



“Problems of education among CLMV countries”

Presented to

Dr. Anin Aroonruengsawat

Dr. Chayanee Chawanote

By

Phavinee Nararujaneetanan 5804641461

Orn-in Pattanapaisal 5804641693

Nattacha Lurpromchai 5904641650

Pornpavit Boonrung 5904641874

Bachelor of Economics

Thammasat University

Abstract

This paper conducts the study with the main objective to evaluate the problems of education among CLMV countries and to propose some policies for solving education problems. The study starts from explaining the overview of education system among CLMV countries, comparing the indicators of education among CLMV countries, analyzing the problems of education in each country and suggesting some policies for education problems.

Government expenditure on education, Mean years of education, Percentage of population that have never been to school, Upper secondary completion rate and Literacy rate of 15-24 years old are indicators that represent the education level and status among CLMV countries. This study can lead to the conclusion that there are still many problems on education for CLMV countries to solve further. Main problems are Corruption, Government budget, Infrastructure, Income distribution and the curriculum of the education. Results from this study which are suggested policies can be used as a path for improving education system further for CLMV countries.

I. Introduction

At the present, CLMV are trying to develop their countries as they close it and govern with communism system for many decades causing CLMV to fall far behind those powerful countries in many ways. By concerning about development of a country, firstly we should think about human resources as it is one of the important drivers for every countries to prosper which education system becomes considered to be a necessary factor for human resources to meet its fullest potential in both skillfully and mentally.

Nonetheless, different countries have different education systems which the difference is broader between developed and developing and even more with CLMV countries. Developed countries have more advance and proper education system for their people which they could create efficient human resources to develop their countries effectively while developing countries especially CLMV still have many problems with the system and attempting to find out the proper one for their citizens to learn. Hence, in order to improve the education systems in all CLMV countries, the major problems about education in every countries need to be found and solve through appropriate policies that establish by each country government.

II. Literature Review

ASEAN Secretariat (2013) described the overview of CLMV education system, plans used for developing the education system and challenges that CLMV countries face on improving the education system.

i. Literatures that related to Cambodia

Kien (2010) examined the major problems of Cambodian education system after it was destroyed for a long time especially during the Pol Pot regime from 1975 to 1979. The empirical result from the study showed that the most important of all is the corruption problem which was happen everywhere that contribute to other serious problems in Cambodia.

Helder and Andre (2012) studied the relationship between corruption and rule of law. Empirical result reinforced that corruption is related with the rule of law in the way that a weak rule of law would contribute to high level of corruption.

ii. Literatures that related to Lao PDR

Relevant national authorities in the view of the WEF (2015) examined the overview of the country education system, the and its challenges under the Education For All 2015 goal and clearly explain through 10 goals with its related indicators.

Emily (2014) studied the evolution of the education system of the country and demonstrated the country's main educational challenges from the colonization period to the current period. They believed that the traditional attitude of complete education only available to those in the middle class of urban area must be changed.

iii. Literatures that related to Myanmar

Jeffrey (2014) studied the education system of Myanmar including the overview of the education system, the history of the education system and the problems of education system in details. The problems that can be found in this paper are the suppression of the military government, the lack of government spending on education, the insufficient of teacher, the high supplementary cost, the inequality gap in access to education between the rich and the poor, corruption and priorities.

World bank (2015) showed that some of Myanmar's population cannot access to the electricity, especially population in the rural area. It leads to a difficulty for rural students to access to education.

iv. Literatures that related to Vietnam

The ministry of education and training of Vietnam (2014). It is the report about the plan of education system in 2015. It maintains the information about Vietnam education system. This paper clarifies about the problems and the background of education system in Vietnam.

Nguyen Chi Thanh (2014) studied about the teacher's training program in the different university and the number teachers who was graduate and curriculum for training the teacher. From this paper, we found the evidence about the low number of teacher.

Thai Government public relations department (2016) studied about the present situation and the policy on the education system. It is show the solution and the way that the government has done for developing the education system.

III. Conceptual Framework

The framework in finding the result in the project is to focus on the related topic of the education among CLMV country. By looking at the factors or problems that has an impact on the existing statistics or indicators such as mean years of education, never been to school rates, upper secondary completion rate and literacy rate of 15-24 years old in CLMV.

IV. Research Method

This research is a qualitative research, we used quantitative data to support the findings. To find the result, we used the secondary data to analyze. Firstly, we introduced the country overview and its educational policies. Secondly, we find and compare educational indicators among CLMV countries to see the degree of the inequality in each country. Lastly, we analyze the data and launch the policies for each problem.

V. Content

i. Overview

- **Cambodia**

Cambodia is considered to be one of the poor and least developed nation among the ASEAN countries as 80 percent of population lived with less than two dollar a day and the

country's GDP per capita was 1,384.4 dollar a year in 2017. Almost one-quarter (24 percent) of the population of 15.76 million were lived below the poverty line in 2016, however, it was not too high relative to other CLMV countries. Moreover, Cambodia was relatively youthful nation with 31 percent of the population aged between 0 and 14 years (CIA World Factbook, 2017) so the country should invest and create appropriate education systems for all Cambodian students since the number of them at the present will become adults next leaders for the country in future.

Within the framework of the National Strategic Development Plan, there was a five-year Education Strategic Plan during 2009 to 2013 which seek to ensure that all Cambodian children have equitable access to the primary education without discrimination among them. Also, the plan wants to improve the quality and efficiency of the education system, institutional, and education staffs.

For the public-school structure in Cambodia, the country divided the education's level into three levels which are six years of primary, three years of lower secondary, and three years of upper secondary education. The primary education of the country is provided for free by the government and it is a compulsory for all Cambodian children to enroll. The net enrollment rate of this level was 97 percent in 2012 which was comparable to the average of other ASEAN countries since the country has made the noticeable success in expanding the provision of primary school as we can see the clearest evidence in the more remote areas of the country that the existing primary schools were extended and the new one was built. At the lower secondary

education level, it was similar to the previous level which is free and compulsory by the government while the participation rate is higher than 60 per cent in 2012 comparing with 2015 when there was only 54 percent. Although there has been an expansion of lower secondary education across the country, in rural area, the participation rate continues to lag because many rural parts still do not have secondary school. Lastly, the participation rate of upper secondary level is at 28 percent in 2012 which was considered to be low. This is because before all Cambodian students can study in the upper secondary school, they have to pass the examination at the last year of the lower secondary education. Even though the pass rate was high at 94.8 percent, the percentage of student proceed to study in the upper secondary level was only 71.5 percent due to the fact that children from rural and remote areas were lack of opportunities to proceed to this level according to the lack of secondary schools in those areas.

- **Lao PDR**

Laos PDR or People's Democratic Republic had an obvious economic growth after the period of transformation from a centrally planned economy to a market-oriented economy in mid-1980s. But they couldn't sustain the economic growth more recently. In 2016, the country was recorded a population of 6.758 million people with a GDP per capita of \$2457.4 per year. The proportion of people living below the national poverty line is 29 percent in 2017.

The age structure of the people in the country is mostly consist of people age between 25 years to 54 years, followed by people age between 0 to 14 years. This shows that the majority of people in the country is the working age people and young age people.

By looking at the education system after Lao People's Democratic Republic have taken over the control of the country, their goal towards the education is the universal primary education in 1985. The former French system of education was replaced by the Laotian curriculum. The country's outstanding education policy is the constitution of 1991 which designates education, culture and scientific activities as being "the means to raise the level of knowledge, patriotism, the love of people's democracy and the spirit of solidarity between ethnics group and the spirit of independence. The establishment of Education law of 2000 stated the country formal education system. The law reasserted the claim made in the Laos Constitution that "all Laos citizen has a right to education without discrimination" and established that the government has a duty to expand the education for the "development of Lao citizen's necessary knowledge and capacity for their occupation or further study". The Ministry of Education and Sport responsible for the management and organization of country's education system. And also a policy of decentralization which aimed to extend the education and sport to 17 provinces and 145 distinct education and sport bureaus. And recently in 2009, it is approved an Education Sector Development Framework 2009-2015 and an Education Sector Development plan 2011-2015 that asserting the important of universal primary education in 2015. Furthermore, the government of

Lao PDR is aiming to meet the two goals, exiting the Least Developed country status by 2020 and achieving the Millennium Goal Development Goals by 2015.

The education system in Lao conformed to 5-4-3 pattern, which is five years in Primary Education, four years in Lower Secondary Education and three years in Upper Secondary Education. It's compulsory for the primary education while the secondary study is voluntary.

For Primary Education in Lao, the net enrollment rate is 96.8 percent which is comparable to ASEAN average. There is a significant growth of the net enrollment rate associated with the Universal Primary Education policy. However, they didn't offer a full cover of primary education. Girls and non-Lao groups are still not able to access to the primary education. And also drop out and grade repetition rates in primary education are considerably high in the rural area of the country.

The net enrolment rate in lower secondary education is 69 percent. A significant decrease from primary educations since it's voluntary. The Lao government have invested a lot in the infrastructure associated with the secondary schools and accommodation. However, there still a shortage of teacher due to the prospect of living in remote area and low salary paying.

Lastly for the Upper Secondary Education, the net enrollment rate is 37 percent. There was a loss of almost half of the percentage of people who studied in the last year of lower secondary. Many children are still not able to access to the education, this shows a disparity in educational enrolment rate between different groups of people that is rural and urban, male and female and Lao-Tai and non Lao-Tai.

- **Myanmar**

Myanmar counts as the second largest country in Southeast Asia with a population of approximately 52.89 million in 2016. It had a GDP per capita of 1298.9 US dollar in 2017. Poverty was a big issue in Myanmar since 32.1 percent of the population still lived below the national poverty line in 2015 and it was the highest percentage among CLMV countries at that time. The age structure of Myanmar mostly consists of population aged between 25-54 years old and followed by the population aged between 0-14 years old. This implies that Myanmar is a middle-age and youthful society, therefore, Myanmar should concentrate a lot on education sector to improve human capital in the future. Moreover, Myanmar is an ethnic-diversity society as well since there are more than 130 different ethnic groups in Myanmar. The major group is called the Bamar, it is estimated to be 68% of total population. Other minor groups are the Shan (9%), the Karen (6%) and the Rakhine (4%), these groups usually stay in the distant and highland regions.

After Myanmar had been shut down from the outside world for 50 years, it led to a lack of development in education system. The development plan for the education system is a Thirty-Year Long-Term Development Plan that took effect from 2000. The vision of the plan is “to create an education system that will generate a learning society capable of facing the challenges of the Knowledge Age.” (ASEAN state of education report,2013). The main purposes are to improve the quality of the education system and to provide the whole course of basic education to all Myanmar children equally.

Myanmar uses a 5-4-2 pattern for the public-school structure, that is, five years of primary, four years of lower secondary, and two years of upper secondary. However, this structure is currently under considered to be substituted by a 5-4-3 structure.

Pre-school education exists in Myanmar but it is not well integrated with the rest of education system. Moreover, small number of children attend in this sector especially in the rural area.

The primary education in Myanmar is free and compulsory. The net primary enrolment rate in 2011 was estimated to be 84.61%, however, not all students completed the primary school at the end of grade5. Only about 70% of students who started the primary school were enrolled in the last year of the primary school (grade5). The changing period from the primary school to the secondary school created a further loss since the lower and upper secondary school are not free and noncompulsory. Only about 50% of students who started the primary school were enrolled in the first year of secondary school (grade6). The transition from grade 10 to grade 11 occurred a further significant loss. Only about 23.9% of students who started the primary school were enrolled in the final year of secondary school (grade11).

The main reasons for dropping out during the primary school and the secondary school are that it is difficult for some students to access to the school, moreover, some students cannot afford the additional expenses for primary school and also the educational expenses for secondary school. Furthermore, students in grade 11 needed to take the capstone Basic Education High School Examinations, which was the test for grade 11 in order to finish secondary education

level. Most of the students were unable to pass this exam. Therefore, it led to a lower level of students who completed the basic education, both primary and secondary level.

- **Vietnam**

Vietnam or Socialist republic of Vietnam is the country in South East Asia. Vietnam is still under Communism with Marxist-Leninist governance system. Vietnamese cultures are mainly influenced by China. In term of the geography, Vietnam connect to Laos PDR and Cambodia on the west, China on the north and the South China Sea on the east. Connection to the South China Sea make Vietnam become one of the major sea port in ASEAN. The population of Vietnam are approximately 96.49 million. Distribution of population by age shows that the majority is the working age which is account by 46% and the minority is aging people which equal to 6%. Vietnam is categorized as the high-middle income country, which GDP per capita is about 2,343.1 dollars per year. The poverty situation in Vietnam is in the good prospect since only 17% of population that located below the property line improving from 58% form the past decades. The situation have improved due to the booming in Vietnamese economy and also fluctuation of the foreign direct investment.

Even though Vietnam have a good prospect on both economy and quality of life situation, Vietnam still owns more potential that need to be utilize for the further improvement. Factor that might decelerate utilization of its potential and future of Vietnam is quality of labor in Vietnam. The reason behind poor quality of labor is low quality of its educational system.

Vietnamese government noticed this issue, so they published “the 2011-2020 education development strategy” on June 13, 2012. The new policy aims for stimulating improvement of educational system by deploying strategy to promote standardization, modernization, socialization, and international integration towards the world standard. The policy also presumes to implant new culture about doctrine in people development to their young citizen. They believed that this policy can raise their people’s ability which will create more talented human resources to compete with another region.

The education system in Vietnam is same as international system which separate system into 3 main levels (Primary, Lower Secondary and Upper Secondary level). The children have to be in the primary school for 5 years, following by 4 years in lower-secondary school and 3 years in the upper-secondary school. Nowadays, Vietnamese people are giving priority to the education system. Giving educational opportunities to their children becomes norm in Vietnam. Every Vietnamese household should send their children to school at least until they are fifteenth years old. This means that every child should get education until finish the lower-secondary school in general. This norm also positively affects number of student who attend the upper level of education.

From the statistic, 99% of Vietnamese children had an opportunity to attend primary school. In primary school, the curriculum will mainly focus on foreign language and standard subject. In addition, some teacher might put some local contents into the curriculum to make their student to recognize who they are. However, the number of children who enrolled for the

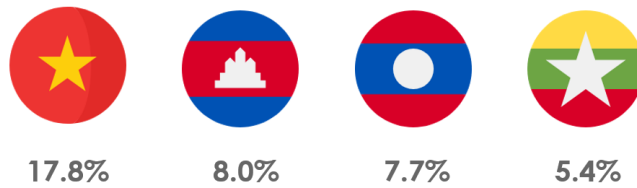
higher level of the education which is the lower and higher secondary school become lower. The statistic shows that 88% of Vietnamese children will have a chance to be secondary school student. In the Secondary school level, Teacher will teach about the basic knowledge for example science, mathematics, English, and social science.

For the upper secondary, the curriculum tends to categorize student to the category that they interested in, such as science, arts or language. They will learn the basic knowledge and addition subject which they can choose based on their preference about future career. If they want to get the higher-secondary diploma, they must pass the final exam. The exam will be conducted 6 subjects by 3 fixed subject which is the literature, math and foreign language and the others 3 elective subject which related to their chosen careers.

ii. indicators

In order to see obvious pictures of the education status among CLMV countries, we decide to show five indicators: mean years of education, government expenditure on education, never been to school, Upper Secondary completion rate, and literacy rate of 15-24 years old in CLMV in forms of graph and picture which can compare each country education status clearly.

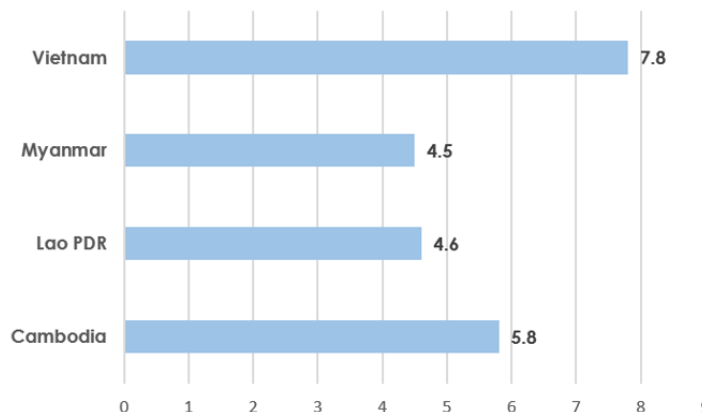
Figure 1: Government Expenditure on Education (% of government expenditure)



Source: World bank data, 2011

First of all is the percentage of government expenditure on education to total government expenditure, the data present in the way that we have expected. Myanmar has the lowest government spending on education due to the fact that the country had governed by military government for more than 50 years which it was easy for the governor to govern uneducated people so they suppressed education by not only closing many schools and universities but also control all lessons that teach to Burmese students. On the other hand, Vietnam where is the most develop country among CLMV country has highest government expenditure on education that more than double of Cambodia or the second rank among four countries.

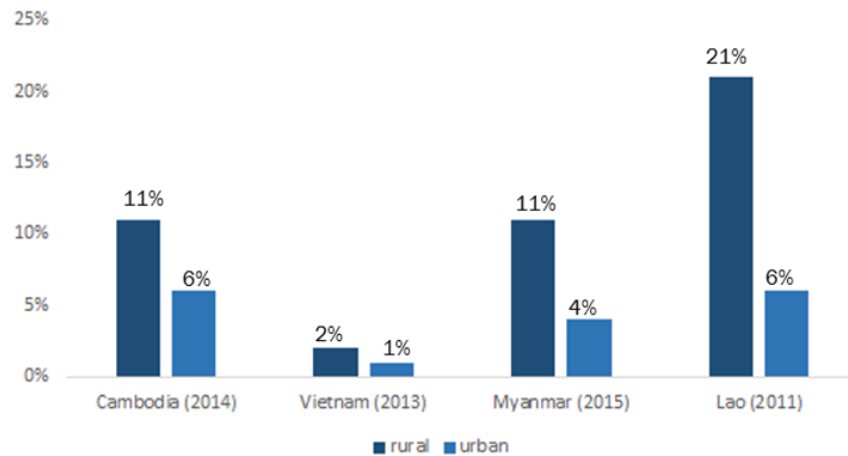
Figure 2: Mean years of education (Number of years, 2012)



Source: Human Development Report, 2013

The second indicator which is mean year of schooling was indirectly related with the government expenditure. We can see clearly that Vietnam had the longest mean year of education following by Cambodia, Laos, and Myanmar which conform to the fact that Vietnam had the greatest government expenditure on education following by Cambodia, Laos, and Myanmar. Therefore, we think that the government spending on education is an important contributor for students to learn longer as their have the government as their supporter.

Figure 3: Never been to school (% of rural population, % of urban population)

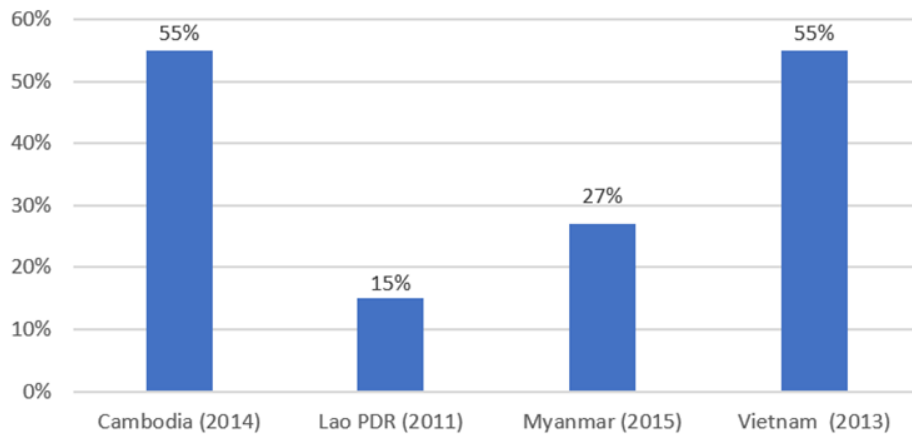


Source: Global Education Monitoring Report

Surprisingly, even though Myanmar got the lowest rank on the government expenditure on education in 2011 and the mean years of education in 2012, Lao PDR still got the highest rank on never been to school indicator among four countries in 2011. It indicated that large number of students in Lao PDR did not receive a basic education, especially students in the rural area, since 21% of rural population in Lao PDR have never been to school. On the other hand, Vietnam got the lowest rank on never been to school indicator in 2013 so it indicated that only a small

number of student in Vietnam did not receive a basic education. It also relates to the next indicator which is the upper secondary completion rate.

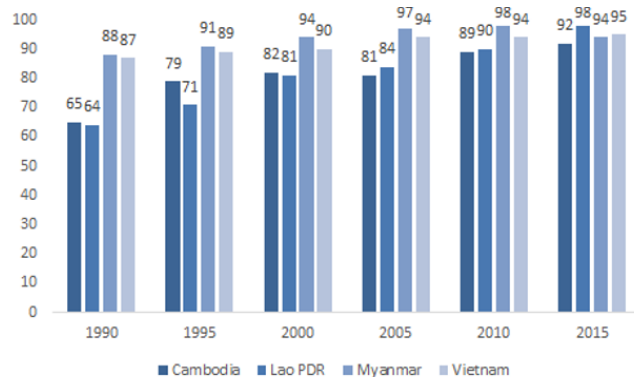
Figure 4: Upper Secondary completion rate (% of total population)



Source: Global Education monitoring Report, UNESCO

From the graph above, it showed that 15% of total population in Lao PDR completed the upper secondary school in 2011. Compared to other countries, Lao PDR got the lowest rank on the upper secondary completion rate. On the contrary, Vietnam and Cambodia got the highest rank on the upper secondary completion rate as 55% of total population completed the upper secondary school. Therefore, it can be concluded that students in other countries had basic knowledge and skills more than students in Lao PDR.

Figure 5: Literacy rate of 15-24 years-old in CLMV (% of total population in the group)



Source: ASEAN statistical report on MDGs 2017

Literacy rate of 15 to 24 years in CLMV country. The literacy rate expressed as a percentage of the people in that group. It measured a literacy among persons age 15 to 24 years. The bar graph indicates the percentage of literacy of Cambodia, Lao PDR, Myanmar and Vietnam respectively. In 1990, the percentage of Cambodia and Laos PDR are distinctively lower than Myanmar and Vietnam. There was a gap of education among the two pair of countries. Throughout the year 1990 to 2015, the four countries came up with many of the educational policies and started to develop the education, the gap is gradually eliminated. Finally, the literacy rates among CLMV countries are almost equal in 2015.

iii. Problems

- **Cambodia**

During 1975 and 1979 or the Pol Pot regime, the country's education system was destroyed as schools were closed, teachers were killed, and education could only be found secretly in the temples. After the country had recovered from the tribulation, the education system still has many serious problems impeding its fullest potential of human resources or in other word is the development process of the country.

By concerning about problems of education in Cambodia, we found that the country has many issues with the education system but there are five major problems that we think it affects both quality and quantity of Cambodian students and need the government to establish some policies in order to tackle with it.

First of all, Cambodia has the poverty problem as it is developing country that is considered to be one of very poor countries in South East Asia. All teachers in Cambodia receive

the average salary of 30 US dollars per person which are insufficient because a majority of them do not live on their own, they have families and kids to support, many bills such as electricity and water to pay each month, and the inflation rate of the country is increasing frequently. Hence, incomes from being teacher are not adequate for them to pay all monthly expenses so it results in many Cambodian teachers have incentives to find other jobs that provide higher salaries such as doing their own business or teaching in private school or international school.

As a result, the number of teachers in public school of the country do not enough for all students which creates one of the main obstacles for children to access to education system as some area of the country do not have adequate teachers and some even do not have any teachers presenting in schools.

Furthermore, the country has shortage in school materials especially textbooks which is one of the serious impediment for students to learn efficiently. The Ministry of Education in Cambodia have never published textbooks that adequate of every students in the country which can implies that the problem is still neglected and unsolved by the public sector. In addition, there is a clear statement states that textbooks are prohibited by the government for any reissuing and selling since it was provided for free to all students by them. Consequently, at the present, a textbook is shared by two or more students in a class and some students have to study without textbooks for a whole semester or even more. To make matters worse, the textbooks in the country also cannot be update frequently to match the international standard resulting in all Cambodian students have to learn old and outdated lessons. Therefore, human resources of the

country are leaved behind and cannot complete efficiently in term of skills to those developed countries.

Besides, Cambodia has weak rule of law and weak regulation as they cannot govern Cambodian citizens to be nicely and orderly. There are evidences showed that nowadays Cambodian teachers can violate the law easily and openly in the class as they have to directly disobey the law by selling papers either exam papers or lesson papers to their students. Therefore, the law in the country seems to be enacted without implement which causes no one respect and the law is only for show.

Worse than that, the country has major problem about corruption since it almost become a culture trend for Cambodian people as corruption occurs everywhere, so frequently, and imprinted from generations to the later generations through deep sense in their brains such as it happens even children who just have enrolled in primary school for a few years. For example, students in the country tend to taking bribe during their examination because they know that the laws do not have any effects on them. Therefore, for Cambodia, the laws are only for presenting in the constitution but are ignored in practice which it would be hard for them to make any change in the education system.

Lastly, all public schools in the country are unaffordable of facilities in the schools since those schools do not have places for students to adapt their knowledge into practice such as science laboratories, swimming pools, and ground for sports. This is not only because the limitless corruption in the country but also the poor economy as they are, so the government sector does

not have lots of money left for allocating to the education sector. Hence, graduated students from schools in Cambodia know only theories but cannot apply those theories to their daily life which is meaningless.

- **Lao PDR**

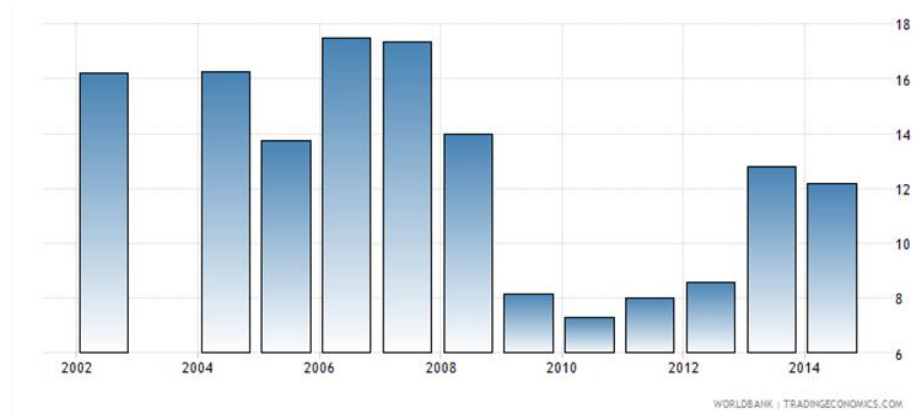
First of all, the country is composed with different 49 ethnic groups. In different ethnic groups, people speak different languages. The ethnic minority who have no tradition of literacy and who do not speak Lao have a difficult time in learning official language unless there is a teacher of the same or the same ethnic group in the area. Many of the indicators associated such as literacy rates, dropout rate and never been to school rate are vary among different ethnic group. Therefore, the communication and culturally appropriate education are limited for them to access.

Secondly, Lao was colonized by French during the colonial period. It adopted the French secular educational system. French was the language of education during after the second or third grade, which is irrelevant to the lifestyle of the majority of rural population and the system was not favorable by the whole population in that time since the system only meant for members of the upper class. Recently, Lao language has been widely use in the country as the country become independent from France and the government has promoted the usage the official language. However, there still also more than 80 languages are used by the different ethnicities in Lao.

Thirdly, the education system before People Democratic Republic Party took over the control off the country, many villages has Wat School as we know as temple school for boys and men's necessary education. In urban area, only ordained boy has an access to advanced study. Girls are less likely than boys to attend to the school for fewer years. Because of the traditional cultural attitudes towards girl's and woman's responsibilities limit the girl access to the education. Recently although the government has promoted many of educational policies, there still existed an inequality of education in girls and boys.

Fourthly, Lao's government expenditure on education sector (referred to the current operating expenditure on education, including wages and salaries excluding capital investments in building and equipment) is the second lowest among CLMV countries. In 2011, the expenditure on education is about 7.7% of the total government expenditure. It is significantly increased over the past several years to 12.9% in 2014. And the quota of public services places committed to education sector has also been increasing over the time. However, the allocated expenditure has been decreased to about 8% in 2009-2010, it's unstable due to the country economic situation, government policy and educational plan for the short-term funding.

Figure 6: Lao PDR's public spending on education (% of government expenditure)



Source: world bank data

Fifthly, another important problem in Laos PDR is the insufficient teacher due to the low salary, teachers are not well paid in Lao. And in 2013, the country suffered a financial crisis and teacher salaries are cut. Many teachers moved out of the country to work in a place where they will get a higher salary and have a stable teaching environment.

Lastly, according to the country's age structure, the majority of people are age between 25 to 54 years of 37% and followed by 15 to 24 years with 33%. The young population of Lao PDR puts a heavy burden on schooling. This implied a higher unit cost of education in the rural area. The children live in remote mountainous area are harder to access to the education. The rural-urban difference is even more significant of provision of secondary, technical and vocational schools given the higher unit cost.

- **Myanmar**

The education in Myanmar has long been criticized as important and valuable. In the past, young men got access to education through the monastery schools by learning Burmese and some basic arithmetic skills. However, few young women were able to receive a basic education. Young women got educated mainly at home since they had to learn doing housework. During the British colonial period, Myanmar's education system had shifted towards a Westernized education system. There were a lot of Christian missionary schools in Yangon, Mandalay and other major cities. At that time, secular education spread around the country and most of the population gained a high level of education. Educational access for women enhanced substantially. Myanmar's schools and universities gained a reputation as the best and the most prestigious in Southeast Asia. When Myanmar gained independence in 1948, the government tried to create a literate and educated population. Moreover, Myanmar was believed to become the first Asian Tiger in the region.

However, Myanmar was isolated and impoverished by the 1962 military coup. At that time, all schools and universities were nationalized and the educational standard started to drop down. The military government tried to shut some schools down and control all the curricula of the education system. In response to student protests against the 1962 military coup, all universities in Myanmar were closed for 2 years. The military government also changed the medium of instruction at Burmese universities in 1965 from English to Burmese. This led to a rapid decline in English proficiency among the Burmese. The SPDC government led by Aung San Suu Kyi helped

by adopting a better curriculum and arranging commencement dates for universities and colleges. However, students still had conflicts that led to a student strike in 1996 and 1998. This action resulted in a universities closure for another 3 years. The universities and colleges were re-opening again in 1999, the government dispersed universities in different regions and shortened the bachelor program to be 3 years instead of 4 years. Consequently, the obstruction by the government on education in the past created obstacles on improving education system for Myanmar and a difficulty on developing the basic knowledge of Myanmar citizen as well.

Besides the obstruction by the military government in the past, the government also counts education investment as low priority. The government budget was contributed to military sector more than education and health care combined. In 2011, the government expenditure on education was only 0.8 % of its GDP and it was ranked 172nd from all over the world. When government spends less budget on education, it creates more education burdens for Burmese parents. This situation does not support rural and poor children to receive an education and it also leads to the following problems which are the inefficient of teachers and high supplementary cost.

Less government spending on education also leads to the inefficient of teachers because of low salary and also lacking of teacher's training program. Teachers in Myanmar usually earn US\$ 20-30 per month which is considered a low income in Myanmar. Therefore, Myanmar teachers have no motivation to teach children and it creates no incentive for qualified teacher to work in

a teacher career. Moreover, Myanmar teacher would prefer to work in a private tuition more than the public schools because private tuition provides a higher income.

Due to the lack of government support, it is difficult for low to middle income family to pay for the education expenses. Myanmar parents must pay for the transportation cost to school and additional fees to help the schools buy textbooks and desks. Even though the primary education is free, the supplementary costs can add up to \$100 annually, which is more than many low to middle income family can earn.

Since the military sector has governed Myanmar for many years, Myanmar citizen pay respect a lot to the military elites and consider them as an influential person in the society. Therefore, there are more rooms for military elites to seek for the benefits and corruption. Corruption is perceived as a norm throughout the state education system. Money and power can exchange for a good exam result. Children of military elites or children with military connection can access to education more easily than normal children. Moreover, they have more opportunity to study in a higher level of education. In some cases, they have a chance to study universities abroad in the United States, Japan, Europe and Australia.

Myanmar society is classified into different level from poor people to the military elites so there is a large income gap between the rich and the poor. Moreover, most of the population are low income people since Myanmar is the second highest percentage of population living below national poverty line from 10 ASEAN countries. Many poor families cannot afford the educational expenses so their children are forced to resign from the education system. Therefore,

it leads to an inequality gap in access to education between the rich and the poor. Data collected in 2009 by UNICEF said over 85.5% of rich children aged 10 to 15 years old were enrolled in school but only 28.2% of poor children at the same age were enrolled.

Lastly, the infrastructures in Myanmar are still poor for the whole country, especially the electricity and the public transportation. In Myanmar, only 3.5 million of 10 million households have access to electricity. Moreover, 84% of rural population have no access to electricity at all. It creates a difficulty for rural students to study at night time during exam period. If the electricity is gone, the students need to study under the candlelight. The public transportations in Myanmar are not in a good condition since they used the second-hand car, bus and train from Japan, South Korea and China. Therefore, it leads to an inequality gap in access to education between the urban and the rural.

- **Vietnam**

First of all, there is only the government who play the important role in the Vietnamese education system. Supply of teacher in Vietnam are over number that Vietnamese government can support, so this situation makes salary of teacher low. From this reason, it makes Vietnamese to choose other career paths instead of being a teacher since it might offer higher salary. This lead to loss of many quality teacher. Moreover, there is an inefficiency in teacher's training process because of lacking in the professional structure. The number of university lecturer who graduate the high degree is also low. As the table show below, the number of quotas for training the

teacher is very low compare to the number of the teenager who will be attain to the university (1,759,449 students).

Figure 7: Network of teacher training institutions at all levels in the year 2001

<i>Type</i>	<i>Quantity</i>	<i>Supplying Teachers for</i>	<i>Level of Management</i>
University of Pedagogy	10	Lower and upper secondary schools; Kindergartens	MOET and provincial governments
University of Education, VNU	1	Lower and upper secondary schools	Government
Teacher Training College	45	Lower secondary schools (and some primary schools)	Most are under provincial governments and some under MOET (e.g. Central Music and Painting Teacher Training College)
Educational Training Management College	2	Provincial and district department of education; General schools	MOET
Primary Teacher Training Institutions (normal schools)	35	Primary schools	Provinces and cities

Source: Training High Qualified Teachers in Vietnam: Challenges and Policy Issues Nguyen Chi Thanh

(University of Education, Vietnam National University at Ha noi (VNU), Vietnam)

Secondly, since Vietnam education curriculum mainly focused on just remembering instead of analyzing and applying practical things, this lead to the low skill labor in the labor market. In addition, with the poor system, some curriculums are outdated.

Lastly, Good learning environment can lead to improvement of student's performance.

Learning facility in Vietnam is still lack. Many schools are lack of books, instructional media, and stationary to create learning environment.



Source: <http://www.worldpopulationstatistics.com/population-of-vietnam-2014/>

iv. Summary table for education problems

Cambodia	<p>Corruption A country with full corruption as it almost become a culture trend for Cambodians</p>	<p>Weak Regulation The laws seem to be only for show but no one respect.</p>	<p>Low wage rate A teacher's average salaries is only 30 US dollars a month</p>	<p>Unaffordable Facilities No government support due to the limitless corruption.</p>	<p>Education Equipment The Ministry of Education never issues enough textbooks for every students</p>
Lao	<p>The Ethnically Diversity The country is composed with 49 different ethnic groups.</p>	<p>Language Problems Since Lao PDR was colonized by French, it adopted French Educational system.</p>	<p>Gender Inequality People's traditional attitude towards girls and women responsibility</p>	<p>Government Spending on Education The government spend less on education. Government expenditure on education is 1.81% of its GDP in 2011</p>	<p>Insufficient Teachers Inefficiencies in deploying teachers due to the unstable country situation.</p>
Myanmar	<p>Corruptions & Priorities The root of this problem is from the priorities of military elites and the weakness of law and regulation among military elites.</p>	<p>Government spending on education The government spend less budget on education. Government expenditure on education is 0.8 % of its GDP in 2011.</p>	<p>The inefficient of teachers & High supplementary cost Teachers in Myanmar usually earn US\$ 20-30 per month. Moreover, the supplementary costs can add up to \$100 annually.</p>	<p>Gap between rich and poor Rich remains rich, poor remains poor. Large inequality gap in access to education between the rich and the poor.</p>	<p>Infrastructure Unstable electricity for the whole country and inconvenient public transportation.</p>
Vietnam	<p>Insufficient number of the quality teacher. Due to the number of the quotas of training teacher is too small and the low salary</p>	<p>Lack of strategic planning Since the curriculum is mainly focus on remember instead of practice and analyze</p>	<p>Old and insufficient stuff for learning The school building and stuff is old and not attractive to the student</p>		

v. Policies

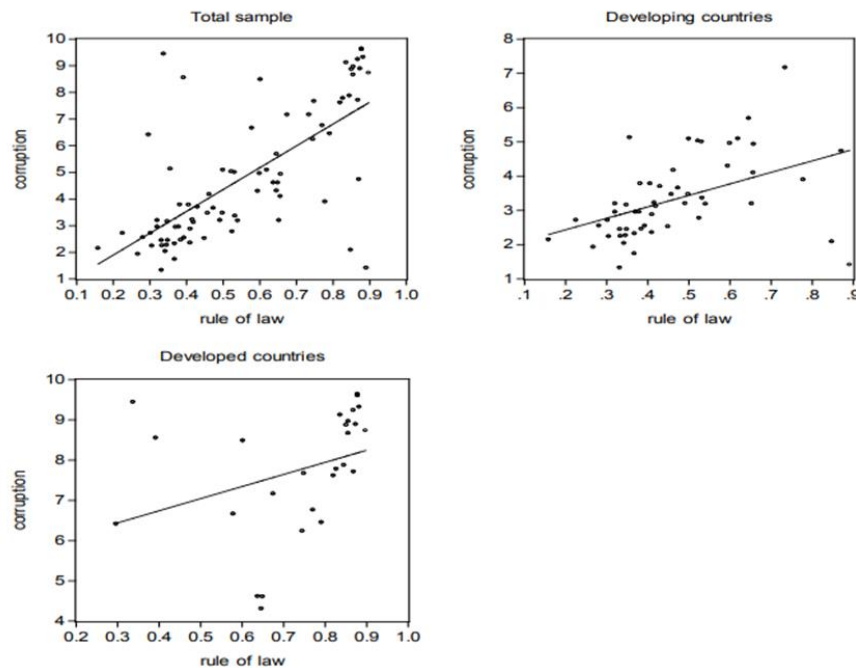
- Cambodia

In order to renovate the education system of Cambodia, I think the country should solve the law and regulation system first because it was the root of the corruption problem that contribute to other serious problems regarding Cambodia's education system such as unaffordable facilities and education equipment and poverty problem.

From the analysis of Leff in 1964 and Huntington in 1968, they found that level of corruption was intrinsically related with the level of the rule of law in the way that a weak rule of law contributes to a high level of corruption. Furthermore, World Bank analyzed the level of the rule of law as one of an important factor for controlling corruption in the country or in other world is that country with strong rule of law can ensure that no one is above the laws so corruption problem would decrease.

From figure1 gathered by World Bank, there are three graphs showing the relationship between the corruption perception index (vertical axis) which high index means low level of corruption and low index means high level of corruption and the level of the rule of law (horizontal axis). The results showed that there was positive relationship either developed countries or developing countries which were implied that low level of corruption is associated with high level of rule of law.

Figure 8: Rule of law and corruption



Source: World Bank

Therefore, the Cambodian government should establish policy to strengthen the rule of law and regulation system of the country in the way that publishing more sever punishments, enacting the laws with implementation and increasing awareness of people to the laws. Then, the probability of corruption would decrease which will mitigate other problems of education system in the country as well.

If the country success in implementing this policy, corruption problem in the country would decrease which implies that Cambodian government would have more money to allocate to education sector. As a result, Cambodian teachers will receive more average salary per month, Ministry of Education would have more budget to establish more textbooks for more Cambodian

students, and government would be able to support facilities of many public schools in the country.

- **Lao PDR**

The main problem in Lao PDR is low government support in terms of government expenditure on education and an unstable government expenditure due to the country's situation. In order to solve this problem, we suggest to sustain the government budget to be more stable in order to maintain to certain level of education quality. And also increase more expenditure on education and reallocate more to the rural area.

- **Myanmar**

For the corruption problem in Myanmar, its transparency scores 30 out of 100 and ranks in the 130th from 180 countries which means that the corruption is quite a big issue in Myanmar. Although the law and regulation are very strong, there are still free rooms for the military elites to seek for the benefits. There are three suggested policies for this problem. The first policy is to balance power between the citizen and the military elites. The second policy is to set some institution for tackling corruption problems. The third policy is to strengthen the law and implement directly, especially to the military elites.

For the government spending problem, although the new government has increased budgets for the education sector year by year, its spending is still lower than other countries that

are in the same process of developing the education system. There are three suggested policies for this problem. The first policy is to promote education as important factor for economic growth to raise awareness among Myanmar citizen and government. The second policy is to distribute more budget to education sector by increasing teacher's salary by the appropriate amount and subsidizing for the education equipment such as computer, textbook and desk. The third policy is to allocate more budget to education system in rural area to reduce the inequality gap in access to education between the urban student and the rural student.

For the infrastructure problem, population in the rural area are difficult to access to the electricity and the convenient transportation. There are two suggested policies for this problem. The first policy is to promote more Research and Development on improving basic infrastructure within the country. Myanmar can learn how to develop the infrastructure and how to maintain stable electricity from the developed country. Then, Myanmar can try to adapt the process and method to use within the country. The second policy is to allocate more government's budget on improving infrastructure. In order to improve the infrastructure, the projects require a lot of money to invest. Therefore, the government should support the necessary projects and take action by contributing some of government budgets to the projects.

For the income distribution problem, although Individual income is taxed at the progressive rates ranging from 0% - 25% in Myanmar, people in rural area are still poor and starving. There are two suggested policies for this problem. The first policy is to increase more property tax and commercial tax because the ones who can own the property and buy luxury

things are the rich people. Then, the government should re-distribute the money to rural area and poor people by creating more jobs for rural area and poor people. The second policy is to improve the infrastructure from the urban to the rural area since when there is a convenient infrastructure, the development will come to that area as well.

- **Vietnam**

From approving “the 2011-2020 education development strategy” policy in 2012, it is beneficial to Vietnam’s education system by helping the system to improve. So, we suggested to continue the policy of Vietnamese government. However, they should conduct a few change on the main points for fixing system’s problems.:

First of all, the government tried to rearrange the curriculum to reach the global educational standard. It focused to make the student to become more profession by motivating more participation in the classroom. Increase in participation will enhance the student to use more analytic skill and also allow student to experience real situation which will improve the learning process. In addition, the government tried to focus on the learning behavior and culture to build the strong and competent young citizen to be a root for future improvement and sustainability of the country.

Secondly, the government conducted the trainings and seminars for 1 million teachers to improve their skills. Furthermore, they launched the project to offer scholarship for supporting 20,000 students to study the Ph.D. These students will become influential power for the future

of Vietnamese educational system. Moreover, they will increase the ability of the executive team in 35,000 schools and 350 universities around the country by using “the new standard of education management 2007-2020”. Lastly, the government will increase the minimum teacher salaries to attract more people to be a teacher.

Thirdly, the government announced the partnership with four main English native countries which is New Zealand, Australia, Canada and United Kingdom to improve the English skill of their citizen. This project will take place for 10 years long. Furthermore, the government will build “The forecasting demand on labor center” to survey which type of labor that the industries need, then they will conduct the skill training sessions for preparing student to response to those demands. In any industrial area, the government will conform with each company to conduct the job venter to find the labor for the factory. Moreover, the government will cooperate with the educational sector from foreign country for improving their learning system to reach the world standard and give the chance to foreigner to invest in Vietnamese education system such as open school in Vietnam and give the certificate to guarantee the quality.

Fourthly, the public universities’ tuition fee will be increased because the tuition fee of the undergraduate program is currently about 300-500 US dollars per year, which is very low compare to the others country. The government will also give the scholarship to support the poor student and also the student who have a talented performance to inspire them. Furthermore, they will stimulate the private sector to invest in education system such as building

a school. In addition, the government try to seek the support and cooperate from foreigner to overcome all obstacle in education system and create the sustainable system.

Lastly, the government endorsed the partnership with top universities in the US which Vietnam will sent their student to study to increase the ability of the student in Scientific fields such as engineering, applied science, computer science and also finance. This will help them to achieve the strategic planning which aim to improve the country’s labor quality.

From the strategy that Vietnam’s government has done, it makes the education quality in Vietnam become better and follow the global trend in a short period which can proved by the ratio of the student to teacher, the PISA examination result and ranking which is the global standard base to measure the performance and quality on education in each country.

Figure 9: The ratio of student to teacher

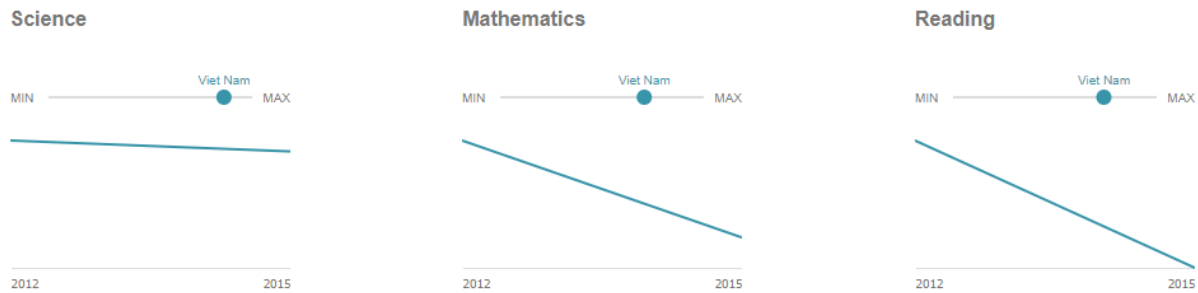
Ratio of student to teacher (primary)	19.9	19.63	19.40	18.88
Ratio of student to teacher (secondary)	17.75	16.98	16.62	16.18
Ratio of student to teacher (secondary)/lower secondary	16.61	15.89	15.79	15.44
Ratio of student to teacher (secondary)/upper secondary	20.26	19.31	18.35	17.73

Source: ASEAN STATE OF EDUCATION REPORT 2013

From the data above, it showed that the ratio of student to teacher in every level has been decreased.

Figure 10: Average performance

The headline indicator for the three subject areas: science, mathematics and reading. Average performance refers to all 15-year-old students in a country/economy regardless of the school type and grade attended. Small differences between countries and over time may be statistically insignificant.



Source: <http://www.oecd.org/pisa/>

From the graph above it shows that all skills in Vietnam have a good performance and are above the average. Even the rank is very high, in 2015, Vietnam was ranked in the 22nd of the world and 2nd of the ASEAN regions with 502.3 points when the average is 463 points.

Information provided above is the reason why we suggested to continue the Vietnam's government education transformation policy. We thought that its policy is good enough for Vietnam to reach the goal.

VI. Limitation

In this paper, there is still limitation of study because of limited data due to the political constraint and data collection issue in each country. Since the CLMV was once communist countries, many past information might be protected as classified. Furthermore, regarding to poor data collection system, time-series data of each country are deficient. Data comparisons between each country are not feasible since range of available time-series data are not equal. Therefore,

these problems are the obstacle for studying education system and also the future prospect of CLMV countries' educational system.

VII. Summary

- **Cambodia**

From the fact that Cambodia is a developing country that has a very poor economy and severe problem regarding corruption which contribute to other serious problems of education system in the country: low wage rates for teacher, unaffordable facilities, and inadequate school materials. Resulting in the way that human resources in Cambodia are never match those of international countries because every student need both theories and practice but the country significantly lag in both since not only insufficient teachers to teach, textbooks to learn, outdated lessons but also practice is zero due to no places for practice so graduated from public schools in Cambodia are not comparable to international acknowledge. Therefore, the country should solve the root of the corruption problem which is the problem of weak rule of law and regulation system by establishing policy to strengthen it that would decrease the corruption in the future as the law become stronger.

- **Lao PDR**

Lao is in the lower level of the education in the CLMV country. People are still not open-minded to the new or developed things as we could see as the various ethnic diversity in many

parts of the country and different language they are using. People's traditional attitude towards girl and woman's responsibility still commonly see. Low government expenditure and support seem to be the most important contributors to the problem, many of children in rural area are not able to access the education and low income of teacher also made insufficient teacher problem becomes severe. Although the government has launched many of policies to mitigate the inequality of education among different groups of people, the problems still existed.

- **Myanmar**

Although Myanmar is the least developed country among CLMV countries nowadays, Myanmar has the potential to grow substantially further in the future. They are able to improve their country only if they take action on the main problem which is the development of human capital. One of the factors that affect the development of human capital is the education system. From this study, it can be found that Myanmar still have many problems to solve further on improving the education system. The main problems are the government spending on education, the inefficient of teachers, the high supplementary costs, corruptions and priorities, the income gap between the rich and the poor and infrastructures. The suggested policies aim to boost the government spending on education, to strengthen the law among the military elites, to distribute more income to the rural area and to promote research and development on improving infrastructure.

- **Vietnam**

Since Vietnam is the most developed country among the CLMV countries, but the education is not reaching to the world standard due to the curriculum which focus on the remembering process and the insufficient of resources such as the school and teacher. So, Vietnam has launched the “DECISION No. 711/QD-TTg OF JUNE 13, 2012: Approving the 2011-2020 education development strategy”, aimed to fix those problems that focusing on the curriculum, the standard of education and the number of teacher. This policy is living the better, so Vietnam should concentrate heavily on this policy.

VIII. References

ASEAN Secretariat. (2014). ASEAN State of Education report 2013. [Accessed 6 July 2018]

Asia news network. (2013). Income and property disparities growing in Myanmar, economists say.

[online] Available at:<<http://www.asiaone.com/asia/income-and-property-disparities-growing-myanmar-economists-say>> [Accessed 6 July 2018]

Asian Development Bank. (2018). Poverty in Myanmar. [online] Available

at:<<https://www.adb.org/countries/myanmar/poverty>> [Accessed 5 July 2018]

Central Intelligence Agency World Factbook.2017.Age Structure.[online] Available

at:<<https://www.cia.gov/library/publications/the-world-factbook/fields/2010.html>>

[Accessed 5 July 2018]

CIA World Factbook. (2017). Age structure. [online] Available

at:<<https://www.cia.gov/library/publications/the-world-factbook/fields/2010.html>>

[Accessed 5 July 2018]

Countryeconomy. (2017). Burma - Myanmar GDP - Gross Domestic Product. [online] Available

at:<<https://countryeconomy.com/gdp/burma>> [Accessed 5 July 2018]

Countryeconomy. (2017). Population of Burma - Myanmar. [online] Available at:

<<https://countryeconomy.com/demography/population/burma>> [Accessed 5 July 2018]

Education policy and data center, (2007). [Online] Available

at:<https://www.epdc.org/sites/default/files/documents/Educational_Inequality.pdf>

[Accessed July 5th,2018]

Emily Walthouse. (2014).Evolution of Education in Lao.[online]Available

at:<<http://www.borgenmagazine.com/evolution-education-laos/>>[Accessed 5 July 2018]

Global Education Monitoring Report.(2011).Never been to school.[online] Available

at:<https://www.education-inequalities.org/indicators/edu0_prim/countries/lao-peoples-democratic-republic#?dimension=all&group=all&age_group=|edu0_prim&year=|2011

>[Accessed 5 July 2018]

Global Education Monitoring Report. (2013).Never been to school.[online] Available

at:<https://www.education-inequalities.org/indicators/edu0_prim/countries/vietnam#?dimension=all&group=all&age_group=|edu0_prim&year=|2013>

[Accessed 5 July 2018]

Global Education Monitoring Report. (2014).Never been to school.[online] Available

at:<[https://www.education-](https://www.education-inequalities.org/indicators/edu0_prim/countries/cambodia#?dimension=all&group=all&age_group=|edu0_prim&year=|2014)

[inequalities.org/indicators/edu0_prim/countries/cambodia#?dimension=all&group=all&age_group=|edu0_prim&year=|2014](https://www.education-inequalities.org/indicators/edu0_prim/countries/cambodia#?dimension=all&group=all&age_group=|edu0_prim&year=|2014)>

[Accessed 5 July 2018]

Global Education Monitoring Report. (2015).Never been to school.[online] Available

at:<[https://www.education-](https://www.education-inequalities.org/indicators/edu0_prim/countries/cambodia#?dimension=all&group=all&age_group=|edu0_prim&year=|2014)

inequalities.org/indicators/edu0_prim/countries/myanmar#?dimension=all&group=all&age_group=edu0_prim&year=2015>[Accessed 5 July 2018]

HDI values and rank changes in the 2013 Human Development Report. [online] Available at:<<http://hdr.undp.org/sites/default/files/Country-Profiles/LAO.pdf>> [Accessed 5 July 2018]

Helder Ferreira and Andre Oliveira. (2012).Corruption, income, and rule of law: empirical evidence from developing and developed economies.310-311.[Accessed 17 July 2018]

Jeffrey, H. (2014). EDUCATION IN MYANMAR. [online] Available at:<http://factsanddetails.com/southeast-asia/Myanmar/sub5_5f/entry-3117.html> [Accessed 6 July 2018]

Kien Forcefidele. (2010).What are the main problems in Cambodia education system? What should we do to solve those problems?. [online] Available at:<<https://www.scribd.com/doc/33883112/Main-Problems-in-Cambodian-Education-System>>[Accessed 6 July 2018]

Ministry of education and training, (2014). VIET NAM NATIONAL EDUCATION FOR ALL 2015 REVIEW. [Online] Available at:<<http://unesdoc.unesco.org/images/0023/002327/232770e.pdf>> [Accessed July 5th,2018]

Monique Skidmore and Trevor Wilson. (2008). Dictatorship, Disorder and Decline in Myanmar. 113-126. [Accessed 5 July 2018]

National Assembly of the Socialist Republic of Vietnam, (2009). Vietnam: Education Law, issued in 2005. [Online] Available at:<<https://uil.unesco.org/document/vietnam-education-law-issued-2005>> [Accessed July 5th,2018]

National Assembly of the Socialist Republic of Vietnam, (2016). THE FIVE-YEAR SOCIO - ECONOMIC DEVELOPMENT PLAN [Online] Available at:<<http://pubdocs.worldbank.org/en/839361477533488479/Vietnam-SEDP-2016-2020.pdf>> [Accessed July 5th,2018]

Prime Minister.NGUYEN TAN DUNG, (2012). DECISION No. 711/QD-TTg OF JUNE 13, 2012: Approving the 2011-2020 education development strategy [Online] Available at:<<http://vietnamlawmagazine.vn/decision-no-711-qd-ttg-of-june-13-2012-approving-the-2011-2020-education-development-strategy-4704.html>> [Accessed July 5th,2018]

Thailand office of the civil service commission, (2016). Education Policy in Vietnam (นโยบายด้านการศึกษาเวียดนาม) [Online] Available at:<http://www.asean thai.net/ewt_news.php?nid=6374&filename=aseanknowledge>. [Accessed July 5th,2018]

The ASEAN Secretariat. (2018). ASEAN Statistical report on MDGs 2017, Literacy rate of 15-24 year sold in CLMV. [online]Available

at:<http://asean.org/storage/2012/05/ASEAN_MDG_2017.pdf >[Accessed 5 July 2018]

The relevant national authorities in the view of world economic forum. (2015).Education for all 2015 National Review Report: Lao People's Democratic Republic.[online]Available

at:<<http://unesdoc.unesco.org/images/0023/002314/231489e.pdf> >[Accessed 5 July 2018]

UNESCO, (2011). Upper secondary completion rate (Lao PDR) [Online] Available

at:<https://www.education-inequalities.org/countries/lao-peoples-democratic-republic/indicators/comp_upsec_v2/communities#?dimension=community&group=|Rural|Urban&dimension2=sex&group2=|Female|Male&dimension3=wealth_quintile&age_group=comp_upsec_v2&year=2011> [Accessed July 4th,2018]

UNESCO, (2013). Upper secondary completion rate (Vietnam) [Online] Available

at:<https://www.education-inequalities.org/countries/vietnam/indicators/comp_upsec_v2/communities#?dimension=community&group=|Rural|Urban&dimension2=sex&group2=|Male|Female&dimension3=wealth_quintile&age_group=comp_upsec_v2&year=2013> [Accessed July 4th,2018]

UNESCO, (2014). Upper secondary completion rate (Cambodia) [Online] Available

at:<<https://www.education->

inequalities.org/countries/cambodia/indicators/comp_upsec_v2/communities#?dimension=community&group=|Rural|Urban&dimension2=sex&group2=|Female|Female&dimension3=wealth_quintile&age_group=comp_upsec_v2&year=2014> [Accessed July 4th,2018]

UNESCO, (2015). Upper secondary completion rate (Myanmar) [Online] Available

at:<[https://www.education-](https://www.education-inequalities.org/countries/myanmar/indicators/comp_upsec_v2/communities#?dimension=community&group=|Rural|Urban&dimension2=sex&group2=|Male|Female&dimension3=wealth_quintile&age_group=comp_upsec_v2&year=2015)

[inequalities.org/countries/myanmar/indicators/comp_upsec_v2/communities#?dimension=community&group=|Rural|Urban&dimension2=sex&group2=|Male|Female&dimension3=wealth_quintile&age_group=comp_upsec_v2&year=2015](https://www.education-inequalities.org/countries/myanmar/indicators/comp_upsec_v2/communities#?dimension=community&group=|Rural|Urban&dimension2=sex&group2=|Male|Female&dimension3=wealth_quintile&age_group=comp_upsec_v2&year=2015)> [Accessed July 4th,2018]

United Nations Development Programme. (2013). Cambodia HDI values and rank changes in the

2013 Human Development Report. [online] Available

at:<<http://hdr.undp.org/sites/default/files/Country-Profiles/KHM.pdf>> [Accessed 5 July 2018]

United Nations Development Programme. (2013). Lao People's Democratic Republic

United Nations Development Programme. (2016). Myanmar HDI values and rank changes in the

2016 Human Development Report. [online] Available

at:<http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/MMR.pdf> [Accessed 5 July 2018]

United Nations Development Programme. (2016). Vietnam HDI values and rank changes in the

2016 Human Development Report. [online] Available

at:<http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/VNM.pdf> [Accessed
5 July 2018]

World Bank. (2015). Access to Electricity Vital for Ending Poverty in Myanmar. [online] Available
at:<<https://www.youtube.com/watch?v=1LrBGCaj2U>> [Accessed 6 July 2018]

World Meter.info, (2018). Vietnam Population [Online] Available
at:<<http://www.worldometers.info/world-population/vietnam-population/>> [Accessed
July 4th,2018]

Zico. (2017). Myanmar Union Tax Law 2017 and Other Tax Updates. [online] Available at:
<<http://zico.group/blog/legal-alert-myanmar-union-tax-law-2017-tax-updates/>> [Accessed
6 July 2018]