

## **Abstract**

The thesis examines the Cambodian basic primary education, particularly concerning the problems of financial accessibility and teacher's quality. After describing the historical context, the author analyses available evidence on the current situation of the Cambodian primary education as well as measures undertaken for its improvement. The empirical part examines twelve semi-structured interviews with informants with a diverse background (NGO workers experienced in the area, elementary and lower secondary teachers, and recent students). The research confirmed the importance of the problem of teachers' quality also related to their low education. Problem of informal payments restricting access to education for some pupils was not completely confirmed. Although these problems have remained – both according to informants and literature – the critical challenges of Cambodian education, the findings suggest that recent years have witnessed notable improvements in both these areas.

**Key words:** basic education, teachers, Cambodia, accessibility, quality