13 years of teaching experience. So far, he has published 9 articles in both national and international journals. His research interests involve technology in education, teacher education, and leadership.

**Sinaroth Soriya** is currently a teacher of English at the Khmer Intellectual Academy. She has been teaching for two years. She was awarded a fully funded scholarship to study at the University of Cambodia through an international track test. Moreover, she is majoring in

Teaching English as a Foreign Language. Her research interests involve teacher education and classroom games.

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# International Journal of Cambodian Education (IJCE)

In the realm of dawn, we rise with a sigh,  
Awakened late, beneath a golden sky.  
Yet fret not, dear soul, for time's elusive crest,  
For in our hearts, we strive to beat the best.

Though others may have danced on the morning's stage,  
Their footsteps light, their melodies engaged,  
We'll forge our path, with resolute desire,  
Through trials fierce, our spirits shall aspire.

With every step, we'll paint our canvas bold,  
In vibrant hues, our stories shall be told.  
For tardy may we be, but fear we shan't allow,  
Our dreams shall soar, on wings that yet avow.

So let the sun's embrace ignite our fire,  
With burning passion, our souls inspire.  
Though late we wake, we'll chase what's still unseen,  
And conquer realms, where greatness lies serenely.

For time is but a vessel, we control,  
Our journey's pace, within our very soul.  
So let us strive, for our limits to erase,  
Awakening late, yet winning life's grand race.

*By The International Journal of Cambodian Education (IJCE), 2023*