

EDUCATION IN JAPAN AND CAMBODIA: PAST, PRESENT, AND FUTURE

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ABSTRACT: *This paper explored the context, distinctive nature of Japanese and Cambodian education systems history, and establishment by preliminary document studies. It briefly described education reforms and trends towards twenty-first-century education globally. The paper reviewed the evolution and modernization of education in the past, present, and future of both countries. It presented the historical education systems and reforms from one regime to another involving the fundamental education laws, education administration, and school management policies before, during, after world war II, and current education management systems in Japan. The paper also stated the education systems and schooling in Cambodia started at Buddhist monastic (wat) as schools, the education structures and reforms before and after World War II, zero education during Pol Pot regime, and development education with precisely education strategic plan by the Ministry of Education, Youth, and Sports (MoEYS) at present. The paper addressed the education trends toward education globally by 2030 of both countries. This study would be a significant academic source for educators and other researchers. The paper recommended further study on i) the impacts of education reforms and ii) the relationship between current education implementation and its trend of both countries.*

KEYWORDS: education in Japan and Cambodia, past, present, and future

INTRODUCTION

The education systems and practices have been dramatically reformed in different countries in the world. Japan has its long history of education systems since ancient times of the 6th century. It began in the Edo period that education became widespread to common people and during the Meiji era there were many obstacles to overcome. The fundamental law of education and the school laws were promulgated under the influence of the U.S in Japan. The comprehensive reforms include a wide range of changes such as reform of education laws, admission, policies, national curriculum standards to ensure the success of new approaches to teaching and learning toward twenty-first-century education. On the other hand, the education in Cambodia started with traditional education at a local wat (Buddhist pagoda) as schools, the education systems during the period of the French protectorate which was based on the French model. By the beginning of World War II, Cambodian education systems were under-developed, zero education during the Khmer Rouge (Pol Pot) regime until the present of modern education. The process of transforming into a twenty-first-century education system have been with many challenges. Both countries have developed a similar education strategic plan in achieving sustainable development goals by 2030.

Education in Japan

Early History of Education in Japan

The historians of Japan agreed that the education in Buddhist scripts was found in the temple by numbers of Japanese Buddhist priests in A.D. 538 or 552. The first schools, the Daigakuryo, or College Dormitories were recognized in Japan's history and established in the nation's capital, and the Kokugaku or, National Schools were established in major cities, accordance to the Taihorituruyo, or Great Treasure Laws enacted in A.D. 701. At the time, there was a number of educational systems were established to provide exclusive education for the ruling class, i.e., aristocrats, Samurai, and priests. Although the political systems changed from time to time, these educational systems persisted because the schools were established by the ruling Daimyo (feudal lords or landlords) or samurai families. Although there were not many educational institutions for all people across the country, it was initiated in the thirteenth and fourteenth centuries and continued afterward in the Buddhist temples.

Development of Education in the Edo Period (1603-1868)

here was a relative of different destinations of Japanese educational institutions during 250 years of the Edo period since Japan enjoyed a long period of peace and social stability. Under the Tokugawa Shogunate (1603-1868), the country followed the policy of making good relationships across the world. The public education institutions (Hankô or fief schools) providing classic Chinese kinds of literature (Confucian Studies). Therefore, private schools (Shinjuku), equivalent to secondary, open related social classes. And there were popular learning houses called Terakoya focused on teaching the practical skills of reading and writing. The education had strong characters, traditions, and religions, Buddhism, but Shintoism did not have its own distinctive educational institutions at the time.

Modern Education of the Meiji Period (1868-1912)

The modern education system opening of the country and the Meiji Restoration 1868-1885. There were educational reforms in the modernization regime since the new government under Emperor Meiji introduced modern social and economic systems to Japan. Ministry of Education was established in 1871 was the first systematic education regulation of the Education System Ordinance (Gakusei). The school system followed the American model for three-level of schooling, elementary school, middle school, and university. There were eight university districts, each of these was divided into 32 middle school districts, and each of these was further divided into 210 elementary school districts. The University of Tokyo had also been established by 1877 of the early years of the Meiji period. The emperor proclaimed the Imperial Will on the Great Principles of Education (Kyôgaku Taishi) in 1879 was placed on Confucian ideas such as duty, loyalty, and filial piety, and patriotism. In 1890, a revised Education Order was issued and central control was once again strengthened, and the school attendance requirement was strictly set at a period of three years. In the 1890s, the Imperial Rescript on Education (kyôiku chokugo) mainly focused on Confucian principles of prewar education in Japan. In 1893, there was a diversification of the education system, several school regulations were issued such as the vocational supplementary school regulations. The apprentice school regulations were to provide elementary industrial education in 1894, he vocational school order was enacted in 1899 to apply to secondary schools for industry, agriculture, commerce, and vocational skills. In addition, the government (Senmon gakko) issued the Professional College Order with it graduates from middle schools, and girls' high

schools took specialized training courses in medicine, pharmacology, law, engineering, and commerce. In 1897, a second imperial university was established in Kyoto, and elsewhere, in 1907 in Sendai, in 1910 in Fukuoka. The school enrollment rate has been improved during the compulsory education period reached 69% by 1898. It was decided that no tuition fees would be required for attendance at elementary school in 1900. However, compulsory education was extended from four years to six in 1907. In a wider social context, the arrival of new adult illiteracy had practically disappeared by the early years of the twentieth century.

Education Before World War II: 1913-1940

By the Russo-Japanese War (1904-05) and World War I (1914-1918), the popular demand for education increased and expansion and reorganization in the education system. At the same time, the enrollment rate of compulsory education had reached 99%. Then, the modern education system had been effectively established in Japan by around 1920. In the 1930s, ultra-nationalist trends gradually became discernible in the Japanese education system. In 1937, with the outbreak of the Sino-Japanese War, militarism became increasingly prominent, militarist education was strengthened and following Japan's entry into World War II. In 1939, all young working men were obligated to enter youth schools. Although, the students were mobilized to produce foodstuffs and military supplies, and teachers were drafted into the armed forces, and children in urban areas were evacuated into rural districts to escape from air raids.

Education During World War II: 1941-1945

The "National People's Schools" was the former of public elementary schools and played the role in militaristic wartime education in 1941. All the students were taught about the emperor as the main subject to fight the war for the emperor. By 1944, the male students in higher elementary schools took two hours per week compulsory, and third through sixth grades took "special classes" for training about the military. In addition, Ueda National School launched "must-win education" to train the children about the military to keep in mind the "Declaration of War," and "The Rescript on Imperial Soldiers," and cooperated with community organizations to support the war. In the "Instruction on War", the children were taught not to take the humiliation of being prisoners of war but to die to avoid the humiliation of being prisoners of war...". Meanwhile, between 1941 and 1945 these "Little Nationalists" were taught to believe that the Emperor was a Living God and to die for the Emperor and the country. At the end of the war, the Japanese school system had been almost completely paralyzed in 1945.

Education After World War II: 1946-1949

Immediately after World War II in 1945 defeat, Japanese education was completely transfigured with the adoption of a 6-3-3-4-year sequence, 6 years of elementary school and 3 years of junior high school. This new system has been implemented and brought to Japan substantially equal opportunity of education for boys and girls and all social classes. In 1946 the Education Mission arrived and issued a report containing a series of recommendations. The Japanese education system was carried out on the basis of the recommendations of this mission as large-scale postwar reform. The main point of education reform was the Fundamental Law of Education, enacted in 1947. The law was clearly stated the fundamental principles of postwar education in Japan and effectively replaced the prewar Imperial Rescript on Education. The core of education laws was the structure and management system, including the School Education Law (1947), the Board of Education Law (1948), the Social Education Law (1949),

and the Private School Law (1949).

Education Reforms in the 1950s and 1960s

From the 1950s, a number of laws were enacted with the aim of improving the school and learning environments such as (i) Law for the Promotion of Education in Remote and Isolated Areas for improving educational conditions in mountainous areas or on remote islands, (ii) School Lunch Law for the improvement of school lunches, (iii) School Health Law with the objective of making provisions for maintaining children's health, establishing a more hygienic environment in schools, and (iv) Law related to the Free Distribution of Textbooks in Compulsory Education Schools" was promulgated in 1963. Two laws were enacted aimed to promote specific areas of education, namely the "Industrial Education Promotion Law" in 1951, and the "Science Education Promotion Law" in 1953. These laws set out national criteria related to the laboratories, facilities, and equipment needed for industrial education and science education for all schools for both public and private. In 1956 the democratization of educational administration by the American-style local boards of education. There were challenges in the implementation of this system in Japanese social context in terms of methods of electing and nominating members of the boards, and the relationship between general administration and educational administration. To deal with this difficulty, the board of education system to Japanese conditions, the "Law concerning the Organization and Management of Local Educational Administration" was issued. The superior-subordinate relationship linking the Ministry of Education, prefectural boards of education, and municipal boards of education were strengthened.

Educational Reforms in the 1970s - 1980s

In the 1970s, there were a number of reforms in the whole education system. In 1971, based on the report by the Central Council for Education (CCE), "the third major educational reform" a fundamental policy for the comprehensive expansion of the education system reform to restructure all levels of education from kindergarten through university. In 1974, as rapid economic growth, the "Law concerning Special Measure for Securing Capable Educational Personnel in Compulsory Education for Maintenance and Enhancement of School Education Standards" to hire outstanding talented people into the teaching profession were promulgated. Following the enactment of this law, from 1974 to 1978, the salary of teachers in compulsory education schools was revised three times. At the end of 1982, Prime Minister Nakasone showed a great eagerness to bring about education reforms, and the National Council on Education Reform (NCER, Rinkyôshin) was launched in 1984. It remained in existence for three years and issued the final report in August 1987 with three principles fundamental perspectives on educational reform namely emphasizing the individuality of the students; the move to a system of lifelong learning; and the response to changes for internationalization and advancements in information technology.

Education Reforms in the 1990s

In the 1990s, the National Council on Education Reform (NCER) has put many of the principles over to the Ministry of Education (MOE) for education reforms. In 1991, the standards for the establishment of universities were revised, the basic principles for university curriculums, the requirement of subject areas outlined, and abolished. In July 1996, the first report of the Central Council for Education its deliberations in "The Model for Japanese Education in the Perspective of the 21st Century" such as the vision of Japan's future,

forecasting intensified internationalization, the further spread of information, the further development of science and technology, global environmental and energy problems, and the rapid advancement of the aging society coupled with the declining birthrate. The Council has set out the phrase “Ikiru chikara” (competences for positive living or zest for a living), and “Yutori” (latitude or relaxed feeling). The keywords of “Ikiru chikara” and “Yutori” were taken up and used in any debate about education reform. Japan’s core educational concept “Zest for Life,” started in 1998 based on principles of the traditional holistic approach “Chi-Toku-Tai” (academic prowess, moral, physical, and mental health).

Educational Reforms in the 2000s

The educational administration has been reorganized. In January 2001, the Ministry of Education, Science, Sports and Culture, and the Science and Technology Agency was consolidated and new MEXT (Ministry of Education, Culture, Sports, Science, and Technology) was established. The administration of higher education in 2003 by the enactment of “Law concerning Reorganization of the National Universities as Corporations”, in 2008, “Law concerning the National Treasury’s Share of Compulsory Education Expenditures” was revised. On 22 December 2006, the new Fundamental Law of Education was promulgated. Zest for Life is a goal education system, and its values and concepts are embedded in the revised Basic Act on Education (2006). In October 2006, Prime Minister Shinzo Abe established a new advisory body called the Education Rebuilding Council (ERC, Kyōiku Saisei Kaigi), emphasizing to tackle educational problems. On March 28, 2008, the Ministry of Education introduced new Courses of Study for primary and lower secondary schools that would be implemented starting from April 2011. According to the Ministry’s explanation, even in the new curriculum, the basic idea of Ikiru chikara would be maintained as a principle of education. The Ministry of Education discussed moving up the implementation of certain parts of the new curriculum from April 2009.

Educational Reforms in the 2010s

After the earthquake in 2011, the Organization for Economic Cooperation and Development (OECD) Tohoku School project was created to support local innovation and foster resilience, creativity, and 21st-century skills in 100 students from the Tohoku region. Then the Second Basic Plan for the Promotion of Education (2013-17) adopted upon Cabinet’s decision. It is a comprehensive plan for education formulated by the national government based on the Basic Act on Education and it specified the introduction of free of charge early childhood education for all children. The four main policy directions such as i) Developing social competencies for survival, ii) Developing human resources for a brighter future, iii) Building safety nets for learning, and iv) Building bonds and establishing vibrant communities. To anticipate the year 2020 which Japan is hosting the Olympic Games, the Ministry of Education, Culture, Sports, Science, and Technology is implementing the following policies to develop global human resources for primary and secondary education such as i) English Education Reform Plan corresponding to Globalization, started in 2014, ii) A new program for flagship upper secondary schools, Super Global High School Program, started in 2014 to train global leaders, iii) Implement the national curriculum of foreign language teaching from Grades 5 to 6 in 2011, and iv) Revitalization Strategy (2014). Japan plans to double the number of Japanese students overseas by 2020.

Education Policy Towards 2030

Japan's education system is one of the top performers among both youth and the adult of its citizens, compared to other OECD countries. There were challenges of economic and socio-demographic for the sustainability of this successful model. As a response to this question, Japan has developed the Third Basic Plan for the Promotion of Education (2018-22), which focuses on Japan's education policy on how to support individuals to prepare for 2030. Japan has put in place to embrace the future includes curriculum design, teacher education, school organization, financial support for non-mandatory stages of education, and lifelong learning are all part of the reform package. The OECD Education Policy Review of Japan assesses the strengths and challenges of the current reform agenda and makes recommendations related to the introduction of the new curriculum, the sustainability of holistic education, and the development of lifelong learning. Japan has put the priority in the implementation of the curriculum reform such as i) Adapt existing assessments, ii) Invest in teachers' training, iii) Preserve the provision of well- rounded holistic education, iv) Reform management practices, partnerships with local communities, v) Consider establishing specific structures and sparing resources, vi) Strengthen lifelong learning and financial arrangements for non-mandatory education, vii) Increase public funding to low-income households for early childhood education and care (ECEC) and mainstream income-contingent loans for students accessing tertiary education, viii) Design lifelong learning to meet the need for upskilling of both employers and the population, and ix) Ensure affordability, innovative delivery approaches and flexible scheduling for adult training.

Education in Cambodia

Schooling and Education in Cambodia

In the early twentieth century, traditional education in Cambodia was handled by the Buddhist monastic (wat) were schools, and the bonzes (Buddhist monks) were the teachers. The students were almost entirely young boys, and the education was limited to memorizing Buddhist chants in Pali, which had been the village moral and social learning center. Nation-building and education reform in the 1920s aims at modernizing the traditional education system within the wat schools and create Franco-Khmer public schools to train local executives needed by the public administration, which had been focused on teaching new subject matter including arithmetic, French and geography in pagoda schools. By the beginning of World War II, the Cambodian education system was under-developed, there were only 125 primary schools over Cambodia. Cambodia's education system expansion in the 1950s and 1960s after independence from France in 1953 there were some 800 primary and lower secondary schools in Cambodia. By the end of the 1960s, teaching in Khmer was transformed into public schools under the Khmer civilization movement. The education was reformed the modernized pagoda schools into public schools and the number of public schools increased rapidly to 1,653 in 1958 and to 5,026 in 1968/69. However, the number of higher education institutions increased from 2 in 1955 to 37 in 1966 with some 7,360 students.

Education Under the Khmer Rouge (1975-1978)

During the Khmer Rouge years, between 1975 and 1978, schools were closed and destroyed and intellectuals were executed. At the beginning of the 1970s, more than 20,000 teachers lived in Cambodia and 90 percent of all teachers were killed under the Khmer Rouge regime. Educators and teachers were centered on precepts of the Khmer revolution, suspicion, and harsh treatment and execution. Khmer Rouge "schools", the children were taught the revolution and guerilla warfare techniques to children and instructed them how to make victims "break into convulsions and die. On the blackboard at school was written "No stealing, No drunkenness, No prostitution, No marriage outside the commune, No commerce without permission, No contact with outsiders, No listening to any radio station, but Khmer Rouge. People will be killed if they disobey the Angkar (Angkar was a Khmer Rouge organization). Though, Cambodian children grew up illiterate.

Education After the Khmer Rouge

After the Khmer Rouge were driven from power, the new Cambodian Government, during 1979-1992, the educational system had to be rebuilt from ground zero. The illiteracy had climbed to more than 40 percent, and most young people under the age of 14 lacked any basic education. After 1979, a system of pre-service and in-service training was established "Crash training courses". The teachers and education managers were retrained as a priority. 1979 and 1983, some 36,000 teachers were trained or re-trained for primary education in the "crash training" system. The children could not go to school because schooling both in towns and in the countryside required enrollment fees. The education system was followed by the Vietnam-backed People's Republic of Kampuchea (PRK) and it was very close to the Vietnamese model, it has been changed into direct translations of Vietnamese terms for primary and secondary education.

Education Reforms in 1990s -2010s

In 1993 the Ministry of Education, Youth, and Sports (MoEYS) aimed at improving the quality of education by reforming the formal education system, the school curriculum, textbooks, and the teaching-learning approach. Cambodia has its full peace 1998, education has made its significant progress, primary education is free for entrance to enable the rural girls and ethnic minorities to access educational services. In 2001 there were formal schools and construction of primary schools in almost every village. The increase in budget for education from 15 percent in 2000 to 17.3 percent in 2015, the net enrollment rate in primary schools increased from 87.0 percent in 1999/00 to 98.0 percent in the school year 2014/15. Despite considerable progress, the education sector continues to face significant challenges such as late entry to primary school, low completion rate at the primary level and high primary repetition and dropout rates, barriers to access include demand-side factors, high pupil-teacher ratio, low teacher qualifications presented a risk of declining instructional quality and learning outcomes. This was a reality due in part to low salaries and a lack of sufficient incentives to draw staff to rural and remote areas. The curriculum became overloaded, decreasing financial returns, low teachers' qualifications which educational levels of teachers in Cambodia are quite low, teaching quality in Cambodia is low, due to teacher performance has been inhibited by ineffective incentives, irrelevant evaluation system, and lack of peer supports/interactions. Low human resources management system for teacher quality, efficiency to raise teacher performance. In response to the above educational challenges, the Cambodian Ministry of

Education, Youth, and Sport (MOEYS) has embarked on education reform, Especially, human resources management system by adopting the Medium-Term Review of Education Strategic Plan 2014-2018 with projections until 2020. Therefore, the most pressing issue for MoEYS is to embark on an in-depth human resources management that will contribute to significantly increasing teacher performance.

Cambodia's Sustainable Development Goals 2016–2030

The vision of MoEYS is to establish and develop human resources that are of the very highest quality and are ethically sound in order to develop a knowledge-based society within Cambodia. To achieve this, MoEYS will lead, manage and develop the education, youth, and sport sector in Cambodia, responding to the socio-economic and cultural development needs of its people and the reality of regionalization and globalization. MoEYS aim to achieve the holistic development of Cambodia's young people and engendering a sense of national and civic pride, high moral and ethical standards, and a strong belief in young people's responsibility for the country and its citizens. Medium-Term Policies, MoEYS will further implement two medium-term policies to achieve the Rectangular Strategy Phase IV, the National Strategic Development Plan (NSDP) 2019-2023, and the Sustainable Development Goals (SDGs). They are i) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. ii) Ensure effective leadership and management staff at all levels. As part of the Education Strategic Plan (ESP) 2019–2023, MoEYS identified eight core breakthrough indicators and annual targets to monitor the progress of the two policies.

Cambodia's SDG 4 on the Education Road Map 2030

Cambodia has reached a new development stage in its education system response to global and regional contexts. The development strategy has a very broad and ambitious scope in term of equitability, quality, inclusive, and life-long learning. This is within a comprehensive framework covering all types and levels of education, in line with the development perspectives of reaching upper-middle-income status by 2030 and high-income status by 2050. MoEYS approved the 2030 Roadmap of Cambodia's SDG 4, Education, in early 2019, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The roadmap defined five policy priorities: i) All girls and boys have access to quality early childhood care and education and pre-primary education, and completely free, equitable and quality basic education (primary and lower-secondary) with relevant and effective learning outcomes; ii) All girls and boys complete upper-secondary education with relevant learning outcomes, and a number of substantial youth have increased access to affordable and quality technical and vocational education; iii) Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university; iv) All youth and adults achieve literacy and numeracy, and learners in all age groups have increased life-long learning opportunities, and v) Governance and management of education improve at all levels.

CONCLUSION

The paper concluded that the early history of education, education development, and education reforms which were included the fundamental education law of education, structure, policies, and management systems to the present and the future in Japan. It reviewed the development

of school education and its reforms from one regime to another since the early education since 6th century, the education systems during the Edo period, modern education of the Meiji period, the first systematic education system ordinance, the education reform before, during and after world war II, and the education laws reforms in the late nineteenth and early twentieth century. The paper also described the education systems and schooling in Cambodia started at Buddhist monastic (wat) as schools, the education structures and reforms before and after world war II, Pol Pot regime, the development education with precisely education strategic plan by the Ministry of Education, Youth, and Sports (MoEYS) at the present of a peaceful country. It also compared the different education systems, laws, reforms between both countries. The paper addressed the education trends toward education globally by 2030 of both countries. It revealed the education trends toward education globally by 2030 of both countries. Japan has developed the Third Basic Plan for the promotion of education in the twenty-first-century and sustainable development goals by 2030. Similarly, the vision of Cambodian's MoEYS is to establish and develop human resources to ensure inclusive and equitable quality education and promote lifelong learning for all towards achieving sustainable development goals by 2030. The paper recommended further study on i) the impacts of education reforms and ii) the relationship between current education implementation and its trend of both countries.

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