

Reaching Out Strategies for Higher Education Institution in Cambodia

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Abstract

Education is increasingly a global business with rapid growth in both campus and distance learning facilitated by the Internet. The term “marketing” becomes controversy among educational practitioners when it involves sales, advertising and public relations strategy. Reaching out strategies is a process that can make positive contribution to both economic capital and social. This journal starts with background study of Cambodia. In the second stage, the journal starts to review education system in Cambodia from French colonial up to date. After understanding the education system in Cambodia, consumer behaviour towards higher education in Cambodia was analysed for both local and international candidates. The paper ended by proposing various methods for reaching out for Cambodia and global markets.

Keywords: *Marketing, higher education, consumer behaviour, strategic marketing, marketing strategy.*

1. Introduction

In the 21st century, education is a very important role in our lives. There is rapidly growing demand for a higher education in the world today (Schlager, Fusco, & Schank, 2002). A recent UNESCO survey indicated that institutions and governments spent about 6% of their overall budgets on

educational marketing (Gibbs & Knapp, 2002). According to Niles & Harris-Bowlsbey (2012) higher education is perceived as extremely important, and for most people a college education has become the necessary admission ticket to good jobs and middle —class lifestyles. Moreover, within this new, global, information-based society, the role of higher education has become increasingly crucial with regard to the social and economic development of a country (Newman, Couturier, & Scurry, 2010). The increasing demand for higher education, especially in the post-communist and developing worlds, has normally resulted in the transformation of the education system from being selective and competitive to being diversified (Altbach, 1999; Gibbons, 1998; Levy, 2006).

Varghese and Martin (2014) has critically observed that education is one of the top priorities of Cambodia. In addition, Hawkins (2014) reported in his studies ASEAN members have to strive to develop human resources in order to be able to compete with other members in its single market and production as well as in the common labor market and in the community of the participating nations. Lee (2006) pointed out countries such as Singapore, Thailand and Malaysia started to equip their national strategies and policies to be the international educational hub to attract their neighboring countries' students.

Blanco-Ramírez, & Berger (2014) revealed that it has developed its economic policies toward a knowledge-based economy through reshaping and restructuring its tertiary education to respond to globalisation of economic development. For instance, Huang, Raimo, and Humfrey (2014) reported that Thai government has formulated its educational policies to become an education hub in the ASEAN region to recruit more international students. At the same time, Jacob and Meek (2013) reported that Singaporean government has been making strides to become a hub for excellent education in Asia by attracting 15,0000 international students by the year 2015. All these nations have taken advanced steps to prepare themselves to attract international students.

Cambodia has been undertaking plentiful transformation to balance the quality and quantity of education by establishing a wide range of institutions and implementing national strategies including the Accreditation Committee of Cambodia (ACC) in 2003, the National Supreme Council of Education (NSCE) in 2005, the Rectangular Strategy for Growth, Employment, Equity and Efficiency in 2003-2012, the National Strategic Development Plan Update 2009-2013, and the Education Law (Brehm, & Silova, 2014). All these agencies promote and regulate the quality of higher education for the Cambodia higher education.

The Prime Minister of Cambodia supports the initiative to boost the education quality in Cambodia by setting up strategies and policies to strengthen the quality of teaching, of the curriculum, and of examinations in order to achieve recognition at regional and international levels. Sen (2011) in his case study reported that the government fosters the quality of education while at the same time trying to assure a balance of quality and quantity.

While various strategies were done by the government to promote quality education, it is essential to understand the consumer perspectives on the higher education of Cambodia. This paper discuss about the consumer behavior towards having higher education in Cambodia. In addition, this paper focuses on strategies to reach out higher education in Cambodia.

2. Background of Cambodia

Cambodia is a small country bordered by Laos, Thailand, and Vietnam and one side opening to the Gulf Thailand. In recent years, Cambodia has had a good economy and the country had enjoyed a

healthy growth in the last some years. According to Try & McSweeney (2012), Cambodia remains as agricultural exporter and rice being the main export item has provided significant growth to the gross domestic's product in the recent years. However, Mao et al. (2014) reported that there are still a large number of people under the poverty line. The main cities of Cambodia are Phnom Penh (Capital), Battambang and Siam Reap are growth rapidly. Scheidel, Giampietro and Ramos-Martin (2013) reported that there is conflict between the local and national development goals but still with the government initiative and foreign aid there has been appreciable improvement in the health care and education in the rural areas. It is clearly shown that education still a main pipeline that contributes to the sustainable growth in Cambodia,

The religions believed in Cambodia are mostly influences by two religions Buddhism and Hinduism of India and Buddhism being the main religion in the present times. In Phnom Penh, Cambodia the income is relatively low for the people. The currency of Cambodia is Riel (KHR) (1 Riel = 10 Kak or 100 Sen) and is weak in the international foreign exchange market (1US\$= 3,987KHR). Britto et al. (2013) reported that early childhood development and education systems and services development is strongly influenced by the national income.

Prempipat (2014) in the qualitative research to understand the consumer behaviour among Cambodian found that, the people of Phnom Penh desire for excellent education as they understand the importance of health and education in their path to achieve financial stability and sustainable growth in their nation.

The understanding of Cambodia background contributes to the research interest to further understand how to help higher education service provider to reach out their service both local and internationally. By providing quality education and the right business strategies, Cambodia education could benefit both local and international candidates.

3. Education in Cambodia

Education in Cambodia is governed by the Ministry of Education and Youth in a national level. The objective of establishment of education policy is to promote quality education at all levels and ensuring the equal fair distribution of education to all citizen in Cambodia. Brehm, Silova & Tuot (2012) conducted an critical analysis and reported that the education system now focuses on the modern pedagogy such as science and technology, foreign languages to promote the internationalization of Cambodia education. Similarly, Hayden & Martin (2012) also reported that the modern pedagogy is their main focus when developing syllabus in the higher education framework in Cambodia.

It is essential to understand the development of education system in Cambodia for us to develop the effective educational marketing strategies to reach the heart of people. Modern Education in Cambodia progressed slowly in the early 19 centuries. Clancy-Smith and Gouda (1998) wrote in their book "*Domesticating the empire: Race, gender, and family life in French and Dutch colonialism*", the French colonial rulers did not pay attention to educating during colonialised that includes Cambodia. The first school was opened only at the late 1930s (VanSledright, 2002).

VanSledright (2002) reported in *search of America's past: Learning to read history in elementary school*. Teachers College Press. The education level of Cambodia started to development after Cambodia getting independence from France. The government of Prince Norodom Sihanouk started to develop the field of education between 1950s and 1960s. During this time, elementary and secondary education was expanded to various parts of the country. At the same time, Tilak (2003) reported that the higher learning institutions such as vocational institutions, teacher-training centers and universities were established. Unfortunately, Ayres (2000) describes the scenario and the progress of education and development that was thwarted by the Khmer Rouge regime.that moved education Cambodia to the “dark age”.

During the regime of the Khmer Rouge from 1975 to 1979, Pol Pot's Communist leaning government disintegrated education in Cambodia (Clayton. 1998). During this period of time, Cambodia education was deteriorated (Gottesman, 2003; De Walque, 2006; Clayton, 2000). Ayres (1999) described clearly the scenario of education in Cambodia during that period of time. All national schools were closed down. Educated people especially teachers were the first victims of the Khmer Rouge's purging as they radically were preparing a massive indoctrination program for the youth. As the result, 90% of the teachers that time were killed while the rest fled the country or stayed in anonymity. At the same time, at least half of the written material available in the Khmer language was destroyed. The slogan of the time was "those who know more teach those who know less.". According to Becker (1998), during that period of time, many teachers were chosen among those without education level. Those teachers were only given one month short-term training and then assigned teaching jobs. With many buildings destroyed, classes were taught in shacks made of leaves with dirt floors or in some places instruction was given outside under the trees. The impact of this period of time was great and stopped the education development in Cambodia.

In the later stage, Vietnam, who occupied Cambodia in 1980 as a result of Pol Pot's transgressions into Vietnamese territories, slowly re-integrated education (Walque, 2006). Unfortunately, the education system did not offer to everyone and only to children of civil servants. During this period of time, Vietnamese culture is the main lessons that were delivered in Cambodia education system (Duggan, 1996).

Another social science studies. Smith-Hefner (1990) found that education was not given much priority because the government was engaged in fighting a civil war with the Khmer Rouge and other two non-communists. Financial constraints, the needs of manpower to serve in the army and a centrally planned economy caused government to set quota and limits number of enrolment to upper secondary school, and universities. This regulation indirectly generated favoritism, and nepotism within the educational system as wealthy and influential parents either paid bribes or used their political power to secure seats for their children in these institutions (Clayton, 1999). All the factors slowed the development of education system in Cambodia.

There were significant changes in the educational system after the Paris Agreements and the UN sponsored elections in 1990s. During this time, many new schools were construction as the country's new election campaigning (Doyle & Johnstone, 1998). Ledgerwood, & Un, (2003) reported that the percentage of the national budget allocated for education has raised, reaching 7.7 percent in 2000 and 15.67 percent in 2001. According to Sripati (2012), the increase of education budget was spent to develop teachers' manuals and student textbooks for grades 1-9. These new books have been printed in sufficient numbers for one book for every child in every subject. This is the first time children in Cambodia who had a chance to have one book individually.

According to Ministry of Education, Youth and Sport (1998), the educational level of teachers remains low where Six percent of Cambodia's teachers have a primary education, 77 percent have attended lower secondary school, 14 percent upper secondary school and only 3 percent have a tertiary education.

The basic education (Grades 1-9) in Cambodia comprises nine years and refers to three stages respectively, Primary grades 1-3, Primary grades 4-6; and the Lower Secondary Grades 7-9 ; Upper Secondary Education (Grades 10-12) comprises three years and is divided into two stages: Grade 10 ; and Grades 11-12. The Cambodia government has stated its commitment to achieve Education For All (EFA) by ensuring that all Cambodians children and youth have equal opportunity to access education by 2015 (MoEYS & UNICEF, 2005).

According to Tan, C. (2007) the Constitution of Cambodia states that free primary and secondary education shall be provided to all citizens in public school. A comprehensive constitution was formulated to protect and upgrade the life of the citizen through providing quality education to all. This is done through promoting the accessibility, affordability and availability education to the citizen. Currently, the objective of education in Cambodia is to produce quality workforce and human capital for Cambodia. Brehm & Silova (2014) mentioned that the constitution transforms to strategy through privatization policy in the mid-1990s. During this stage, universities were given opportunity to charge the students. This opportunity stimulates the growth of private higher education institutions in Cambodia.

The daily realities for both teachers and students in the Cambodian education system are very challenging. According to Akiba, Chiu, Shimizu, & Liang (2012), teachers faced inadequate salaries and the need to charge students fees for services. Teachers in Cambodia conduct additional tuition classes in order to sustain their living expenses as a teacher. The research findings also found that students faced inadequate facilities, large classroom size; sometimes travel times to nearby villages or towns, and high costs for their families. At the upper levels these problems are compounded by the need to pay bribes to pass the upper secondary level exams and to secure admission to universities (Brinkley, 2009). This is one factor that has contributed to the growth in private sector education.

Currently, the constitution now promulgates a compulsory education for everyone (Power, 2015). All eligible students have free access to education for nine years. However, as much as it is put into law, providing this basic service is not widely enforced. Baltork, Mansoori, & Azad (2015) still found that Cambodia education still facing various challenges such as lack of qualified teachers, low student attendance in the rural areas still persist. In addition, salary as a teacher is low and this becomes a barrier to get a good teacher especially in the rural areas (Akiba, Chiu, Shimizu, & Liang, 2012). Accessibility to teaching materials is still a serious problem in Cambodia (Richardson, Nash, Chea, & Peou, 2015). All these challenges are put into consideration and currently Cambodia even looks into Information Communication Technologies in Education Plan (ICTEP) to boost the accessibility, affordability of Cambodia education.

4. The consumer behavior towards having higher education in Cambodia

According to Prempipat (2014) survey, Cambodian household income remains low. As the result, they do not afford to attend university even the price is rather low. The government has taken

several initiatives to provide better the education is improving the overall education system in Cambodia but those in the rural areas still have the difficulties to pay the fees (Ahrens & McNamara, 2013).

In addition, there are many factors that contribute to low enrolment especially in university and higher education (Chealy, 2009). Besides poverty, others obstacles for sending their children to universities include school distance and less job opportunity in Cambodia. Chaealy (2009) also added that Cambodian has the perception that education does not ensure job security and career advancement. As the result, higher education is categorized as not essential and they are not motivated to further their study in university.

Heng (2014) conducted a study to understand the engagement of the students and the intention to enroll to a university in Cambodia. From his research, in Cambodia especially in the rural area, families are sometimes reluctant to let their children go to school because they need extra hands to work in the fields or perform household chores. For instance, they need more man power for family involves in agriculture. Similarly, Chan & Ab Latif (2013) also found the same findings that the demand for higher education is low in Cambodia because of the opportunity costs of educating children. The parents may prefer that their children work after secondary school to supplement household income, do household chores or take care for their younger brother or sister. In their perspective education is not important and useless for their children and the most important is to work and earn family income.

Rao, N., & Sun (2011) conducted a study on preschool participation and school enrollment in Cambodia. From their research, one of the reasons the perspective towards higher education is negative in Cambodia is the parents may not have enough information to assess the return on an investment in their children's education accurately. On the other hand, they may believe that jobs in the local economy do not require academic skills or that getting job depends more on personal connections than skills and they may feel that more competitive urban job markets are too far from community and family to consider. The findings were supported by King (2014) that he added that the parents may simply be unaware of the opportunities that exist, especially if they are uneducated themselves.

No, Sam, & Hirakawa (2013) conducted a study to understand factors of dropout among primary school children. In their research they found that most of them are live in a community that devalues education or frowns upon educating girls and they may be reluctant to violate social norms. Sommer et al. (2014) supported the findings that Cambodians have the perception that girls do not need high education. The inequality between genders contributes to the low enrolment of universities among female especially the postgraduate level. Therefore, the parent's perspective and the consumer behavior of Cambodians towards the education in Cambodia still are still negative.

5. Reaching Out Strategies for Higher Education Institution in Cambodia

Changing their Perception

Even there is rapidly growth for the Cambodia's economy; however the social gap is still very big. There are still lots of Cambodian face the difficulties in their life since their income still very low.

So, how to attract student believe that they can change their living status with education is the main important thing.

One of the strategies to build awareness among the Cambodia towards important of education is through advertise the message of importance of education in mass media in Cambodia such as advertise in social media, magazine, newspaper , TV, radio and others. The message of the advertisement should deliver to the Cambodians to create their positive perception towards education are such as education is important for development of a person, with good academic qualification will gain the good job opportunity and education enables them to have more welfare in life. This method was adopted from the intervention grounded of reasoned action approached that was reported by Bamberg (2006).

The private education providers should promote the education program by providing statistics to compare salary of the university graduates and non-graduate. By using statistic, students and parents could use their analytical mind to observe the differences and also the impact of the education for their future.

Government must promote the importance of the education since pre-school, so that it may change their mindset. Most of Cambodian goes for school just to know the basic so that they learn the knowledge for their life. Such they learn about farming under agriculture, so right after they are independence in their life. But that is traditional way of thinking, government must educate the students the education not only for that but it may change your life with better job offer.

The educators in Cambodia play an important role in build awareness and educated the Cambodians. Teachers have significant roles in encouraging students to continue their education and teachers should share the information of the values of education to the community. They should educated the Cambodians without a good education, they will be less likely to get a job in the competitive market and unable to support their families in the future. Moreover, a country's citizens with high quality education can help to transform their country for the benefit. This is because quality education helps citizens work together to create strong, open institutions and societies. By adopting this strategy, an extra year of good schooling lifts a country's yearly economic growth by 1%, making poor countries richer and, in the long run, less in need of foreign aid — and more able to trade. With this strategy, enable to create positive perception towards education in Cambodia.

At the same time, Higher Education Provider and Ministry of Education can provide testimonials of candidates who have successfully change their social status through education. By using these strategies, the parents and candidates can be motivated to further their studies in higher education level.

Financial Aid

Several financial aid strategies can be applied by both higher education service providers and government. For higher education service providers, they can provide financial assistance such as low interest study loan, sponsorship, scholarship, discounted study fees or guaranty work after graduate. There are a lots of students wish to continue their study but due to the cruel reality, they have no choice to give up in order to survive not just themselves but also for their family.

For government, they could set up an educational fund to provide loan to the qualified students who have passion and interest to continue their studies. This education fund provides zero interest to

assist the family members. This educational fund can be set up with the private sector who have foreign direct investment (FDI) in Cambodia. By using these strategies, Cambodia can provide more qualified workforce in the market. Those sponsoring companies could have obtained loyal and committed employees in the long run.

Therefore, government programs providing incentives to poor students and teachers would help to increase the quality of education. In Cambodia, the vision of the Ministry of education, youth and sport (MoEys) is to build the capacity of human resources in terms of knowledge, skills, ethics, creativity, innovation and entrepreneurship to maximize the long term development of Cambodian society and economy in the globalization context. Therefore, the Ministry of education, youth and sport (MoEys) should create positive perception towards education in Cambodia by educating the Cambodians how important education is in developing human capital and to develop a knowledge — based society within Cambodia such as organizing events, campaigns, conferences, talks and others in the community to build awareness among Cambodians about how important education is for self-development and country development. The seminar should be organized in the community especially in the rural area and bring out the message to them that education is the most vital thing in the development of a country and people cannot do anything without education, and their country cannot develop.

Flexibility of Study

Cambodian students are facing difficulties of life instead of study. Flexibility will address the needs of their students, such as long distance study, part time study. The flexibility study mode provides them to enjoy the flexibility to attend class. They are not fully tied up for the class everyday that would cause inflexibility to perform their task. If the students choose for long distance class, they are not required to attend the class unless assignment or exam since they can obtain all the knowledge through online coaching or pre-recorded video coaching. It is totally different from the traditional way of class where they need to attend the class periodically from time to time.

In addition, part time study requires students to attend the class after dismissal from their work on weekdays or during their day off on weekends. All of these are also solutions for those students who work or stay nearer as compared to long distance study.

The online education does not reduce the quality of education because students can reduce the opportunity cost derived from travelling. The transportation system in Cambodia still needs to be improved and travelling time to the city such as Phnom Penh could be a barrier for them to enroll in higher education in Cambodia.

Collaboration between Private and Government

Additionally, the next strategy is the role played by the Sustainable Development Department (SDD) of FAO and The United Nations Educational, Scientific and Cultural Organization (UNESCO) who are inviting member countries, UN entities and civil society to join in the establishment of a new Partnership on Education for Rural People in Cambodia. This enables Cambodians who live in the rural areas to have awareness towards the importance of education and they are provided education opportunities. Following by, the states, non-governmental organizations (NGOs) and the private sector should partner in Cambodia to raise awareness of the crucial role played by education in the development and stability of a society by organized activities and campaigns in their country.

Government Policy

Currently, the hot issues that happen in Cambodia are child labour. According to Chae (2009), it is believed that Cambodia's economic growth and progress is a contributing factor to the increasing number of child laborers. The huge demands of the construction industry is one example where it has pushed children to work in factories or brick kilns, foreclosing the option of school education for most of them. Moreover, most of the children in Cambodia are from poor family and they are force to earn money to help increase their family income in order to survive. One of the strategies to create positive perception towards education in Cambodia is to combine school education with child labour to ensure children obtain adequate school education.

Wells (2005) reported the views of Cambodian policy makers, who suggested that, provided it was not too hazardous or harmful, allowing some child labour was the most realistic approach to take to achieving this aim. This was because most policy makers believed severe poverty threatened families "survival and made children's participation in their family's subsistence activities inevitable" (Winstanley, Clark, & Leeson, 2005). As a result, flexible school operations to combine their work and education were seen as necessary. Therefore, the parents' perception towards the education in Cambodia will change to be positive as their children can study and doing part time job to increase their family income.

Furthermore, the Cambodia government should try to provide more professional job opportunities such as lawyer, doctor, clerk, secretary, accountant, teacher and others for those are educated or have higher education qualification to create positive perception towards education (Chen, Sok & Sok, 2007). In addition, government also can provide high pay salary for those employees have higher education qualification in order to attract their attention and change their negative perspective towards higher education in Cambodia.

Low conversion rate

The study cost is very high at certain area or country, so parents will sourcing for other alternate countries to sent their children for the higher education. So Cambodia fulfill the needs for those parents as the conversion rate in Cambodia is very low, some more the living expenses in Cambodia also significant low so parents can reduce parents' burden for their children education. Example for now people choose to get their medical education will choose India, Ukraine or Indonesia due to low price. So University of Cambodia also can learn from this, and provide specialty course which it is more outstanding or at least similar level with others. So parents will feel pleasure to send their children there for good education with significant low price. Cambodia can use this as the key of promotion when conducting marketing strategies to assist the students and parents to understand the beauty of Cambodia education.

Be Clear about Who You Are

Without sounding like a marketing manual, this is the key to unlocking what makes higher education provider in Cambodia to be unique. Higher Education Provider should prepare them to serve a solid brand identity. Identify the key point of different and how they can serve the education market differently in the global market. This can be achieved by understand the current standing of

education service provider in Cambodia through various methods such as a reality check, consumer/learner matrix, ansoff growth matrix and the Boston consulting matrix. These analytical techniques help education service provider to conduct a comprehensive marketing audit so that the education service provide is more confident towards their strategies.

The educational service provider should evaluate their own strength and intrinsic and internal environment to design the specialty program that is different from other country. For instance, Japan well knows in technology field, so the candidates who love technology will certainly go Japan for their education. There must be some selling point to attract students, if not why they will choose to come aboard Cambodia for study. This may sound simplistic, but it helped us to distil an identity that lends itself to creating stand out marketing campaigns that are relevant to and understood by our target audience of aspiring young creative talent.

At first, Cambodia could leverage the rich historical and culture background as the key of success. Higher Education Provider (HEP) could offer programs to assist researchers to understand the culture and historical background of Cambodia. In addition, Buddhism studies are also another unique program that could attract international researchers.

Draw on the Talent around You

University is a place with full of talent. University marketing department should focus on the talent within their organization. By taking to their own students, the marketing team could have new idea how to reach the prospective candidates. In addition, by talking and focus group with the current candidate, university could capture useful information such as trends, fashions and subcultures they can tap into in order to engage prospective applicants. Maringe, & Foskett (2002) conducted a case study on marketing university education. In the case study they found many university invited student to take part in a number of marketing initiatives. The students have also been at the core of department planning and consulted on the design of marketing materials.

In addition, Foster, & Sauser (2014) added that university should provided some attractive packages when students were assisting the marketing in the university. The remuneration package which may cover up from their basic need, study fees, transportation, living, security and others up to their future career path. A successful promotion must obtain certain amount of the targeted audience, by notice on the amount of people who approach for further information that lead to registration.

Get help from Social Media

In this digital world, everyone is engage with social media such as Facebook, Twitter, and Blog. Everyone spend lot of their time browsing and posting through all these social media webpage. So University of Cambodia should post their information in those pages as well. So everyone will stay connected with the latest update with them, more over this can create a huge social network. This social network will help to promote the University of Cambodia to others within the network. The networks will continuous growth with zero cost since people will share to others within his/her friends. The impact of social network is very big and efficient.

Promotion- advertising, direct mail and exhibitions

Education is positioned and aligned to general patterns of consumption. Strap lines and slogans are essential to create brand development to differentiate its offering from those other university. A slogan helps students to recognize the point of difference of the university. The created slogans are

used as the marketing tools for them to compete in market, the prospectus and Web site have taken a key role in the interface between the institution and its future students.

There are various methods of communication and the use of advertising. The promotion mix includes the four key elements such as advertising, face to face promotions, public relations and personal selling. These methods are integrated to help reaching the heart of the students. However, direct marketing and also event and exhibition remain the main marketing communication should be applied by higher education in Cambodia.

Direct marketing can be conducted with an educational counselor on a one-to one basis to help them choose the courses. It involves response advertising and can use all the media ranging from internet to letter especially for the context of Cambodia. Le (2014) describes a few guidelines to produce a good quality brochure such as use picture / drawing to illustrate the image, let the reader has a feel for the institution with which they are dealing; use real people undertaking the programme and knowledge they have acquired and always be realistic. Gibbs & Knapp (2002) provides tips for the course leaflets that includes, give the right depth of information; communicate the strengths; colour, design and photography; make the text accessible; clear focus to each page with a heading across the top; Highlight strength in bold large text; use space to avoid cramping text; summarise key facts in boxes or bullet point lists and use clear diagram to explain structures.

Chiu (2014) explained that exhibition as a medium to bring the most active potential students to the university, allow university to demonstrate the service and produces and create atmosphere of dealing with the university. In addition, exhibitions enables university to handle objections directly and builds the brand as well as immediate commitments of the university. Gibbs & Knapp (2002) proposed that the exhibition should be distinctive; avoid barriers that stop visitors walk into your stand; position display near the edge; ensure the visitors understand your message in 3 seconds when past through your booth and use plants and foliage to soften the overall image.

6. Conclusion

Presently, Cambodia still has a high illiteracy rate where 76.25% of men and 45.98% of the women have yet to know their ABCs (Courtney & Gravelle, 2013). The Ministry of Education Youth and Sport has a strategic plan in place and have already launched programs like the National Development Strategic Plan 2006-10, Cambodia Millennium Development Goals, and the Education for All National Plan 2003-2015 to give Cambodian children hope for a brighter future (Sato et al., 2011).

Cambodia Government realizes the importance of education toward country development, so Government allocated more fund for the education which may help to increase the quality of the Cambodia education. This will help to improve the facilities of University, employ better qualify professor and will surely to improve the University world ranking. When the University of Cambodia improves their world ranking, consumer will be more confident to study in Cambodia. Last but not least, hereby wish there are more and more Cambodian students can go for higher education which help to improve their living social and Cambodia economy GDP.

As discuss clearly in the context above, there are several recommendations that University of Cambodia can take in consideration in order to promote the education in Cambodia. Education can provide students a better exposure, knowledge, better career path but it also can provide government extra income for International student and skillful & educated workforce which may increase Cambodia economy growth. Even the propose methods are something very common in modern

countries. However, marketing education in Cambodia remains the traditional ways to reach the heart of local and international candidates.

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