

ミャンマー日本人材開発センター事例調査報告

1. 調査期間及び日程:10月30日(水)～11月8日(金)

	午前	午後	滞在国
10/30 (水)	成田発 11:00(JL717) バンコク着 15:15(JL717)	バンコク発 18:00(TG305) ヤンゴン着 18:45(TG305)	岩口団長及び 田中:成田→ミヤ ンマー
10/31 (木)	10:00 高等教育局協議 11:30 JICA ミャンマー事務所打 合せ	14:00 在ミャンマー日本大使館 表敬・意見交換 18:30 ミャンマー運営委員との意見 交換会	ミャンマー(小塚所 員及び U Tin Win はミャンマー→ ウイトナム)
11/1 (金)	ヤンゴン発 10:05(TG304) バンコク着 11:45(TG304)	バンコク発 13:45(VN830) ハノイ着 15:35(VN830) 19:00 JICA ウイトナム事務所長主 催意見交換会	ミャンマー→タイ →ウイトナム
11/2 (土)	9:00 ハノイ日本センター 見学・協議	17:30 民間日本語学校 見学	ウイトナム
11/3 (日)	資料整理	資料整理	ウイトナム
11/4 (月)	9:00 貿易大学表敬 10:00 ハノイ日本センター協議 授業見学	11:00 教育訓練省 表敬・協議	ウイトナム
11/5 (火)	ハノイ発 11:50(VN841)	ビエンチャン着 13:00(VN841) 19:00 JICA ラオス事務所長主催意 見交換会	ウイトナム →ラオス
11/6 (水)	9:00 教育省表敬・協議	14:00 ラオス国立大学表敬 15:00 ラオス日本センター見学・協議 授業見学	ラオス
11/7 (木)	ビエンチャン発 10:35(TG691) バンコク着 11:40(TG691)	*ミャンマー帰国組(6人) バンコク発 18:00(TG305) ヤンゴン着 18:45(TG305) *岩口団長及び田中 バンコク発 22:35(JL718) 成田着 6:10(JL718)	ラオス→タイ→ミヤ ンマー(or 東京)

2. 調査団員:8名

	氏名	役職
①団長	岩口 健二	JICA アジア第一部特任参事
②協力企画	田中 茂行	JICA アジア第一部インドシナ課
③協力計画 (高等教育行政)	U Saw Lwin	Director General, Department of Higher Education / Lower Myanmar
④協力計画 (交流事業)	Pe Maung Than	Pro-Rector, Yangon University
⑤協力計画(ビジネスコース)	Daw Khin Thein Yee	Pro-Rector, Yangon Institute of Economics
⑥協力計画 (日本語コース)	Daw Ah Sin Hmwe	Head of Department (Administration and Finance), Yangon University of Foreign Language
⑦協力計画(業務調整)	小塚 英治	ミャンマー事務所
⑧協力計画補佐	U Tin Win	ミャンマー事務所ナショナルスタッフ

3. 調査結果:

(1)ミャンマー

(ア)日本大使館表敬・協議

出席者:照屋二等書記官(在ミャンマー日本大使館)

佐々木所長、平田(ミャンマーJICA 事務所)

岩口特任参事(アジア第一部)、田中(インドシナ課)

1)協議内容

●在緬日本人との関係について

- ・ 大使館では、日本センター活動内容に関し、在緬日本人からもアイデアを出してもらっている。現在商工会議所を通じ、NGO 関係者等から意見を出してもらっている。
- ・ 日本センター内にNGO等が活動のために使用する部屋を用意し、活動を支援すること一案である。NGOが活動する際には、安価な値段で貸し出せるよう配慮が必要である。
- ・ NGO側の日本センター案件に関する感想は、従来の案件に比べ透明性が高く歓迎しているとのことで、比較的好意的に受け入れられている。
- ・ 民間に開放し、共同で運営していくことが日本センターの目的である。今後も在緬日本人の意見を取り入れ、関係を構築していく方針である。

●日本センターの施設及び活用方法について

- ・ 税制の専門家が4名派遣されているが、日本センターにおいても税制関連の講座を考えている。ただし、教育省と財務省の関係には配慮が必要である。
- ・ ミャンマーにおいては、適当な会議室が少なくホテルやインターナショナルビジネスセンターなどのレンタル料は非常に高価である。日本センターではリーズナブルな料金設定でレセプションなどができる会議場を貸し出す予定である。ただし、ミ国においては集会の自由に対する制限があるので慎重に対応すべきである。

- ・ スポーツ施設及び講堂として使用可能である多目的ホールの建設を予定している。ミ国では娯楽が少ないのでイベントなど数多く開催し多くの人に活用してもらいたい。
- ・ 日本センターにおいて情報ネットワーク体制をつくり、日緬に関する情報発信拠点としたい。

#### ● その他

- ・ ビジネスコースに関し、資格を授与したい。ミャンマー教育省認定のものであり、かつ日本側もなんらかの認定を行うことで権威ある Diploma としたい。
- ・ 日本側もオールジャパンとして日本センターを支援する最高諮問支援会のような組織が必要。

#### (イ) 教育省高等教育局

出席者: 団員 8 名、U Kan Zaw (ヤンゴン経済大学副学長)

Myo Myint (ヤンゴン外国語大学副学長)、平田 (ミャンマー事務所)

#### 1) 協議内容

- ・ 高等教育局長よりベトナム及びラオスへの訪問は非常に有意義で多くの情報を得ることが期待でき、帰国後より多くの議論が期待できる旨の発言がなされた。
- ・ 経済構造調整支援に関し、ICT 分野に多くの関心が寄せられている。現在 MICT (Myanmar Information and Communication Technology) で 50 人の訓練生が訓練を受けているが、日本センターの特にビジネスコースと協力することで、より多くの訓練生を輩出できる。
- ・ 交流事業は若い学生だけが対象ではなく、教授や講師なども対象にすべきである。
- ・ 日本語コースに関するコース設定期間は、6ヶ月程度必要である。
- ・ 日本センタープロジェクト実施には、相互理解の精神が重要である。
- ・ 若い世代には ICT に興味を持つものが多いので、日本センターでも是非この分野の活動をしてもらいたい。
- ・ ICT 分野は主に科学技術省 (Ministry of Science and Technology) が担当している。

#### (2) ベトナム

(ア) ベトナム日本人材開発センター (ハノイ本校) 見学・協議

出席者: 団員 8 名、小林 (ベトナム JICA 事務所)

ベトナム日本センター Prof. Trinh (ダイレクター)、橋本所長、木村調整員、柴原専門家

#### 1) 日本センター全体に係る概要説明 (橋本所長)

#### 2) 全体協議

- ・ 日本センターの建物ができる前はホテル等を借り、パイロット的にビジネスコースを開始した。ただし場所が定まっておらず、積み上げができなかった。
- ・ ビジネスコースは社会人を対象に実施されている。
- ・ 広報の仕方としては、日本センター全体に係る広報をテレビで、ビジネスコースの広報 (募集) を新聞広告及びダイレクトメールで行っている。現在の参加者の 6 割以上はダイレクトメールによる。因みにテレビに関しては、新聞の 10 倍の宣伝費がかかる。
- ・ 資格に関しては、日本センターの認定書を出しているが、オフィシャルな資格ではない。

#### 3) 担当者協議

#### ● 運営体制について

- ・日本センターの運営に関しては、EXECUTIVE COMMITTEE における日越双方の委員による民主的な話し合いにより決定され、これまでも問題はない。
- ・ベトナム側の最終的な責任者は貿易大学長であり、決済や各種許認可権の問題等苦勞する点が多い。はじめから法人格としてスタートするのが望ましく、今後法人格を取得することは困難をきわめる。
- ・現ダイレクターの Trinh さんが就任する前は、貿易大学長が日本センターのダイレクターを兼任していた。いずれにしても共同所長は、日本センターの運営を難しくしていると感じる。
- ・可能であれば、教育省直轄の組織として法人格を取得したい。現在貿易大学直轄の機関であるため、日本センター運営に係るすべての決定に関し大学長の印鑑が必要となる。
- ・5年後以降、日本センターがどのような位置づけで運営されるか不透明な点がある。プロジェクト開始当初は、5年でベトナム側に引き渡す予定であったので、ベトナム側ではそのつもりでいるようだ。本部でもこの点に関し、はっきりと方針を打ち出してほしい。

#### ●予算及び採算性について

- ・予算の管理に関しては、木村業務調整員が現地業務費と日本センターの費用を両方とも管理しており負担が大きい。アカウンティングに関する専任の人材を雇用する必要がある。
- ・日本センター全体のコスト回収率は約30-40%である。
- ・C/Pの人件費に関しては、ダイレクターが500ドル、マネージャーが400ドル、スタッフが130ドル、ワーカーが60-70ドルとなっている。但し本件に関しては、越国特有の状況であり、一般的な例ではない旨調査団長より説明された。今年度は日本側が全部支出しているが、来年度からは日本側が支出する予定はない。来年度からは、光熱費や人件費などを日本センターから支給する目処がたっている。

#### ●人材確保について

- ・日本センターの運営スタッフは公募により、社会経験のある人を集め、面接をして決めている。但し、マネージャー以上の人材は貿易大学から派遣されている。
- ・現在、大学から推薦された講師を面接し講師を確保しているが、ベトナムにおいても優秀な人材が少ない印象がある。
- ・ビジネスコースの講師は、所長とビジネスコースのリーダーが候補者を紹介し、面接によって採用している。

#### ●その他

- ・日本センターの建物が完工する前にはホテル等を借り、パイロット的にビジネスコースに係るセミナーを実施してきたが、場所が固定できず積み重ねができなかった。建物が完工しないとC/Pのコミットメントが得られないのではないかと。
- ・日本センターとして資格を出しているが、大学との単位の互換などはない。
- ・交流事業に関しては、前チーフアドバイザー及び業務調整員のアイデアによりこれまで実施されてきた。特にニーズ調査は行わず、現地でやれるものを独自のネットワークで探している。講師に対する謝金は払っているが、収益はほとんどない。
- ・日本センターのあいている部屋をレンタルルームとしてホテルの約1/5ぐらいのレンタル料金で貸し出すこともある。

#### 4)日本センター内見学

(イ)LTSC EIKHO Hanoi(民間日本語学校)

出席者:団員8名、小林(ベトナム JICA 事務所)、河口代表、他日本語学校スタッフ

1)「EIKOH Center 概要」に基づき説明(河口代表)

2)協議内容

- ・ベトナムにおいて、日本語は英語に次ぐ人気がある。生徒のほとんどは、英語を学習し、第2外国語として日本語を勉強している。
- ・学校運営に係る戦略としては、ハノイ工業団地の日系企業をターゲットとした企業研修に力を入れている。
- ・企業で通用するために言葉だけでなく、ビジネスで通用するための中身も重視している。
- ・最近では自費で留学する学生も増えてきており、留学支援に関する情報提供も行っている。

3)学校内見学

(ウ)貿易大学

出席者:団員8名、小林(ベトナム JICA 事務所)、Hoang Ngoc Thiet (貿易大学副学長)

1)貿易大学の紹介(貿易大学副学長)

2)協議内容

- ・日本センターはできたばかりであり、多くの経験を有しているわけではないが、多くの情報提供の場としてニーズが高い。
- ・貿易大学においても学生の需要に対して供給が満たされていない。学生のニーズを満足するためにも日本センターに期待する部分は多い。
- ・ハノイとホーチミンの日本センターでは、ビジネス状況が異なるので、シラバスや教科書が同じである必要はない。同様にラオスやミャンマーと連携を取ることは有意義であるが、コースの運営手段が異なるのは当然である。しかし基本部分は同じ日本センターとして共有できるはずである。
- ・最も学生に人気のある科目は FOREGIN TRADE である。
- ・現在2大学と大学間協定を結んでおり、学生及び講師間の交流がある。

3)貿易大学内見学

(エ)教育訓練省

出席者:団員8名、小林(ベトナム JICA 事務所)、

Tran Ba Viet Dzung (Director General/ International Relations Department)

教育訓練省スタッフ

1)教育訓練省概要説明(Dr. Dzung)

2)協議内容

- ・日本センタープロジェクト実施に係り、最初は協議が遅々として進まない印象があったが、98年に急に忙しくなった。日本の援助はきめ細かく、質の高い援助を実施している。
- ・ハノイとホーチミンを併せて、約1100万ドルの資金が投入された。

- ・MOET では ASEAN University Network 等、大学間や政府機関同士等、様々な関係を構築しており、今後ミャンマーにおける日本センターとの関係構築に関しても高い関心がある。
- ・MOET では貿易大学を含めすべての大学を管轄下にもち、各大学のセミナーや講座のリクエストのアレンジ、または海外の大学との関係構築の設定など行っている。例えば早稲田大学からある図書が欲しい際にその仲介役を行うこともある。

(オ)AITCV

出席者:団員 8 名、小林(ヴィエトナム JICA 事務所)

Do Trong Nhan(副学長)

1)AITCV の概要説明(副学長 Mr. Nhan)

2)協議内容

- ・フィンランドの援助により 1993 年に設立されたバンコク以外唯一の AIT 機関である。
- ・講師は英語のみで授業をしている。タイから講師を数多く呼んでいる。
- ・JICA の援助に関し、タイの AIT に多くの講師派遣など実施されているが、ヴィエトナムにおいては実施されていない。
- ・ヴィエトナムの女性も差別を多く受けており、教育を受ける機会も男性に比べ少ない。

3)授業見学及び学校内見学

(カ)Hanoi School of Business

出席者:団員 8 名、小林(ヴィエトナム JICA 事務所)

Meghnad Shetty(Program Manager)

Cau N Ta (Head of Edu. Tech & Information)

1) Hanoi School of Business の概要説明(Dr. Caunta)

2)協議内容

- ・ハワイ大学と提携しており、ハワイ大学の MBA プログラムを取得することができる。実際にハワイへ行き授業を受けることも可能。
- ・小規模で高い質を保つことがポリシーであり、高額を受講料を取得しつつもハーバード大学の教授を招聘するなど、授業の質を高めることを重視している。
- ・政府の関与はない。自由に計画を立案及び実施している。
- ・ヴィエトナム航空など約 10 社が出資しており、建物、機材、講師謝金、電気代等を賄っている。
- ・学生は大卒の人間を対象に試験と面接で入学を決定する。世銀からの奨学金をもらっている者もいる。朝から授業が行われ、毎日 30-50 ページ分の宿題など内容の濃い授業を展開している。

3)授業見学及び学校内見学

(3)ラオス

(ア)JICA 事務所表敬・協議

出席者:岩口特任参事(アジア第一部)、田中(インドシナ課)、小塚(ミャンマー事務所)、

U Tin Min (ミャンマー事務所)、西脇所長(JICA 事務所)、小川(ラオス JICA 事務所)

1)事例調査の日程及び目的を説明(岩口団長)

## 2)ラオス日本センターに係る現状説明(西脇所長)

### 3)協議内容

- ・ラオス日本センターに係る大きな問題として、収支に関する透明性及び財政難、専門家派遣体制の不整備があげられる。
- ・現在日本センターは、ラオス国立大学の附属機関という位置付けであるが、法人格の取得も考慮に入れている。その際は、法整備がされていないので学長と教育省の話し合いで可能である。
- ・ラオス国立大学経済経営学部との共同事業であり、日本センターと一体感が持ちづらい。
- ・ビジネスコース及び経済経営学部支援に関し神戸大学が協力してくれている。長期専門家派遣のみならず、留学生受入や短期専門家派遣など全面的に協力している。ただし、国立大学なので制約が多い。大まかな計画のもとに長期的協力している。きめ細かい援助が必要とされるときもありそれが可能であるのは私立大学である。ラオスの場合、明治大学が協力しているが国立大学と私立大学では理念が合わないこともある。理想は私立大学主導で協力をお願いし、国立大学がバックアップするのがよい。
- ・トレーニングセンター(旧称ラオフレンドシップセンター)が街中に設立される予定である。日本の無償資金協力で建てられ、2004年11月のアセアン+3会議の会場としても使用される予定である。J-NETを日本センター内に設置する予定であるが、大使館としてはトレーニングセンター内にも設置するよう検討中である。日本センターにおいては、多目的ホールにJ-NETを設置する予定であるが、夕方は多目的ホールも稼働率が高く、増築も考えている。
- ・ビジネスコースに関しては、日納専門家が各講義をテキスト化している。これまでの講義を約20冊に纏めている。
- ・日本センター設置場所は街中から離れているが、PCを自由に使用でき、日本の武道を紹介するなど評判は高く稼働率は高い。

### 3)ラオス日本センター内見学及び日本語コース授業見学

#### (イ)教育省計画協力局表敬・協議

出席者:団員8名、Dr. Somkot Nangnomek(教育省計画協力局副局长)、  
小川(ラオスJICA事務所)

#### 1)教育省の概要説明(Vice Director of Planning and Cooperation Department)

#### 2)協議内容

- ・JICA以外に世界銀行、アジア開発銀行(ADB)、ユニセフ等数多くのドナーが援助している。今年8月から計画協力局にもスウェーデンより教育アドバイザーが赴任している。
- ・世界銀行は教育開発計画フェーズII(EDP: Education Development Planning II)をアジア開発銀行は教育質改善計画フェーズII(EQIP: Education Quality Improvement Project II)を今年度実施予定である。世銀は学校建設・未資格教師の再訓練・地域社会の教育への参画等を目標としており、ADBは特に就学率の低い北部4州をターゲットとし就学率向上を目指した大規模なプロジェクトである。但し、いずれも初等教育の就学率の向上を目指したプロジェクトであり、中等教育に対する援助はなされていない。
- ・教員の問題として重要な点は、教員の配置の問題である。特に僻地への派遣をどの教員もいや

がるのでいかに地方へ教員を配置し、就学率を向上させるかが大きな課題である。

(ウ)ラオス国立大学表敬・協議

出席者:団員 8 名、ラオス国立大学副学長、小川(ラオス JICA 事務所)

1)ラオス国立大学概要説明(Dr. Tuyen Dongvan, Vice Rector of NUOL)

2)協議内容

- ・JICA の援助としては工学部支援及び経済経営学部・ラオス日本センターがあるが、大きな成果をあげているが今後とも援助をお願いしたい。
- ・ラオス日本センターはまだ始まったばかりのプロジェクトであるが、コース内容や収支面に関して今後改善が必要であるが、日寮間の友好のために期待が大きい。
- ・ミャンマーで日本センタープロジェクトが実施された場合、ラオス日本センターと交流を持ちたい。

(エ)ラオス日本人材開発センター見学・協議

出席者:団員 8 名、

ラオス日本センター 鈴木所長、日納専門家、森戸専門家、古川業務調整員、

1)ラオス日本人材開発センターに関する説明(鈴木所長)

2)ビジネスコースの概要説明(日納専門家)

調査団側で予め依頼していた質問項目に対する回答を全て頂く。

3)日本語コースの概要説明(森戸専門家)

調査団側で予め依頼していた質問項目に対する回答を全て頂く。

4)協議内容

- ・ビジネスコースの学生募集は新聞などで行っているが、前回は 257 名が志願し、日納専門家を中心としたスタッフが選考を行う。地方からの受講生は殆どおらず、大多数はビエンチャン市内か近郊出身の者。生徒は通常車やオートバイで通学しているので、雨期などは遅れることもある。
- ・ビジネスコースの内容は 1/3 が理論、1/3 が実習、1/3 が strategic policymaking である。
- ・広報活動としては、新聞の他にテレビも使用している。1 回 1 分程の CM を 1 日 5 回ほど流している。今後はホームページによる広報活動も考えている。
- ・講師のリクルートは経済経営学部長の推薦と面接により決めている。
- ・日本語コースに関し、ホテルでの就職を目指すホテルコースへ 28 名、ツアーリストガイドを目指す者が 7 名いる。修了後の就職を目指して勉強している。
- ・日本語コースを提供できるのは日本センターのみである。
- ・パートタイムの講師の授業に対する謝金は、日本人講師が時給 10 ドル、ラオス人講師の時給が 5 ドルである。授業の準備に関しては、日本人講師が 5 ドル、ラオス人講師が 2 ドルである。
- ・講師の給料が比較的高く、受講生からは低額の受講料を徴収しているので JICA の援助無しにコースを実施できない。
- ・交流事業に関しては専門家がおらず、主体的な活動が実施されていない。

5)日本センター内見学

以上







## 日本人材開発センター 事前評価調査(第 3 回)報告

### 1. 調査機関:

平成 15 年 1 月 15 日(水)～1 月 21 日(火)  
(田中紀子団員は 1 月 16 日(木)～1 月 21 日(火)、  
辻伸一郎団員は 1 月 15 日(水)～1 月 28 日(火))

### 2. 調査団員

団長: 岩口 健二(JICA アジア第一部特任参事)  
技術協力: 玉光 慎一(外務省経済協力局技術協力課)  
無償資金協力: 田中 紀子(外務省経済協力局無償資金協力課)  
ビジネスコース策定: 辻 伸一郎(朝日監査法人)  
効果分析: 原口 孝子(Global Link Management)  
協力企画: 田中 茂行(JICA アジア第一部インドシナ課)

### 3. 調査総括

本調査団は、ミャンマー日本人材開発センター技術協力における開催コースの内容、プロジェクト運営体制、施設・機材、日緬支出負担事項等に関しミャンマー側と協議すること、PCM ワークショップを開催し PDM 案を作成すること、プロジェクト・ドキュメントおよび事前評価表作成のための情報収集を行うことを目的として調査を実施した。

1 月 15 日から 21 日にかけてミ国教育省他関係機関を訪問し議論した結果、本プロジェクトの基本的枠組みは概ね妥当であることが確認され、今後、必要な国内手続きを双方にて進めるとともに、交流事業等の詳細につき引き続き検討していくことを合意した。また、ミ側実務レベル関係者の参加を得て開催した PCM ワークショップにおいては、本件に対する関係者の期待の高さが想像以上であることが判明すると同時に、ワークショップという民主的な議論・認識共有の方式を実践したこと自体が意義深いものとなった。さらに、在留邦人との意見交換会を通し、開かれた場として位置付けられた本センターへの期待の大きさとともに、ターゲティングの必要性や、透明性・民主的プロセス等の観点から留意すべき事項が明らかとなった。なお、ミ側関係者との主要な合意事項はミニッツに取りまとめ、21 日午後に双方により署名される予定である。

### 4. 協議内容

#### (1) 日本人長期専門家の人数及び種類

日本人長期専門家は以下の 5 名とすることでミ側と合意。短期専門家は必要に応じて派遣する。これらは RD 記載事項として明記する。

- ① チームリーダー
- ② 経済・経営コース運営管理
- ③ 日本語コース運営管理
- ④ 交流事業運営管理

## ⑤業務調整

(2) 日本センター運営体制は Minutes of Meetings の ANNEX I に添付された The Organization Chart of Myanmar-Japan Center for Human Resource Development (draft) の運営体制を採る。

(3) 日本センタープロジェクトにおける日緬間の支出負担事項は Minutes of Meetings の ANNEX II のとおりとする。

### (4)PCM ワークショップ

副学長以下の 7 大学関係者および高等教育局実務レベルスタッフ計 31 名ならびに調査

団員の参加により、PDM 原案について議論し、修正案を Minutes of Meetings の ANNEX III の通り合意した。

### (5) 日本センタープロジェクト全体に係る協議結果

- 1) ミ側より R/D 締結に向けて調整中である旨言及があり、予定通り 3 月に締結することで合意。
- 2) センター施設完工前にプロジェクトを実施することで合意。その際、50 名規模の教室を一つないし必要に応じ二つミ側で用意する。現在予定している施設はヤンゴン経済大学のメインビルディングおよび 2 キロ先の MBA キャンパス(最大 60 人)、HRD ビルディングを第一候補とする。ただしこれらは大卒者向けであり、学部課程の学生向けであれば教育省に諮って別の場所を探さなければならない。
- 3) カウンターパートの配置につき、センターのすべてのコンポーネントに対して任命することは困難であるため、日本側、ミ側双方のキーパーソンを一人ずつ決め、他は必要なレベルのカウンターパートを随時指名する。
- 4) 日本センターの Director は施設建設部門も含め一人かつ専任とする。日本側専門家のレベルに相当するカウンターパートを配置する。
- 5) センター建設予定地にある樹木および道路は、そのまま残してほしいとのミ側からの要望を受ける。
- 6) コンサルタント団員より、PCM ワークショップおよび PDM 原案の説明ならびにビジネスコースにかかる調査の概要を説明。

### (6) 経済・経営コース

#### 1) コースの開始及び専門家派遣時期

2003 年 11 月に経済・経営セミナーをキックオフとして予定。そのために専門家を 1 名プロジェクト開始前の 2003 年 7 月頃に派遣し、日本センターの開所とあわせてセミナーの準備を行う。

2) 経済・経営コースの講義内容・講師陣容・受講料等に関する詳細  
ヤンゴン経済大学と協議した結果、長期コースに関し原案をまとめた。(別添1参照)

3) Certificate 及び単位の互換について

長期コースにおいて3ヶ月(Certificate 授与) + 6ヶ月(Diploma 授与)という案がミ側から出されたが、まずセンターとしての体制を整えることが重要であり、日本側としては6ヶ月コースが妥当であると言及し理解を求めた。後日辻団員とヤンゴン経済大学とで詳細を協議し、6ヶ月コースとすることで合意を得た。

(7) 日本語コース

- 1) 日本語コースの活動内容の原案を確認した。(別添2)
- 2) 初級を除いた日本側案が提出したところ、学長より理由説明を求められたものの了承を得た。民間日本語教育機関との競合を避け、日本語教員養成を重視したコース設計とする。
- 3) ミ側の日本語教育の最大ニーズは、修士号を取得する2年間の日本語教員養成であるが、日本センターでの実施は困難であることを確認。
- 4) 東京外大学生との交流事業を実施しており、同様の活動を日本センターにて行うことができる。語学をこえた文化・歴史の交流を図っていくことも一案とする。

(8) 交流事業

- 1) 交流事業のカウンターパートを2名内定。彼らは学部長であるため、パートタイムでのセンター勤務となる。
- 2) 交流事業に関し、教員間の交流および交換留学、セミナーのテーマを策定するためのワークショップ開催をミ側から提案。
- 3) ミャンマー人が日本のことを知るだけでなく、日本人がミャンマーのことを知るという相互の交流が重要であるため、ミャンマーのカルチャーショーなども一案。

(9) 在留邦人との意見交換会

「開かれたセンター」のあり方について活発な意見交換が行われた。今後、本センタープロジェクトの準備及び実施に向け、これらの意見を最大限参考にしていく。

(別添3)

以上

Basic concept for the main part of the Business Course

1. Name  
Management Professional Course  
(Business Course consists of ① Management Professional Course, ② Short-Term Course, and ③ Seminar Course)
2. Purpose  
To provide future business leaders with opportunity to develop their potentials as management professionals
3. Target group  
Present and future entrepreneurs and business executives with firm motivation and commitment to lead the business development of Myanmar
4. Number of participant  
20-30
5. Lecturer  
Myanmar, Japanese, and ASEAN
6. Language  
Myanmar and English
7. Duration and time  
6 months (216hrs = 3hrs × 3days × 3weeks × 8subjects)  
8:30-11:30a.m.
8. Fee  
To be decided upon consideration of the financial sustainability of the Center
9. Qualification and selection process  
No restrictions are set for academic and professional qualification though the selection process should be rigid, fair, transparent and competitive
10. Contents

Subject	Lecturer	Hours (Total 216)
① Business Organization & Management	Myanmar	27hrs (3weeks)
② Operations Management	Myanmar	27hrs (3weeks)
③ Marketing	Myanmar	27hrs (3weeks)
④ Human Resources Management	Myanmar	27hrs (3weeks)
⑤ Financial Management	Myanmar	27hrs (3weeks)
⑥ Information Management	Japanese or ASEAN	27hrs (3weeks)
⑦ International Business Management	Japanese or ASEAN	27hrs (3weeks)
⑧ Production Management	Japanese or ASEAN	27hrs (3weeks)

#### 11. Follow-up

Follow-up sessions are set up for each subject to give opportunity for a participant to ask questions he/she faces in a practice of his business

#### 12. Short-Term Course and Seminar Course

Participant may arrange his study by taking subjects from Medium-Term Course (from 3 days to 2 weeks per subject) and Short-Term Course (half day) to supplement the Long-Term Course (Management Professional Course) on his own necessity. Medium-Term Course and Short-Term Course have merits in their flexibility. The courses as a whole are open for wider range of participants not only business leaders but also professionals, middle management, beginners, and government officials, and offer various topics including experience of Japan and the most contemporary issues of the international business, though each subject in the courses has its own clear target and theme. The details of Medium-Term Course and Short-Term Course will be further discussed.

## 日本語コース実施計画

コース名	科目例	研修期間	研修・講義方法	一クラスの人数	使用言語	受講料の考え方	講師の要件
1. 中級コースⅠ	具体的なコース内容やテキストに関しては、ヤンゴン外大との詳細協議が必要	6ヶ月コース (1日2時間×週3回×4週間×6ヶ月=144時間程度)	講義中心だが「AUDIO 機器(ビデオ等)やOHPは教室に常備」し必要に応じ活用する。また「コンピュータ室におけるCAI教育」も適宜実施する。	10～20名(需要との兼ね合いで最大で)	基本的 に日本語	民間日本語学校は1時間当たり160～250チャット程度。これを基準に受講料についても詳細協議が必要。	①「ディプロマ保持者」 ②「Grade3 以上の日本語学士」 ③「日本語能力試験2級以上合格者」 以上①～③の条件に当てはまりかつ日本語教師経験のある者
2. 上級コースⅠ							
3. 中級コースⅡ		3ヶ月コース (1日2時間×週3回×4週間×3ヶ月=72時間程度)					
4. 上級コースⅡ							
5. 専門コース	① 教師研修コース ② ビジネス日本語コース ③ 観光ガイド(現職)コース ④ 年少者向けコース ⑤ 翻訳・通訳コース ⑥ 日本語能力試験対策コース	各専門コースの状況に応じ期間を設定する。	専門化されたコースに関しては、講師確保が困難であるなど、問題が多いのである程度経験を積み、状況を勘案した上、実施する。	30名程度)			上述①～③の条件に当てはまりかつ各該当専門分野に対する知識を有すると判断される者



日本・ミャンマー人材開発センターに係る  
在留邦人との意見交換会

1. 実施日時:2003年1月20日 15:00～
2. 実施場所:日本大使館
3. 出席者(敬称略)

①日本人会:荒井、辻、和田、小丸、山口、

倉本、古川、他

②外務省:田中、他

③JICA:佐々木(事務所長)、岩口(調査団長)、佐藤(JICA 専門家)、

原口

(調査団員)、田中(調査団員)、

他

(佐々木)これまでの検討状況を報告するとともに、率直な意見をいただき、よりよい計画作りに反映させたい。

(岩口)日本センターの説明。センターが開かれた交流関係・理解への呼び水、橋渡しの役割を果たす存在になることを期待している。そのためにはセンターが在留邦人のかたを含む皆さんの協力と理解が必要。センター独自の活動としてできることには限界があるが、民間を含めた日本の持つツールをうまく使い、両国双方の情報、人的ネットとしていきたい。

(JICA 田中)今後のスケジュールを説明。講堂を作りたいと考えているが、これはベトナム、ラオスにはない新しい考え。また、ラオスにはある和室を設置する予定。これらが本当に必要か、どのように活用できるかについても特にご意見をいただきたい。

(荒井)コンサルタントの役割は？

(調査団員より各役割と活動の概要について説明)

(佐々木)ブリティッシュカウンシルは日本が丸抱えであるが、日本センターは技協の枠組みを使っており、いずれはハンドオーバーするという前提のもと、双方の費用負担で行う。その枠組みの中で最大限の活動を行うにはどうしたらよいかにつき知恵をいただきたい。

(日本人会・辻)「開かれた」と何度も言及されているが、それがポイントである。この国で政府が関わる様々なことが「開かれて」いるかの問題があり、また特権・利権でセンターが運営されてはならない。どのような意

味で用いられているのか？

(岩口)おっしゃるとおりの意味である。政府の行うことは限定的である現状の中で、大学ストリートに面したよい場所をセンター用地に提供していただいた。最もリアリティはあり、混乱が起こってはならないという設計上の配慮はするつもり。例えば事務機能は一般アクセスが不可能にするなど。Openness の考え方については教育省ともはっきり合意ができている。図書館も設置し、日本の情報を入手し、可能であればインターネットへもアクセスできる場所にしたい。

(日本人会・辻)ビジネスコースなど、20人などと人数を制限して40人の希望があった場合、選定プロセスは公開なのか、それが特権・利権にて実施されないように保障し、市民・国民にとって開かれたシステムを作っていただきたい。また、僧院で学ぶ学生にもレベルの高い知識・技術を提供したい。

(岩口)Openness と民主的プロセスの二つの話があると思う。選考については委員会を作り、民主的に行いたいと考えているが、それをすべてオープンにするかどうかはわからない。もちろんおっしゃった点は確保したい。

(質問)授業料はどうするのか？

(岩口)ビジネスコースでは国際的に通用する中身にしたいと考えているため、授業料は徴収する。ミャンマーのレベルでは高いかもしれないが、交流事業などは参加料を取るつもりはない。さまざまな団体の活動の場に使ってもらうこともあるし、「相乗り」の要素も大きい。

(和田)ビジネス、日本語コースにつき奨学金を考えているか？他のセンターではどうか？

(岩口)他のセンターではないが、本センターでは目指したい。もっともセンター独自の予算で行うわけではない。JICA 研修スキームなどの準備もあるが、結果的に皆さんのNGOがセンターのトップに奨学金を出したい、と思うような方向に持っていきたい。

(小丸)非常に期待感を持っている。日本人会は300人程度しか加盟していないが立派な日本人クラブを持っている。会員の寄付でビデオ1,400巻や日本の図書9,000冊程度をそろえて自由に貸し出ししているが、ミャンマー人が利用できないという問題があった。アメリカンクラブやブリティッシュカウンシルのように開かれたものにならないのかと言われ続けてきた。

まず、この施設がある、ということできるだけ広く知らせないといけない。また広報が英語だけであったり、政府関係者だけが知っているようなものにならないようにしてほしい。選抜方法についても、一部だけでなく誰でも選抜されるようにしてほしい。また、当初はヤンゴン市内での活動だろうがいずれは全国展開してほしい。その際にはNGOのネットワークを使って地方にもセンターを広めてほしい。

運用は難しいだろうが、運用次第では素晴らしい施設になるだろう。日本人会は金銭的協力はできないが、人的協力(茶道教室など)についてはできるだけ提供したい。

(岩口)それが大切。上手、下手は関係がない。善意ある人々による双方のベネフィットになる活動をしていきたい。

(小丸)建前的に議論するのではなく、常時議論できる関係にしたい。

(岩口)組織をこえた一本の協力関係を日本側で築き、ミャンマー側にもそれを求めたい。

(安藤)生産管理、品質管理に興味を持っている。輸出振興にあたり、品質管理に共通の認識を持たないと買ってもらえない。本来そのための交流が必要だが、JETROとしても使えるツールが少ないため、センターでこのような場が提供されることは重要。また、日本から講師が来るのは理想的だが、金銭面で困難な場合は、ビデオ教材を用いて3人が自助努力で学べるような資料構成を考えていただきたい。中小企業クラブ(任意の製造業者団体)も同様の関心を持っていたが、適切な指導者や教材がないのが問題。例えば品質を向上させることと均質化させることの区別ができていないなど、基本的な概念整理がなされていないため、そこから整理してほしい。

(岩口)相乗りは言葉を変えれば協調、連携であり、相乗効果を狙うために重要である。またJICAも年間1万人の研修員を呼

び、あらゆる分野でプロによる研修を行っているが、これをコンテンツ化し、自由に使用できる体制を進めている。

(山口)日本語コースは既存の日本語学校(十数校存在する)のものとのどのように違うのか?

(岩口)民業を圧迫しないようにする。そのためにHighly qualified courseを提供する。すなわち教員養成や上級コース(卒業すれば学位がもらえるなど)など、中身はかなり差別化、権威付けを行いたい。なお、先方には概論ではなく使える日本語や特定分野の日本語へのニーズがある。これらは短期コースで対応していきたい。

(山口)もしセンターをミャンマーでコアとなる施設とするのであれば、ビルマ語のテキストやvisual aidなど教材開発も重要では(現状では教材入手は困難、テープもコピーのコピーを使っているなど)。また、ミャンマー人の日本語教師は数多くいるため、彼らに対する教育研修が必要では?

(岩口)それは考えている。外大でも日本語教師は22人いる。ラオスのセンターでは初歩コースを実施しているが、ミャンマーではそれをするつもりはない。なお、日本語学科を正式に持っているのは2大学のみであり、他大学が日本語科を持ちたいとすれば、潜在的にはより多くの需要があるため面としての広がりもある。

(小丸)教材の数が重要。パソコンや教材など存在しても数が少ないので使える機会が非常に少ない。良い教材を大量に準備してほしい。

(佐藤)教材開発自体も重要だが、教材開発できるようなシステムを置く(教材開発できる能力を育てる、複製できる設備を整える、著作権の問題をクリアするなど)ことがサステイナビリティに重要。

(岩口)テクノロジーを利用して実現したい。

(日本人会・辻)外大を出たスタッフはおらず、大学後僧院で学んでいる状況。日本語を話す人の中では、外大ではなく僧院を出た人数の方が多いのでは?ガイドなど、実態として僧院の果たす役割は大きい。僧院の存在につき視点を広げて欲しい。

(岩口)おっしゃる通り。日本語人材のベースライン調査は9月に交流基金専門家によ

って実施し、その結果として僧院と競合しない形でコースを編成した。

(日本人会・辻)競合しないということも重要だが、外大スタッフだけでなく僧院のスタッフを養成する仕組みが必要。現在僧院出身のミャンマー人が教えているのは中級までであり上級は日本人教師が勤めているが、センターでの養成によりミャンマー人が上級を教えられるようにならないか。

(小丸)つまりCPとして外大教師だけでなく僧院スタッフを入れられないかということである。実務面として、会話力では僧院教師は外大講師以上のところもある。そのリソースを使って欲しい。

(岩口)使えるものは使う。

(倉本)挙げられている講師要件を満たす人材は少ないと思うが？政府内のトレーニングコースで最も頭を痛めているのが講師がいないこと。

(岩口)現状を謙虚に受け止める。長期専門家を5人派遣予定のところを先方がより多く派遣して欲しいと要望しているのも、急速に人材育成する必要性があると考え。短期コースであれば日本または周辺国、あるいは在留邦人の方から講師をお願いしたい。

(荒井)ミャンマー人が教えられる内容に制限があるので外国人講師を望むのではないか。

(岩口)東京からが難しければASEAN諸国から呼びたい。

(荒井)ミャンマーに受け入れられないことを教えるセンター(特に税制などビジネスコースはミャンマーでは非常に異質)は休業に追い込まれないか？日本では経済政策を批判することは自由だが、ミャンマーでは許されていない。日本語教育や日本文化、日本経済の伝達は自由度が高いが、ビジネスに関し大学では学べない生の声を提供する場が教育省であるというのはfrictionがある。問題が起こらないのはつまらない部分のみであり、教えて欲しいと思うことはほとんどすべてfrictionを起こすと思う。ここをどのように行こうかが興味深いところである。

(岩口)構造改革支援の流れがあり、センシティブではあるができるところから実施していきたいという方向性がある。その意味

でもセンターを新しい風の呼び水にしたい。もちろんやり方は注意しなければならない。

(佐々木)程度の問題はあるがユニバーサルスタンダードの話をする機会がなければ意味がない。

(外務省田中)日本政府としても敏感な部分に注意が必要だが、それをやることに意義がある。ミャンマー側も同様に感じているからこそ構造調整支援も実現したのであり、そこに希望の光を見ている。本センターでも、急に異質のものを持ち込むのではなく、日本人専門家により徐々に環境を作っていくことを考えている。

(荒井)もう一つの問題として、機会の公平性が難しい国柄の中でどのようにこれを確保するかも難しい。学力と授業料のみで機会を提供できるよう、いかに明確な基準を定めることができるか。

(小丸)気長に構えることが必要。センターの講義に参加するだけでも抵抗があるのだから、わかってくれる人が増えただけでもよしと考えるのがよいのでは？

(佐藤)日頃「参加型で考える」ということを担当しているが、CPにとっては青天の霹靂である。ミャンマー的なやり方が必要。参加型研修ができることを目標の一つとしている。

(岩口)今回のPCMワークショップにおいても、民主的なプロセスは参加者にとって驚きであったようだ。

(JICA 田中)少人数のディスカッションを通じたMBA型コースを考えているが、そのターゲットを起業家に絞らず軍や政府関係者を含めた場合、話したいことが話せないか、などの点を今後詰めていく必要がある。社員に議論の切り口を開いてもらう旨依頼している。

(日本人会・古川)協力隊は入れないのか？費用面から専門家を継続的に派遣することは困難だと思うため、協力隊をビジネスコースに派遣することはできないか？基本的には日本人が教えていくことがよいと考える。

(佐々木)シニアボランティアの派遣を調整中。ヤンゴンで限定的に派遣するように交渉予定。

(小丸) ボランティアは何時間も講義させてもらえないという現実もある(余計なことを話してもらいたくない)。センターではそのようなことにならないとよい。

(荒井) マレーシアにはよい教師がいると思われるが、センターで受け入れるか？

(佐々木) 短期間で受入れできると考える。

(荒井) 日本政府のお金がついている間にイニシアチブを取って形を作って欲しい。

(岩口) 国際交流基金をスタート時から巻き込むことで基金の今後の協力につなげる。また、大学間協力をビルトインすることによってサステイナビリティを確保すると意識している。

(佐々木) 在留邦人による講義も有益である。講師謝金を支払えるか？

(岩口) 払うこともできる。

(佐藤) 在留邦人ワークショップ(2回)の結果報告

センターは「お互いの学びの場づくり」となるのがよいと議論された。しかしそのためには教育的手立てが必要であり、グループディスカッションなどの参加型手法の専門性を持っている人を長期専門家として派遣して欲しい。

「開かれている」というが、土日は開いているのか？など、我々は具体的なことも知りたい。また、サイカーの運転手も来られるのか？我々のワークショップでは、本当に誰でも立ち寄り、というよりは、まずは地方からの研修旅行(teachers collegeの卒業旅行など)や修学旅行者などを呼ぶなどのターゲット・マーケティングがあったほうが効果的という意見。

(原口) ワークショップでもメンバーシップの議論があった。結果的には、誰でも訪問できるが図書館の利用などにはメンバーシップを設けるという方向で議論された。

(JICA 田中) セキュリティがしっかりしていればよい。

(外務省田中) 無償で建設する施設の利用者に階級などを設けたくはない。

(岩口) セキュリティの配慮などは設計上配慮する。

(小丸) 誰でも受け入れるならば本当に誰でも来る。例えば涼みに来る、パンフレットを何でも取りに来るなど。

(外務省田中) 最初に「厳しい」という印象を与えたくはない。試行錯誤していきたい。

(岩口) キャンティーンを作ることについて意見をいただきたい。無駄なものを作るつもりはないが、大学通りにマクドナルドができる予定もないし、そば打ちイベントなども行えるようなコーナーの設置を検討している。必要性はないだろうか？また、講堂はどうか？

(荒井) ケータリングが主流なので、本格的なものの必要性はあまりないのではないか？

(外務省田中) ヤンゴンの大学ではキャンティーンは別棟であり、構内にはない。

(小丸) 日本人クラブも何もなく、お茶を飲むにも外に出なければならぬので、簡単なスタンドなどはあったらよいのではないか？

(外務省田中) 講堂は大学には設置されているがあまり使われていないようだ。

(荒井) 間仕切りのできる講堂があればよいかもしれないが、どのような規模を考えているのか？

(岩口) 他のセンターでも施設ができてから「何故ないのか」という意見が出てくる。活動の集積の場としたい。

(荒井) 兼用施設として作ったほうがよいのではないか。

(外務省田中) 施設は税金で作るものなので、明確な目的がないと施設を作れない。

(JICA 田中) 具体的な活動案は今後提案があればいただきたいが、在留邦人の方も講堂が必要であるという意見でよいか？

(荒井) これまでホテルの場など代替的な場はあった。講堂は作るにしても多目的にした方がよい。また和室もどのように使ったらよいか頭を痛めている。無用の長物になる可能性もある。

(小丸) 作った後で「ない」ということになるのも問題なので、作った方がよい。

(佐々木)いろいろなご意見をいただいた。  
調査団、事務所ともども検討していく。今後  
も継続的に話を聞かせていただきたい。

以上

MINUTES OF MEETINGS BETWEEN  
THE JAPANESE PRELIMINARY STUDY TEAM (THIRD) AND  
THE AUTHORITIES CONCERNED OF  
THE GOVERNMENT OF THE UNION OF MYANMAR ON  
THE JAPANESE TECHNICAL COOPERATION FOR  
THE MYANMAR-JAPAN CENTER FOR HUMAN RESOURCES DEVELOPMENT

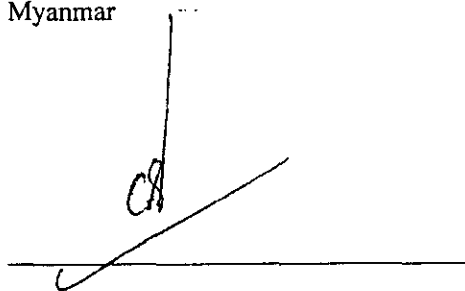
The Japanese Preliminary Study Team (Third) organized by Japan International Cooperation Agency (hereinafter referred to as "the Team") visited the Union of Myanmar from January 15 to January 21, 2003 for the purpose of studying the details of the technical cooperation program concerning the project for Myanmar-Japan Center for Human Resources Development in the Union of Myanmar (hereinafter referred to as "the Project").

During its stay in the Union of Myanmar, the Team had a series of discussions with the Myanmar authorities, and the both sides agreed to recommend to their respective Governments the basic framework of the Project which will be referred to in the Record of Discussions (hereinafter referred to as "the R/D") to be signed in March, 2003.

The major items of the above-mentioned framework, which were agreed by the both sides, are as attached hereto.

Yangon, January 21, 2003

Mr. U Saw Lwin  
Director General, Department of  
Higher Education / Lower Myanmar  
Ministry of Education  
Myanmar



Mr. Kenji Iwaguchi  
Japanese Preliminary Study Team Leader  
Japan International Cooperation Agency  
Japan



Professor, Dr. Soe Yin  
Rector, Yangon University  
Myanmar



## ATTACHMENT

### I. JAPANESE EXPERTS

The long-term Japanese experts to be dispatched are as follows:

- (1) Chief Advisor (co-Director of the Center)
- (2) Project Coordinator
- (3) Expert(s) on Business Course; if necessary two persons
- (4) Expert on Japanese Language Course
- (5) Expert on Exchange Program

### II. ADMINISTRATION OF THE MYANMAR-JAPAN CENTER FOR HUMAN RESOURCES DEVELOPMENT

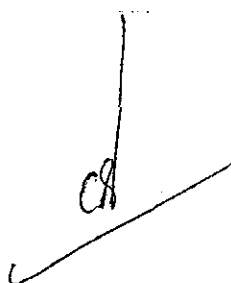
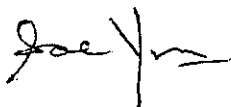
The Myanmar-Japan Center for Human Resources Development (hereinafter referred to as "the Center") will be managed by the Myanmar Director and Japanese co-Director who will be appointed respectively by the Myanmar and the Japanese sides. The Director General, Department of Higher Education, Ministry of Education will appoint a Myanmar Director for the Center. The Japanese Chief Advisor will be assigned as the Japanese co-Director.

### III. OPERATION AND MANAGEMENT OF THE PROJECT

The operation and management system of the Project will be set up as shown in ANNEX I for the smooth implementation of the Project activities.

### IV. COSTS FOR OPERATION OF THE PROJECT

Both sides will share expenses for the operation of the Center as shown in ANNEXII.



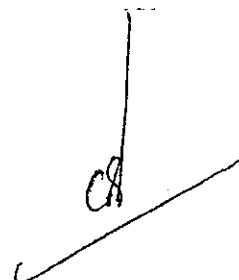
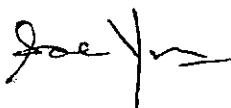
## V. NECESSARY ARRANGEMENTS BEFORE THE COMPLETION OF THE CENTER BUILDINGS

The Department of Higher Education, Ministry of Education will provide the following space and facilities until the construction of the Center buildings is completed.

1. Offices for the Japanese experts
2. Lecture rooms for each course
3. Space for storing equipment and books provided for the Project

## VI. PROJECT DESIGN MATRIX (PDM)

The draft PDM is shown in ANNEX III as an implementation guideline for the Project. The PDM will be further examined and authorized by the Steering Committee within six months after the Project starts.



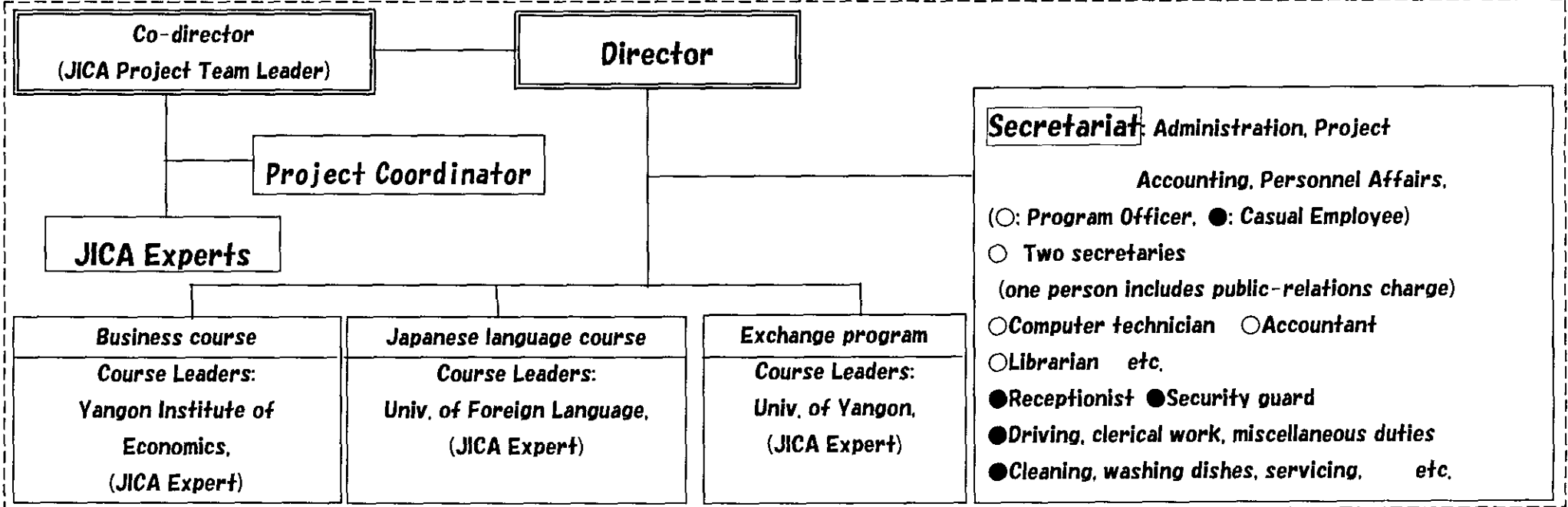


The Organization Chart of Myanmar-Japan Center for Human Development (Draft)

Chairperson : DG, DHE (Lower Myanmar)  
 Co-chairperson : Rector, University of Yangon  
 Co-chairperson : Embassy of Japan, Representative of JICA office  
 Secretary : Six Universities, DHE (Upper Myanmar)



Chairperson : Rector, University of Yangon  
 Co-chairperson : Myanmar side  
 Co-chairperson : Representative of JICA office  
 Secretary : Yangon Institute of Economics, University of Foreign Language



227

## ANNEX II.

Tentative plan of expense sharing for the operation of  
Myanmar-Japan Center for Human Resource Development

No	Item	Income of the Center <sup>1</sup> / Myanmar side	Japanese side <sup>2</sup>
	●Item related to the technical cooperation		
1	Payroll for regular staff		
1-1	Staff assigned from within the universities	○	
1-2	Staff recruited by the Center from outside the universities		○
1-3	Travel allowance		○
2	Cost of business course, Japanese course and exchange program activities		
2-1	Fee for Myanmar lecturers	○	
2-2	Fee for Japanese and ASEAN lecturers		○
2-3	Translation of materials		○
2-4	Print, binding of textbook		○
2-5	Advertisement		○
2-6	Rent of space (outside the Center)/ equip.		○
2-7	Fee for temporary staff		○
3	Communication		
3-1	Telephone, fax and postage (local)	○	
3-2	Telephone, fax and postage (International)		○
3-3	Internet connection		○
4	Library (books, videos and magazines)		○
5	Stationery	○	
6	Furniture (partly provided by Japanese side)	○	
7	Remuneration for committee/ ceremony participants	○	
	●Item related to the grant aid cooperation and the technical cooperation <sup>3</sup>		
8	Public Utility Charges (Electricity and Water supply)	○	
9	Facility maintenance	○	
10	Equipment maintenance (Periodical maintenance, spare parts and upgrade/ replacement)	○	

<sup>1</sup> The Center means 'Myanmar-Japan Center for Human Resource Development'.

<sup>2</sup> The Japanese side pays the items above during the project period, but the Center and the Myanmar side need to take all responsibility including access charge of the internet etc. after the project ends.

<sup>3</sup> The agreement of especially items related to the grant aid cooperation is needed to dispatch the Basic design study team.

ANNEX III. Project Design Matrix (PROJECT DESIGN MATRIX) (Preliminary draft)

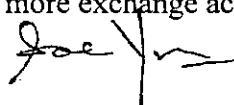
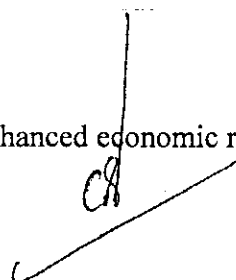
Project title: Myanmar-Japan Center for Human Resources Development

Duration: 2003-2007 (Five years)

Target groups: Workforce (public and private sectors) and Interest groups (culture, economic, informal sectors)

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumptions
<p><b>Overall Goals</b></p> <p>1) Human resources for transition toward market economy are enhanced.</p> <p>2) Mutual understanding between Myanmar and Japan is promoted. <sup>1</sup></p>	<p>1-1) No. of business degree holders in labor market</p> <p>1-2) Degree of promotion of business trade.</p> <p>2-1) No. and quality of Japanese language teachers in Myanmar</p> <p>2-2) No. of people who study Japan/Japanese</p>		
<p><b>Project Purpose</b></p> <p>The Center functions as a hub of the human resource development for international business and economics and of exchanges and cooperation between Myanmar and Japan.</p>	<p>1) No. of those who know the Center and who believe that the Center is fruitful and beneficial</p> <p>2) % of courses/events that application exceeds the capacity after 2005 (&gt;95%)</p> <p>3) % of repeat visitors in 2007.</p> <p>4) % of graduates who work in foreign companies or related organizations by 2007.</p> <p>5) Supply and demand balance of labors in Japanese companies.</p> <p>6) No. of foreign institutions that provide recognition to courses.</p> <p>7) % of those who completed courses.</p> <p>8) Degree of positive changes in individuals' attitude and behavior.</p>	<p>1) Sample survey</p> <p>2) Course/event records</p> <p>3) Record of visitors, exit survey</p> <p>4) Record of employment situation of graduates</p> <p>5) Record of activities</p> <p>6) Record of activities</p> <p>7) Sample survey</p>	<p>Government policies and business society continue to promote market economy.</p>

<sup>1</sup> Mutual understanding will lead to such benefits as 1) enhanced economic relations and 2) more exchange activities.


PDM (continued)

Narrative Summary	Verifiable Indicators	Means of Verification	Important Assumptions
<p><b>Outputs</b></p> <p>1) Management system of the Center is established.</p> <p>2) Business courses are provided.</p> <p>3) Japanese language courses are provided.</p> <p>4) Exchange programs<sup>1</sup> are implemented.</p> <p>5) M-J human resources network is created.</p> <p>6) M-J information network is created.</p>	<p>1-1) Adequacy of staffing<sup>2</sup></p> <p>1-2) Balanced budget</p> <p>1-3) Facility occupancy rate (&gt;80%)</p> <p>1-4) Regular monitoring of budget and activities (at least once a year)</p> <p>2-1) No. of courses/seminars and participants</p> <p>2-2) Degree of satisfaction by participants (&gt; 80%)</p> <p>2-3) Quality of curriculum and syllabus<sup>3</sup></p> <p>3) Same as 2-1) – 2-3).</p> <p>4-1) No. of cultural events and participants</p> <p>4-2) Degree of participants' satisfaction with events (&gt;80%)</p> <p>4-3) No. of outstanding students selected from participants in academic exchange programs.</p> <p>4-4) Duration of study visit<sup>4</sup></p> <p>4-5) Degree of achievement on exchange programs</p> <p>5-1) Existence and use of a roster of graduates</p> <p>6-1) Existence of a well-stocked library (no. of books, availability of updated global business information, etc.)</p> <p>6-2) No. of inquiries for information (&gt;10times/day)</p> <p>6-3) No. of applicants for each courses/seminars/exchange programs.</p>	<p>1-1) Organization chart, activity records, observation</p> <p>1-2) Financial records</p> <p>1-3) Record of facility operation, observation</p> <p>1-4) Monitoring reports</p> <p>2-1) Activity records</p> <p>2-2) End of course surveys</p> <p>2-3) Observation</p> <p>3) Same as 2)</p> <p>4-1) Activity records</p> <p>4-2) End of event surveys</p> <p>4-3), 4), 5) Activity records</p> <p>5-1) Activity records</p> <p>6) Activity records</p>	

<sup>1</sup> Exchange programs include both cultural events and academic exchange. The Project will fund part of them and mobilize resources of other institutions.

<sup>2</sup> Qualification of Director: i) experienced, ii) forceful, iii) diplomatic, iv) academic and v) other factors to be determined

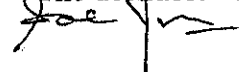
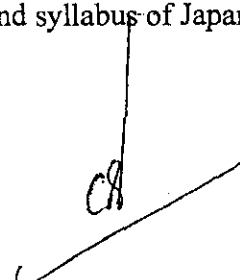
<sup>3</sup> Examples of requirements for high quality curriculum and syllabus of business courses:

- i) adequacy in terms of present situations of business and economics, and
- ii) extent to which courses keep up with international changes.

Examples of requirements for high quality curriculum and syllabus of Japanese language courses:

- i) business-oriented Japanese,
- ii) culture-oriented Japanese and
- iii) science & technology-oriented Japanese.

<sup>4</sup> The desirable duration is more than three months.


<p><b>Activities</b></p> <p>1-1) Make and implement personnel management plan.</p> <p>1-2) Make and implement operation and budget plans for the Center's activities.</p> <p>1-3) Make and implement the facility utilization plan.</p> <p>1-4) Carry out publicity activities.</p> <p>1-5) Hold meetings of the Steering Committee and Managing Committee regularly.</p> <p>1-6) Monitor the Center's activities and make reports.</p> <p>2-1) Conduct needs surveys for business courses.</p> <p>2-2) Design business courses.</p> <p>2-3) Prepare materials for business courses.</p> <p>2-4) Advertise and select participants for business courses.</p> <p>2-5) Implement business courses.</p> <p>2-6) Evaluate business courses.</p> <p>3-1) Conduct needs surveys for Japanese language courses.</p> <p>3-2) Design Japanese language courses.</p> <p>3-3) Prepare materials for Japanese language courses.</p> <p>3-4) Advertise and select participants for Japanese language courses.</p> <p>3-5) Implement Japanese language courses.</p> <p>3-6) Evaluate Japanese language courses.</p> <p>4-1) Conduct needs surveys for exchange programs.</p> <p>4-2) Design and prepare for exchange programs.</p> <p>4-3) Carry out exchange programs.</p> <p>4-4) Evaluate exchange programs.</p> <p>4-5) Mobilize and coordinate exchange programs funded by other institutions.</p> <p>5) Set up a roster of the Center graduates.</p> <p>6-1) Design the library system.</p> <p>6-2) Collect information to be stored/ provided.</p> <p>6-3) Establish and provide services.</p>	<p><b>Inputs</b></p> <p>(Myanmar side)</p> <p>Personnel</p> <ul style="list-style-type: none"> <li>• Director</li> <li>• Staff of the Center</li> <li>• Course lecturer</li> </ul> <p>Facilities/ equipment</p> <ul style="list-style-type: none"> <li>• Center facilities (Japanese grant aid)</li> <li>• Facilities for activities to be conducted before the completion of the Center facilities</li> <li>• Equipment</li> </ul> <p>Running expenses</p> <ul style="list-style-type: none"> <li>• General administrative expenses for the Center</li> </ul> <p>(Japanese side)</p> <p>Personnel</p> <ul style="list-style-type: none"> <li>• Long-term experts (Chief Advisor, Coordinator, Business courses, Japanese language courses, exchange programs)</li> <li>• Short-term experts</li> <li>• Course lecturers</li> </ul> <p>Training in Japan</p> <p>Equipment</p> <p>Running expenses</p>	<p><b>Pre-conditions</b></p> <p>1) The Center is constructed according to the schedule to be agreed.</p> <p>2) Access to the Center is secured.</p>
---	---	---



## 巻末資料

1. プロジェクトドキュメント（英語版）
2. プロジェクトドキュメント（日本語版）





PROJECT DOCUMENT

MYANMAR-JAPAN CENTER  
FOR  
HUMAN RESOURCES DEVELOPMENT

THE UNION OF MYANMAR

April 2003

MINISTRY OF EDUCATION, THE UNION OF MYANMAR  
&  
JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)



Map No. 4158 UNITED NATIONS  
July 2001

Department of Public Information  
Cartographic Section

## GLOSSARY

AF	Alliance Francaise
AOTS	Association for Overseas Technical Scholarship
ASEAN	Association of South East Asian Nations
ASIA-SEED	Asia Science and Education for Economic Development
BC	British Council
CAI	Computer Assisted Instruction
CHRD	Center for Human Resources Development
CLMV	Cambodia, Laos, Myanmar, and Vietnam
DELF	Diplôme d'Etude en Langue Française
ELTECS	English Language Teaching Contacts Scheme
ESA	Economic Structural Adjustment
FDI	Foreign Direct Investment
FESC	Review of the Financial, Economic, and Social Conditions
HED	Higher Education Department
ICT	Information and Communication Technology
IELTS	International English Language Testing System
IFCA	International Friendship Cultural Association
IMF	International Monetary Fund
JICA	Japan International Cooperation Agency
JOCV	Japan Overseas Cooperation Volunteers
JODC	Japan Overseas Development Corporation
MBA	Master of Business and Administration
MUFL	Mandalay University of Foreign Languages
NGO	Non-Governmental Organization
PCM	Project Cycle Management
PDM	Project Design Matrix
ODA	Official Development Assistance
SME	Small and Medium-sized Enterprise
SPDC	State Peace and Development Council
UFL	University of Foreign Languages
UMFCCI	Union of Myanmar Federation of Chamber of Commerce and Industry
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific, and Cultural Organization

Myanmar-Japan Center for Human Resources Development  
Project Document

Contents

SUMMARY Preliminary Evaluation Sheet

1. INTRODUCTION.....246

2. BACKGROUND INFORMATION

2-1. Socio-economic context.....247

    (1) Human development indicators

    (2) Religion

    (3) Regional issues

2-2. Description of the sector.....248

    2-2-1. Efforts for transition to a market-oriented economy.....248

        (1) Macro-economic features

        (2) Transition to a market-oriented economy and economic structural adjustment

        (3) Needs for human resources development for transition to a market oriented economy

    2-2-2. Japanese Language Education.....252

    2-2-3. Exchanges between Myanmar and Japan.....253

2-3. Host country strategy.....253

    (1) National development strategy

    (2) Strategy for human resource development for transition to a market-oriented economy

    (3) Strategy on cultural exchange

2-4. Prior and ongoing efforts.....255

    (1) Economics/Business

    (2) Foreign language education

    (3) Cultural exchanges

3. PROBLEMS TO BE ADDRESSED: THE CURRENT SITUATION

3-1. Institutional framework.....257

3-2. Problems to be addressed: the current situation.....	261
(1) Economics/Business.....	261
(2) Japanese language education.....	265
(3) Exchange programs.....	270
<b><u>4. PROJECT STRATEGY</u></b>	
4-1. Project approach.....	271
4-2. Project outline.....	273
(1) Economics/Business course.....	273
(2) Japanese language course.....	275
(3) Exchange programs.....	277
<b><u>5. PROJECT DESIGN</u></b>	
5-1. Target group of the project.....	278
5-2. Project purpose.....	278
5-3. Overall goal.....	279
5-4. Outputs and activities.....	280
(1) Outputs	
(2) Activities	
5-5. Monitoring and evaluation.....	283
5-6. Implementation strategy.....	283
5-7. Commitment made by counterpart organization.....	284
5-8. Inputs.....	284
(1) Japanese side	
(2) Myanmar side	
5-9. Analysis of assumptions and risks.....	286
5-10. Project organizations.....	287
5-11. Prior obligation and pre-conditions.....	287
<b><u>6. PROJECT JUSTIFICATION</u></b>	
6-1. Relevance.....	288
6-2. Effectiveness.....	290
6-3. Efficiency.....	291
6-4. Impact.....	292
6-5. Sustainability.....	293
6-6. Overall project justification.....	294

## 7. ANNEX

1. PDM.....	296
2. Plan of Operations.....	299
3. List of experts.....	300
4. List of counterparts.....	301
5. List of equipment.....	302
6. Information on Ministry of Education and Universities.....	303
7. Commitment made by counterpart agency.....	307
8. Organization chart.....	308
9. Plan of Economics/Business course.....	309
10. Plan of Japanese language course.....	310
11. Plan of exchange programs.....	311

## PRELIMINARY EVALUATION SHEET

Project Title: Myanmar-Japan Center for Human Resources Development

Target Area: Yangon, Myanmar

Period: September 2003 to August 2008 (5years)

### 1. Background of the Project

Myanmar broke off from the "Burmese Way to Socialism" during the change of authority in 1988, and initiated its efforts in opening up the country to make the transition toward a market-oriented economy. Japan, with its experience, knowledge, and skills, continues to move ahead on setting up the so called "Japan Centers", that aim to develop human resources in Asian countries that are making the transition to a market-oriented economy.

Countries in transition toward a market-oriented economy realize that development is crucial in the legal system and institutional reforms, innovation in the economy and business, human resources development for a market-oriented economy, and other policy related areas. The Japan center project, which aims for promotion of a market-oriented economy through human resource development, is in line with the national target of Myanmar mentioned above. Though business courses are available at some official and private organizations, very few of these courses have the practicality and global nature needed. In addition, a lot of areas are left uncovered by these courses. They do not meet all the needs that are rapidly increasing due to the necessity and inevitability of a market economy. Courses to meet these requirements are necessary in order to secure minimum human resources for transition to a market-oriented economy. Furthermore, the implementation of the project, which includes Japanese language courses and exchange programs, is significant from the perspective of expressing the "Face of Japan" effectively, and activating the center.

The Myanmar government submitted an application for technical cooperation for the Center project in March 2002. In response to this request, JICA implemented preliminary surveys in May 2002, September 2002, and January 2003. Through these surveys, JICA examined the necessity of the project for justification, and developed a framework of the cooperation.

### 2. Implementing agency from Myanmar side

Supervising Ministry: Department of Higher Education, Ministry of Education

Implementing agency: ① Yangon University (in charge of Exchange programs)  
② Yangon Institute of Economics (in charge of Business course)  
③ Yangon University of Foreign Languages  
(in charge of Japanese language course)  
④ Yangon University of Distance Education  
⑤ Dagon University  
⑥ University of East Yangon  
⑦ University of West Yangon  
⑧ Yangon Institute of Education

### 3. Narrative summary of the project

#### 1. Target

##### 1-1. By the end of the project

##### Project Purpose:

The Center functions as a hub of the human resource development for international business and economics and of exchanges and cooperation between Myanmar and Japan.

##### 1-2. 3-5years after the termination of the project

1) Human resources for transition toward market economy are enhanced.

2) Mutual understanding between Myanmar and Japan is promoted.

2. Outputs and major activities

- Output 1 Management system of the Center is established
- 1-1) Compose and implement personnel management plan.
  - 1-2) Formulate and implement operation and budget plans for the Center's activities.
  - 1-3) Create and implement the facility utilization plan.
  - 1-4) Carry out publicity activities.
  - 1-5) Hold meetings of the Steering Committee and Managing Committee regularly.
  - 1-6) Monitor the Center's activities and compile reports.
- Output 2 Business courses are provided.
- 2-1) Conduct needs surveys for business courses.
  - 2-2) Design business courses.
  - 2-3) Prepare materials for business courses.
  - 2-4) Advertise and select participants for business courses.
  - 2-5) Implement business courses.
  - 2-6) Evaluate business courses.
- Output 3 Japanese language courses are provided
- 3-1) Conduct needs surveys for Japanese language courses.
  - 3-2) Design Japanese language courses.
  - 3-3) Prepare materials for Japanese language courses.
  - 3-4) Advertise and select participants for Japanese language courses.
  - 3-5) Implement Japanese language courses.
  - 3-6) Evaluate Japanese language courses.
- Output 4 Exchange programs are implemented
- 4-1) Conduct needs surveys for exchange programs.
  - 4-2) Design and prepare for exchange programs.
  - 4-3) Carry out exchange programs.
  - 4-4) Evaluate exchange programs.
  - 4-5) Mobilize and coordinate exchange programs funded by other institutions.
- Output 5 Myanmar-Japan human resources network is created
- 5) Set up a roster of the Center graduates.
- Output 6 Myanmar-Japan information network is created
- 6-1) Design the library system.
  - 6-2) Collect information to be stored/provided.
  - 6-3) Establish and provide services.

3. Input

- (3) Japanese side
- 1) Long-term experts 5 persons
    - Chief Advisor
    - Project Coordinator
    - Business course expert
    - Japanese language course expert
    - Exchange Program expert



- 2) Short-term experts 5 to 15 persons
  - Business course lecturer
  - Japanese course lecturer
  - Exchange program lecturer, etc.
- 3) Third country expert if necessary
  - Business course lecturer, etc.
- 4) Machinery and Equipment provision
  - Necessary equipment such as computers, copy machine, printing machine, etc.
- 5) Technical training of overseas participants
- 6) Local operating expense
- 7) Center's facility and equipment (Grand Aid Cooperation)

(4) Myanmar side

- 1) Personnel: Counterparts and management staff
- 2) Necessary facilities
  - Facility required for the project activities before a center completion
  - Equipment: furniture etc.
- 3) Local cost:
  - Expenses for organizing the Center etc.

4. Administration of the Project

Project organizations are described in Annex 7-8. Under the full-time Director, there should be a Secretariat and three components:

- ① Business/Economy course (Yangon Institute of Economics in charge).
- ② Japanese language course (Yangon Institute of Foreign Languages in charge).
- ③ Exchange programs (Yangon University in charge).

The Japanese Chief Advisor acts as a Co-Director, who supervises a Coordinator and Long-Term Specialists.

Steering Committee Chairman, Director-General, Higher Education Department (Lower Myanmar), and Managing Committee are set up as superior bodies. The former is the supreme decision making body.

**IV. Results of Evaluation**

As a result of the preliminary evaluation performed from the perspectives below, we concluded that it is necessary and appropriate to implement the project, while arrangements to ensure sustainability need to be worked out.

**1. Relevance**

Business/Economics courses aim to develop human resources with knowledge and skills of economic policy making and business practices. Courses with practicality and of a global nature are scarce in Myanmar. Furthermore, the fact that a lot of issues including international business are not addressed indicates that the courses do not meet, either in quality and quantity, the increasing demands arising from the necessity and inevitability of a market economy. It is therefore appropriate to set up a Business/Economics program.

As for Japanese language education, a popular foreign language next to English, it is estimated that approximately 4,000 people are learning Japanese in the two foreign language universities and private Japanese language schools. As more Japanese companies and tourists flow in according to the transitional progress to a market-oriented economy, a demand for Japanese language education is likely to increase dramatically. However, Japanese language teachers are in short supply both in quality and quantity.

The demand is strong for a Japanese course, which can provide highly professional expertise to guide the Japanese teachers as well as the Myanmar teachers. It is, therefore, justified to set up such a course.

Myanmar has high expectations for further cultural exchange with Japan, since it has a long friendly relationship equal to the ones with ASEAN countries or China. There are a great deal of needs and expectations for the areas of promotion of joint research and other academic cooperation, arts, civil exchanges such as ones initiated by Japanese residing in Myanmar, and formulation of human networks. Exchange programs of the center are moving towards the direction of these needs.

## **2. Effectiveness**

Myanmar has a national target of a market-oriented economy and opening the country to foreign business. It would be highly effective to carry out the Business/Economics course by inviting exceptionally qualified lectures from Japan and ASEAN countries with abundant experience and expertise of international business. Moreover, the two countries have 350 years history of exchanges, and the Myanmar public interest in Japanese popular culture has been growing in recent years. Therefore, the Japanese language course and exchange programs would be very effective in further development of the relationship between Myanmar and Japan.

## **3. Efficiency**

It is expected that increased corporate productivity will be achieved as more people acquire skills and knowledge at the Business/Economics course offered by the Center. These talented people are so influential in the society, that they will lead the companies and other organizations and take the central role in transition to a market-oriented economy. Through this ripple effect, a great deal of positive results will be produced from these small efforts.

Trainees of the Japanese language course are expected to become Japanese language teachers in the future. These people will play a major role in the enhancement of a Japanese language education, and as a result, a greater number of people will study Japanese. Taking into consideration this ripple effect and significant benefit achieved, it is assessed as both effective and efficient.

Since the exchange programs target a lot of people from various fields, formulation of human networks and information networks is expected. These periodic programs will enlarge each group, and bring about a synergy effect among the networks.

## **4. Impact**

Proactive stance of the business community nurtured by the Business/Economics course may sharpen the policy makers' recognition of the importance associated with the formulation of policies and rules, improvement in the efficiency of administrative institutions, and social system reforms. Accordingly, the public awareness of the Myanmar-Japan Center might also be raised. A similar effect is likely, concerning the Japanese language course and exchange programs. In other words, significant impact will be created through the achievement of the project purpose, that is, "The Center functions as a human resource development hub for international business and economics, and in cultural exchanges and cooperation between Myanmar and Japan".

## **5. Sustainability**

The Ministry of Education and participating universities effectively operate the Center for Human Resources Development (CHRD) as a subsidiary organ for human resource development. Judging from these experiences, they have the basic capability as an organization to smoothly implement the project. Especially the Yangon Institute of Economics, which operates a MBA course effectively in addition to the CHRD. However, when it is necessary to negotiate with other governmental organizations on

matters regarding activity and operation of the project, a possibility of a certain delay in the effective continuation of the project is likely. In this respect, the human network of the Director's and his role as a coordinator are so important that particularly high expectations for him are raised.

Necessary budgetary measures are very likely to be taken for operating expenses of the project, considering the scale of the state budget allocated for human resource development, firm commitments by responsible officials, and experiences of managing CHRD and MBA courses. The authorities concerned make it a rule not to publicly open the budget details, including the amount of the Education Ministry's budget related to the project, the portion borne by the universities, contingent funding, etc. In this regard, the disclosure is not fully satisfactory.

As for exchange programs, sustainability is rather easily secured in such areas as exchanges among universities, once it gets on track. Since the project intends to ensure the presence of Japan, and emphasizes the promotion of joint study on culture and history, the Japanese side has stronger incentives to continue the project in various areas. In that sense, the continued involvement of Japan may prove to be desirable.

Regarding operation of the courses and management of the center, Japanese long-term experts give direct guidance to their Myanmar counterparts. At the completion of the project, in five years, the Myanmar side will be capable of playing the primary role in the operation and management of the project.

#### **V. External Factors (Important Assumptions)**

1. Major policy changes on promotion of a market economy would change the role of the Center.
2. If business is stagnant and needs of Japanese language do not increase, the opportunity for the people who completed the courses to obtain jobs will decrease. This would reduce the incentive to take courses at the Center.

#### **VI. Evaluation Plan (Mid-term evaluation and Evaluation at completion)**

1. Indicators for evaluation  
The monitoring of a project is performed as an activity for the establishment of management (Output 1). It would be appropriate to assess performance of the project by comparing such indicators as the number of the people who have completed the courses and utilization ratio with the ones of the Alliance Francaise and British Council.
2. Evaluation schedule  
Mid-term evaluation (February 2006), Evaluation at completion (May 2008)

## 1 . INTRODUCTION

Countries in transition toward a market-oriented economy realize that development is crucial in legal system and institutional reform, innovation in economy and business, human resource development for a market-oriented economy, and other policy related areas. Myanmar broke off from the “Burmese Way to Socialism” during the change of authority in 1988, and initiated its efforts in opening up the country to make the transition toward a market-oriented economy.

Japan, with its experience, knowledge, and skills, continues to move ahead on setting up the so called “Japan Centers”, that aim to develop human resources in Asian countries that are making the transition to a market-oriented economy. The Myanmar government submitted an application for technical cooperation for the Center project in March 2002. In response to this request, JICA implemented preliminary surveys in May 2002, September 2002, and January 2003.

Through surveys, we confirmed the request of the Myanmar government, and from the analysis obtained an understanding of the present conditions. Based on the findings of the analysis, we drafted a basic plan of cooperation, and verified the necessity and relevance of the project. The purpose of the project is that the Center will function as a hub of human resource development for international business and economics, and of exchanges and cooperation between Myanmar and Japan. Providing Economics/Business course, Japanese language course, and implementing exchange programs as well as creating human and information networks. Consensus was reached on the framework of the cooperation in advance of the project. This document was prepared to describe these analytical processes and results to provide justification of the project. <sup>1</sup>

---

<sup>1</sup> “Preliminary Survey Report I ” is referred for analysis of the Business course. “Preliminary Survey Report II ” is referred for analysis of Japanese language education.

## 2 . BACKGROUND INFORMATION

### 2 - 1 . Socio-economic context

#### ( 1 ) Human development

According to Human Development Index (UNDP) in 2002, Myanmar ranks 127<sup>th</sup> out of 162 countries.

( Chart 2-1 )

Population	47.7 million
Life expectancy	56.0
Infant mortality rate (per 1,000 live births)	78
Overall school enrollment	55.0%
Adult literacy rate	84.7%
	(Male 89.0%, Female 80.5%)

( Human Development Indicators 2002 )

#### ( 2 ) Religion

As indicated below, approximately 90% of the people are Buddhist (Hinayana). They accumulate good deeds for the life of the world to come, through following five commandments, rearing a temple, dedicating to monastery, offering goods and meals to monks, and doing good acts. Buddhism lies in the center of the life and thoughts of Myanmar people. Belief in spirits called Nat is widely practiced parallel with Buddhism.

( Chart 2-2 )

Buddhist	89.4%
Christian	4.9%
Muslim	3.9%
Hindu	0.5%
Animism	1.2%
Others	0.1%

( Statistical Yearbook 2001 )

#### ( 3 ) Regional issues

Ethnic composition is shown in Chart 2-3. Bamar consists of approximately 70% of the total population. Kachin, Kayah, Kayin, Chin, Mon, Rakhine, Shan, and other indigenous peoples totals around 135 inhabit mainly in surrounding areas. The Myanmar government put a great deal of effort in improvement of life of peoples in border areas through the Ministry of Progress of Boarder Areas and National Races and Development Affairs.

( Chart 2-3 )

Bamar	69.0%
Kachin	1.4%
Kayah	0.4%
Kayin	6.2%
Chin	2.2%
Mon	2.4%
Rakhine	4.5%
Shan	8.5%
Others	5.4%

( Statistical Yearbook 2001 )

## 2 - 2 . Description of the sector

### 2 - 2 - 1 . Efforts for transition to a market economy

#### ( 1 ) Macro-economic features

To review the trend of Myanmar economy since the government took power in September 1988, political turmoil dragged on the economy for the first three years, and minus 11.4% growth was recorded in 1988. Real GDP has not recovered to the pre-turmoil level until 1993. As economic reforms gradually take effect since then, the economy turned back on track through improvement of agricultural production and expansion of foreign investment, and showed high growth of annual average of more than 7% for five years. Though Myanmar's entry into ASEAN in 1997 was expected to bolster the economic growth, the Asian currency crisis in the same year dampened it through decreased investment and trade with neighboring countries. Poor agricultural harvest due to flood and drought worsened the situation. There appeared strong indications of the lack of foreign reserves, which forced the government to take urgent measures such as imposing tougher restrictions on import, levying export tax, introducing strict regulations on foreign remittance, and other regulatory measures. Recent statistics indicate high inflation. The consumer price index in '98 was 30%, and 16% in '99. "The 3<sup>rd</sup> Economic Plan 2001-2002" has set a goal of 6.0% annual growth.

Major economic indicators are shown in chart 2-4. Real GDP is \$11.3 million; GDP per capita is \$300 in 2000 (IMF estimate). According to "Ministry of National Planning and Economic Development 98/99: Review of the Financial, Economic, and Social Conditions (FESC)"<sup>2</sup>, agriculture/fishing/forestry/mining accounts for 44.7% of GDP, the industrial sector including

<sup>2</sup> It has not been published since 98/99

manufacturing, energy, construction accounts for 15.0%, and commerce/services 40.3%. Agriculture, which accounts for 34.5%, has been the largest sector. The structure of the economy has not changed since the introduction of the market-oriented reforms in 1988. It is notable that construction increased from 1.7% to 4.9%. In terms of employment structure, agriculture/fishing/forestry/mining employs 66.3% of the labor force, manufacturing/energy/construction 1.5%, and service/commerce 22.2%. Agriculture, which accounts for 62.4%, is the largest employer. Another feature of Myanmar economy is that state enterprises occupy a prominent position in the economy. It accounts for 21.8% of the total economy, and 28.2% of the manufacturing sector.

(Chart 4)

Fiscal Year	(85/86 current price, Million Kyat)				
	94/95	95/96	96/97	97/98	98/99
GDP	62,406	66,709	71,042	75,057	79,460
Increase (%)	7.5	6.9	6.4	5.7	5.8
Per capita GDP	1,421	1,491	1,559	1,618	1,650
Increase (%)	5.5	5.0	4.5	3.8	2.0
Import (CIF)	8,332	10,301	11,778	14,366	16,871
Increase (%)	53.4	23.6	14.4		17.4
Export (FOB)	6,527	5,064	5,608	6,446	6,755
Increase (%)	4.8	△ 22.4	10.2	21.2	4.8
Consumption	47,955	51,020	52,184	53,247	53,517
Increase (%)	2.5	6.4	2.3	2.1	0.5
Investment	12,639	16,200	19,887	21,484	25,036
Increase (%)	23.5	28.2	22.7	8.0	16.5

(Ministry of National Planning and Economic Development:  
Review of the Financial, Economic, and Social conditions)

Major trade partners are Singapore, Thailand, and other neighboring countries. Agricultural products, timber, and minerals are top items of the export. Import used to consist of capital goods, parts, and materials mostly, but import of consumer goods and machinery are increasing recently. Japan holds the 7<sup>th</sup> place for import, and 3<sup>rd</sup> place for export in 2000. Foreign direct investment amounted to \$7,150 million with 362 cases from 1988 to 2001. Singapore, Britain and Thailand are the top investors. Japan ranks in 9<sup>th</sup> with 25 cases and \$234 million. ( Data on trade and investment are quoted from Central Statistical Organization )

## ( 2 ) Transition to a market-oriented economy and economic structural adjustment

Taking over the management of national economy in 1988, the government declared it would break off from the 26-year-old centrally planned economy, and would make a shift to a market-oriented economy. Consistent commitment to economic reforms is witnessed in its open door policy, encouragement of private investment and free trade. A series of legislation and economic policy for transition to a market oriented economy have been introduced as shown below.

### ① Open door policy

- Enactment of Foreign Investment Law (Nov. 1988)

- Set up of Myanmar Investment Commission (Dec.1988)
- ② Encouragement of private investment
- Reconstitution of Myanmar Chamber of Commerce & Industry (Jan.1989)
  - Enactment of Private Industrial Enterprise Law (Nov.1990)
  - Enactment of State-Owned Economic Enterprise Law and lifting a ban on private sector's entry into certain industry (Mar.1989)
- ③ Free trade policy
- Trade liberalization for private sector (Oct.1988)
  - Opening up of the border for trade with neighboring countries

As indicated in (1), these reforms successfully led the country to catch up with an Asian economic boom in the 90s'.

Among the efforts for transition to a market-oriented economy, a comprehensive cooperation between Myanmar and Japan for economic policy formulation called "Myanmar-Japan Cooperation Program for Economic Structural Adjustment of Myanmar" draws special attention. Upon inauguration of the project in June 2000, four working groups were set up in the areas for Fiscal & Monetary Policy, Trade & Industry, Agriculture & Rural Development, and IT. Researchers and experts from Myanmar and Japan, in the four working groups, studied and discussed on the matters to be improved for economic development of Myanmar to make recommendations to both governments. The policy assistance project was implemented under JICA with support of Ministry of Foreign Affairs, Ministry of Finance, and Ministry of Economic Trade and Industries. Frank and lively exchanges of views took place on the following topics:

- ① General
- Human resource development
  - Upgrade of statistics
  - Measurement standardization
  - Legislations
  - Economic zone models
- ② Fiscal & Monetary Policy
- Foreign exchange reforms
  - Financial sector reforms
  - Fiscal and tax reforms
- ③ Trade & Industry
- Formulation of master plan for export promotion
  - Promotion of small-and medium-scale enterprises
  - Formulation of master plan for the promotion of foreign direct investment
- ④ IT



- Formulation of ICT strategy
  - Upgrading of communications infrastructure
  - Application of ICT to each sector
  - ICT industries development
- ⑤ Agriculture & Rural Development
- Land usage
  - Development and dissemination of farming technique
  - Improvement of supply of agricultural machinery/intermediary materials/rural credit
  - Tax reform
  - Distribution system of agricultural products
  - Public investment for rural area
  - Agro-industry
  - Promotion of private investment in industry related to agriculture

### ( 3 ) Needs for human resource development for transition to a market economy

Myanmar has various advantages in promoting transition to a market-oriented economy, such as land diversity, highly capable and ample work force, and a variety of untapped regions/industries/mineral resources, while it is full of problems to overcome such as fiscal deficit, external payment deficit, inflation, etc. Fiscal deficit of 82,013 million kyat, which accounts for 5.3% of GDP (FESC, 1998), is attributable to the delay of privatization of state-owned enterprises, lack of reasonable public investment planning, flaw of tax system. Current account deficit of \$53.5 million (Central Bank, 1999), observers say, is caused by monoculture export structure, flaw of policy for promoting export, strict regulations (imposing tougher restrictions on import, levying export tax, introducing strict regulations on foreign remittance, and other regulatory measures). Inflation resulted from money printing to finance the fiscal deficit, and supply shortage due to poor production and import curb.

It is pointed out, besides those mentioned above, that there are more fundamental issues such as lack of infrastructure, poor operation of the laws, scarcity of human resources for transition to a market-oriented economy. The Economic Structural Adjustment Policy Assistance Project raises the human resources issue as one of top agenda for industrial development. Capacity building for banking sector is also strongly recommended in the policy assistance project. It picks up the following points on human resource development in industries as problems Myanmar faces, that is:

- ① Lack of skilled labor force in terms of quantity and quality
- ② Absolute shortage of technological human resources, and weakness of infrastructure for nurturing engineers and technicians
- ③ Lack of opportunity of trainings for the management of manufacturing companies and state-owned enterprises, and poor management capacity of the executives

It also recommends the following measures with high priority:

- ① Upgrade of system and institutions for vocational education and skills training
- ② Expansion of institutions for management education designed to enhance managerial capability of private manufacturing industries executives
- ③ Build up of industrial information infrastructure

As for capacity building of a banking sector, a training program is proposed where trainers' trainings at Myanmar Banking Association is the main part.

## 2 - 2 - 2 . Japanese language education

English holds the most prominent position in the foreign language education in Myanmar. Under the British rule, English was widely used by Myanmar people from intellectuals to ordinary people. Nationalization policy in the 60's made English less influential through nationalizing mission schools where English had been commonly used, and through changing the teaching-language in universities from English to Myanmar. Taking seriously the decline of English speaking ability among young people, the Myanmar government, since the middle of the 80's, has required its people to study English from kindergarten, and revived English as a teaching language in universities.

Students can take foreign language courses other than English only at the Universities of Foreign Languages. They offer Japanese, English, French, Germany, Chinese, Korean, Russian, and Thai. Approximately 2,000 students learn Japanese in universities, the second largest number next to English.

Myanmar language has a similar word order to Japanese, which makes it easier for Myanmar people to learn it. More and more Myanmar people are interested in the Japanese language because of a sense of closeness based on the historical relationship between the two countries as well as intercourses through work/study experience in Japan, activities of government, companies, and NGOs in Myanmar. Nearly 1,200 people took the Japanese Language Proficiency Test in 2001, which shows a high interest in Japanese.

Beginning of the Japanese language education in Myanmar dates back to 40 years ago. It started when the Institute of Foreign Languages (IFL) was founded, and a Japanese Language Department was established in Yangon in 1964. IFL was transformed into Yangon University of Foreign Languages (UFL) in 1996. Mandalay University of Foreign Languages (MUFL) was founded in Mandalay, the 2<sup>nd</sup> largest city in Myanmar, in 1997, and started Japanese language courses. There is a plan that another university in Yangon would offer Japanese language courses.

As for non-formal education, some Japanese volunteers began to teach Japanese at a monastery in Yangon in late 80s'. More and more private Japanese language schools were opened in mid-90s'.

Japanese have founded some of the schools. Most of them were in Yangon, but some schools were opened outside of Yangon. The Japanese Embassy estimates that 4,000 people learn Japanese language either at formal educational institutions or non-formal schools (As of September, 2001).

A guide for Japanese tourists, a worker at Japanese firms, and an interpreter/translator are examples of the jobs requiring Japanese language proficiency. As more Japanese companies and tourists flow in according to progress of transition to a market-oriented economy, it is probable that a demand for Japanese language education will increase dramatically.

## **2 - 2 - 3 . Exchanges between Myanmar and Japan**

Historically, Myanmar and Japan have had a long friendly relationship. Every class of people including youths and intellectuals, have enjoyed the interchanges. Exchanges between the two countries date back to the 16<sup>th</sup> century when lots of Japanese embarked on official trading across the Southeast Asian countries. After suspension of exchanges during the period of national isolation, lots of Japanese merchants visited Myanmar again in the Meiji era, late 19<sup>th</sup> century. During World War II, Japanese army provided the Myanmar youths with military training for independence from British rule. Among them are the future leaders of Myanmar, who became the source of the Myanmar Army. Though the two jointly made inroads to Yangon, they split with each other due to disappointment with the Japanese military rule. The Myanmar Army rose up against Japan in March 27, 1945, which is a national holiday today. Shortly after the war ended, reparation talks reached an agreement, the first of its kind, and economic cooperation started based on the reparation agreements. Since that time on, Japan had always been the largest donor until 1988, when the political turmoil forced a drastic decrease of assistance. Though the official assistance has not recovered the pre-88 level as of yet, exchanges between the two sides continue in a full scale based on the long-established friendly relations.

## **2 - 3 . Host country strategy**

### **( 1 ) National development strategy**

The government has set a national goal of “Four economic objectives” as stated below, together with “Four political objectives”, and “Four social objectives”.

- ① Development of agriculture as the base and all-round development of other sectors of the economy as well
- ② Proper evolution of the market-oriented economic system
- ③ Development of the economy inviting participation in terms of technical know-how and investments from sources inside the country and abroad

- ④ The initiative to shape the national economy must be kept in the hands of the State and the national peoples

Evolution of the market-oriented economic system is clearly defined as a national goal.

**( 2 ) Strategy for human resource development for transition to a market economy**

“Long Term 30-Year Education Development Plan”, set the goals among others as follows; “To nurture and increase the highly qualified human resource needed by the nation”, “To create an academic environment that is endowed with dynamic knowledge and utilizing the technology that will emerge according to the times”, “To realize the transformation of the working force into a learning force”, “To strive for the promotion of education and arrange for the utilization of private investment in parallel with the growth in GDP”, “For Myanmar education to attain international standard”. 10.6% of the national budget is allocated for the social sector, and the largest part of it is for education and training (Source: Ministry of Education document). Graduates from universities, colleges, and vocational schools account for 3.3% of the employed population; that is to say, there is not enough supply of human resources with professional skills or specialty. Concerned about this situation, Ministry of Education stresses the need of human resource development for smooth introduction of the market-oriented economy. CHRDP (Center for Human Resource Development) programs started in 1998, to provide more people with the opportunity to have undergraduate/graduate level of education. The program reflects the words of an Education Minister’s that “It is important to provide the people with vocational education with an eye on transition to a market-oriented economy and change of demands, as well as to offer a good opportunity for reeducation for those who missed the chance of obtaining higher education”. The importance of human resource development for transition to a market-oriented economy is definitely recognized in the program.

**( 3 ) Strategy on cultural exchanges**

In the era of so-called “Burmese Way to Socialism”, exchanges with socialist countries were prevalent. More emphasis is put on keeping good relations with the ASEAN countries nowadays. It is noted that relations with China has been intensified in recent years, while relations with India are expected to be deepened in the years to come. Myanmar has Cultural Agreements with China and Laos, while talks are underway with India.

## **2 - 4 . Prior and ongoing efforts**

### **( 1 ) Economics/business**

Full-fledged business courses for human resource development for transition to a market-oriented economy are provided at MBA program, Yangon Institute of Economics. Other business-related courses are provided at CHRD (Center for Human Resource Development) programs of some universities including Institute of Economics.

Yangon Institute of Economics, which offers MBA program and CHRD business course, is the only organization in Myanmar that offers comprehensive business management courses. The MBA program, set up in 1995, with 20 exclusive lectures, provides two-year education for 50 students based on the similar curriculum of the MBA courses of advanced countries. CHRD, set up in 1998, offers seven business-related courses. Numbers of students of CHRD are 1,400 for three-month Certificate course, and 700 for six-month Diploma course, per term respectively.

Ministry of Commerce, Ministry of Industry and II, Ministry of National Planning and Economic Development, and other ministries provide their own trainings programs for employees. These are also examples of economics/business management courses.

Singapore Center, set up in Yangon in 2002, is a good example of a cooperation of a foreign country in this area. As a part of regional cooperation, Singapore set up the centers in CLMV countries. In the Singapore Center in Yangon, courses on commerce, trade, IT, English, and tourism for Myanmar government officials are provided. Lecturers are from Singapore.

### **( 2 ) Foreign language education**

Cases of foreign language education provided by foreign organizations in Myanmar include English education at British Council (BC), and French education at Alliance Francaise. Members have free access to the library and other facilities, and can enjoy books, videos, and other materials. AF, a renovated house, creates an atmosphere of saloon with a café in its compound. Visitors can enjoy French culture in a comfortable setting by attending clubs and events such as dance, dramas, songs, and cinemas, which attract people who are interested in France.

BC has 13 British teachers and 4 Myanmar teachers. The British teachers are BA or completed teachers' training at BC. There is a Myanmar teacher who has been trained in Australia. AF has 5 French teachers (including 1 full-time teacher) and 7 Myanmar teachers (including 2 full-time teachers). All the teachers are recruited in Myanmar. Three out of seven Myanmar teachers have been trained in France or Singapore through government scholarships.

Both of BC and AF provide various classes from Beginners to Advanced with 10 to 20 student in each class. Special purpose courses are also provided in both organizations. They are proud of quality and variety of courses and textbooks they offer. BC plans to lower limit from present nine to a younger age. ( Chart 2-5 ) 。

Besides classes, there is a BC teacher in charge of ELTECS (English Language Teaching Contacts Scheme) who supports conducting seminars and workshops. ELETEC is independent from BC, and consist of teachers from private language schools. Approximately 70 people attend the seminar. There is no such kind for French language teachers.

( Chart 2-5 )

	British Council	Alliance Francaise
Number of students	820	600
Courses	Beginners-Advanced, Young Learners, Pronunciation, Presentation, Negotiating, Writing Better Reports, Hospitality	Beginners ~ Advanced, DALF <sup>3</sup> , Business, Computer, Myanmar language, Administrative process
Fees	125US\$ / 40hrs ( 1 course )	40 ~ 50US\$ / 120 ~ 200hrs ( 1 course )

( 2<sup>nd</sup> Preparatory Study Team Report )

As for competition with other private language schools, BC claims its uniqueness in quality ( small-group class, highly qualified teachers, and textbooks with variety ) . BC offers not only English language courses but also act as an agent to carry out examinations such as IELTS. Some students of private language schools prepare for the examinations. In that sense, the private language schools are customers as well for BC.

### ( 3 ) Cultural exchanges

Ministry of Culture's main priority is the preservation of cultural heritage. In this area, Japan, through UNESCO, cooperated in formulation of a master plan for conservation of historical heritages of Bagan. Japanese conservation specialists also gave lectures and workshops.

In the area of performing arts such as music, dancing, and plays, only a few troupes come and go across the borders with China and ASEAN countries. Most of the dispatch specialist programs, invitation programs, and supplied equipment related to cultural activities are extended through Japan Foundation or JICA. The examples of these programs include instruction of theatrical arts such as lighting, trainings/scholarships in Japan for curators and archaeologists, provision of humidity regulator, and so on.

---

<sup>3</sup> An international exam for French language proficiency approved by Ministry of Education, France. It helps studying in France and obtaining working visas.

### **3. Problems to be addressed: the current situation**

#### **3 – 1. Institutional framework**

##### **( 1 ) Economics/Business**

The government of Myanmar is promoting human resource development for transition to a market-oriented economy. Higher Education Department of the Ministry of Education and Universities under its control play a major role (Medical Institute and Technological Institute have been transferred to the jurisdiction of the Ministry of Science and Technology).

As for organization and responsibilities of the Ministry of Education, Minister U Than Aung leads the Ministry, with 2 Vice-Ministers assisting the Minister. One is responsible for higher education and another for basic education. The Ministry consists of 10 departments. Two departments in charge of Upper Myanmar and Lower Myanmar, respectively, are responsible for higher education.

As for the education system, basic education of 5-4-2 years at primary school, junior high school, and high school is followed by higher education of 2 to 7 years. There are 151 higher education institutions (University, Degree College, College) across the country. Universities, with expectations of the leadership of students by the community, have historically been the stage of anti-government movements. Closed and reopened repeatedly since the turmoil of 1988, they have been normalized since the reopening of 2000. (Refer to Annex 7-6 for Organization Charts of Ministry of Education and Universities, Outline of education system, and other related information.

The Myanmar government drew up a “Long Term 30-Year Education Development Plan”, and promotes education reform. The initiative for improvement of higher education is taking shape with a dramatic increase of students, set up of Center for Human Resource Development (CHRD), and the establishment of universities of distance education. CHRD, aiming for providing the general public with undergraduate and graduate level education, have been set up in and managed by each University and College since 1998. It boasts of the graduate level education it offers to those who do not yet have a B.A. More than 15,000 took the CHRD courses in the first year of the project (1999), and 80% of them range in age between 24 and 34. The 11,702 students attending the CHRD courses of the five Universities involved in the Center project, which account for 75% of all the CHRD students, are from Yangon Institute of Economics, Yangon University of Foreign Languages, Yangon University, Yangon Institute of Education, and Yangon University of Distance Education.. As for the universities of distance education, 203 regional centers have been set up as of January 2001, according to the Ministry of Education, and the number is expected to be beyond 300 this year. Lessons are transmitted to hundreds of places across the country through satellite communication, and the opportunity to take undergraduate level courses is provided to Myanmar youths.

Of these universities, Yangon University, as stated in 2-4, plays the most important role in human resource development for transition to a market oriented economy. Yangon University, with 250 teachers and 10,000 students, issues bachelors degree in Economics, Commerce, Statistical Economics, and masters degree in Economics, Commerce, Statistical Economics, Business Administration, and Philosophy.

Business courses, though in a small scale, are provided at the Chambers of Commerce and Industry and private schools. Each ministry conducts training programs for its employees. Though these courses are not as comprehensive and full-scale as Yangon Institute of Economics, they attract lots of students. A large number of private schools offer courses for Bookkeeping, British Certificate for Accounting, and Computers. Student enrollment is rapidly increasing in these small-scale business courses and private schools. Observers believe that years of university closures and structural thirst for information is responsible for the increased interest in education.. (Refer to Chart 3-1 for the outlines of each course)

## **( 2 ) Japanese language education**

Japanese language courses as higher education is provided only at UFL and MUFL. UFL began a Diploma course in 1964, and have produced human resources for Japanese language education since then. UFL leads Japanese language education in Myanmar in name and reality, as the dean of MUFL is from UFL, and teachers of UFL are assigned to MUFL for two years. There are 23 teachers in UFL, and all of them are from UFL. 1,133 students learn Japanese at UFL, and 833 at MUFL.



Organization	Content of trainings, activities, characteristics	Cost	Possible conflict with Myanmar-Japan Center
Thames Management Centre	<ul style="list-style-type: none"> <li>● Established in 1995. 20 teachers All of them are Myanmar nationals</li> <li>● Cambridge University diplomas are issued for Business Administration, Marketing, Business Information &amp; Technology</li> <li>● Similar to a prep school for Doctor's degree in British Commonwealth</li> <li>● 6-month course and 12-month course (2 hours a day x 3 days a week)</li> <li>● Trainings for companies are also provided (2-3 month course (2 hour a day x 3 days a week)).</li> <li>● Number of students per year is 1,000 (50% drop out)</li> </ul>	<ul style="list-style-type: none"> <li>● diploma course (6 month) \$19 (\$0.14 per hour).</li> <li>● Trainings for companies less costly than above</li> </ul>	<ul style="list-style-type: none"> <li>● No conflict if fees are set high and foreign lecturers hired</li> <li>● Amount of remuneration must be considered in order not to compete for lecturers (OE lecturers sometimes earn Ks.30000 per month)</li> </ul>
Stamford-City Business Institute	<ul style="list-style-type: none"> <li>● English language courses for school children, and courses for Bookkeeping, Accounting, Computer are provided. Bookkeeping and Accounting courses are for L.C.C.I.</li> <li>● Accounting course for middle management with no accounting background</li> <li>● Trainings for specific company</li> </ul>	<ul style="list-style-type: none"> <li>● Accounting course for middle management with no accounting background costs \$38 (2 hours a day x 5 days a week x 3 months) (\$0.32 per hour).</li> </ul>	<ul style="list-style-type: none"> <li>● No conflict as long as the Center provides trainings for companies</li> </ul>
KND Education Services	<ul style="list-style-type: none"> <li>● Preparatory course for test approved by Microsoft, computer programming course.</li> <li>● Affiliated with universities and vocational schools in Britain, Thai and Japan. Chance of diplomas and degrees of these schools</li> <li>● Degree course for British universities takes 3 years. Entry level 600, advance to 2nd year 250, advance to the 3rd year 70</li> <li>● Teachers are Myanmar nationals except one from Ireland</li> </ul>	<ul style="list-style-type: none"> <li>● Degree course for British University : 1st year: \$125/year Completion Test: \$260 2nd year: \$150/year Completion Test: \$330 3rd year: \$375/half year Completion Test: \$900 (\$0.87-5.21 per hour) (4 day x 1.5 hour x 2 times x 48 weeks).</li> </ul>	<ul style="list-style-type: none"> <li>● No conflict as long as the Center provides computer courses</li> <li>● Could be a good source of instructors for computerized inventory control and financial management</li> </ul>
RV Management	<ul style="list-style-type: none"> <li>● Preparatory course for Poly-tech college in Singapore and Malaysia, HRD trainings for companies, Management trainings for companies</li> <li>● Preparatory course for Poly-tech college provides English, Mathematics, and Science (2 hour a day x 10 weeks). As a result, 100 students go abroad a year</li> <li>● Most of the instructors are from Singapore</li> </ul>	<ul style="list-style-type: none"> <li>● Preparation for Poly-tech Univ. for individual: \$313</li> <li>● Human resources management training for a specific company: Dispatch a lecturer \$1000/day (80 students/class)</li> <li>● Management training for companies: \$70/day</li> </ul>	<ul style="list-style-type: none"> <li>● No conflict as long as the Center provides trainings for companies</li> <li>● Could be a good source of instructors from ASEAN</li> </ul>
L.C.C.I. Diploma Education Services	<ul style="list-style-type: none"> <li>● Preparatory course for L.C.C.I.</li> <li>● 3 days a week, 6 months, 7:00-17:00</li> <li>● 1500 students per course, 200 students per class</li> </ul>	<ul style="list-style-type: none"> <li>● \$19/course (\$7 per hour)</li> </ul>	<ul style="list-style-type: none"> <li>● No conflict</li> <li>● Representative is an ideal source as a lecturer for business course</li> </ul>
Alliance Francaise	<ul style="list-style-type: none"> <li>● Business French course, Tourist guide course</li> <li>● 2 hours every Saturday, 15 students</li> </ul>	<ul style="list-style-type: none"> <li>● \$4/month (\$0.5 per hour).</li> </ul>	<ul style="list-style-type: none"> <li>● No conflict</li> <li>● Good model for the Center</li> </ul>

Organization	Content of trainings, activities, characteristics	Cost	Possible conflict with Myanmar-Japan Center
MBA course of Institute of Economics	<ul style="list-style-type: none"> <li>● Set up in 1995, the only institution to issue MBA</li> <li>● Similar curriculum to the ones of advanced countries, Case study method and problem-solving oriented</li> <li>● 20 instructors (11 of them are Myanmar)</li> <li>● 50 students per term</li> <li>● Full-time, 2 year course</li> </ul>	<ul style="list-style-type: none"> <li>● 4 quarter system, \$20 per quarter (8 months) plus textbooks</li> <li>(1.5 hours × 2 × 12 weeks) (\$0.11 per hour).</li> </ul>	<ul style="list-style-type: none"> <li>● No conflict because MBA is given</li> <li>● No conflict because the term is 2 years long</li> </ul>
CHRD of Institute of Economics	<ul style="list-style-type: none"> <li>● Set up in 1998, Certificate in Business Studies and Certificate in Advanced Business Studies were the courses given first, expanded to 7 courses in 2002, Bookkeeping and Accounting courses have been added</li> <li>● 3 professors from each of 4 departments participate. Lecturers are in charge in most courses</li> <li>● Certificate course 3 months, Diploma course 6 months, 17:00-19:00</li> </ul>	<ul style="list-style-type: none"> <li>● Certificate Course (3 months) \$10</li> <li>Diploma course (6 months) \$20</li> <li>(\$0.084 per hour)</li> </ul>	<ul style="list-style-type: none"> <li>● Probable conflict</li> <li>● Conflict can be avoided by expensive fees and overseas factor</li> <li>● Make sure to candidates that the target is different</li> </ul>
UMFCCI Industrial Planning and Management Course	<ul style="list-style-type: none"> <li>● Practical trainings for employees of member companies (BA holders)</li> <li>● 30 students per class</li> <li>● 2 hours a day × 2 days a week × 3 months</li> </ul>	<ul style="list-style-type: none"> <li>● \$6.3 for member, \$9.4 for non-member</li> <li>(\$0.13-0.20 per hour)</li> </ul>	<ul style="list-style-type: none"> <li>● Probable conflict</li> <li>● Good resource of instructors and course planning advisors with its channel with business circle</li> </ul>
New Century Resource Centre	<ul style="list-style-type: none"> <li>● CHRD with Education Ministry participation</li> <li>● Certificate course and Diploma Course for computer</li> <li>● 9:00-16:30 6 days a week, computers are available</li> </ul>	<ul style="list-style-type: none"> <li>● \$1-\$3 annually for using a computer</li> <li>2 hours/day, 2 days/week, 48 weeks/year</li> <li>(\$0.01 per hour).</li> </ul>	<p style="text-align: center;">?</p>

### **(3) Cultural exchanges between Myanmar and Japan**

Most of the cultural exchange between the two countries take place through cultural programs by the Japanese Embassy and the Japan Foundation. The Japanese Embassy implements its own cultural programs and acts as a liaison for the Japan Foundation. The programs include showing films and videos, issuing PR brochures, offering TV programs to a Myanmar TV station, conducting cinema festivals both in urban and remote areas, implementing Japanese language speech and essay contests, managing Japanese language proficiency tests, as well as personnel exchange programs such as scholarship for students, dispatch of sports specialists, invitations for cultural figures, those who are preparing doctoral thesis, Japanese language teachers and students, cultural troupes, and so on. Inter-university exchanges draw attention. There are academic exchange agreements between Tokyo Medical & Dental University and Yangon Institute of Dentistry, and between Keio University/Japan Advanced Institute of Science and Technology, Hokuriku and Yangon Institute of Computer Science. Southeast Asian Ministers of Education to which Myanmar Historical Research Center is related, and the Center for Southeast Asian Studies of Kyoto University have an exchange agreement. It is a landmark event that Asia Science and Education for Economic Development (ASIA-SEED), in cooperation with Keio University and Japan Advanced Institute of Science and Technology, Hokuriku, started distance education through satellite, in universities of Myanmar, Laos, Thailand, and Indonesia. Foreign students are accepted at University of Foreign Languages, University of Culture, International Teravada Buddhism Missionary University, and Universities' Historical Research Center. Exchange programs by private organizations such as Myanmar-Japan Friendship Association<sup>4</sup> and Myanmar Economic and Management Institute<sup>5</sup> are accelerated.

### **3 – 2 . Problems to be addressed: the current situation**

#### **(1) Economics/Business**

Myanmar's lack of experienced human resources in a market economy is the first point to be improved in the transitional development to a market-oriented economy. Though Myanmar began to make way for the realization of a market-oriented economy and opening up of the country in 1988, it had lost every chance

---

<sup>4</sup> Established in 1999 as a counterpart organization of Japan-Myanmar Friendship Association. Patrons are Lt. General Khin Nyunt, Secretary (1) SPDC, Brigadier General D.O. Abel, Minister, Chairman of SPDC, U Win Aung, Minister, Ministry of Foreign Affairs; Chairman is Colonel Tin Hlaing, Minister, Ministry of Home Affairs. Myanmar Association of Japan Alumni was established under MJFA.

<sup>5</sup> Japanese NGO established for the purpose of research, cooperation, and exchanges. It has a branch office in Yangon.

to experience competition under a market economy during the 26 years of the so-called “Burmese Way to Socialism.” The negative impact, the discouragement and will to produce, and the decrease of efficiency during that period is so huge that it will take enormous efforts to make the transition to a market-oriented economy. Analysts argue that the “Burmese Way to Socialism” is based on Myanmar’s tradition of *Buddhist egalitarianism in nature, rather than the pure ideology of socialism, and that commercialism is foreign to Myanmar society with Buddhism as a backbone.* Critics say that educational methods may be an obstacle to a market economy because too much is focused on rote memory, and leaves out the importance of creative ingenuity for solving problems. There is room for deduction that education today descends from traditional lessons at monasteries. Some insist that Myanmar people, endowed with a potential as merchants, missed the opportunity to prove themselves. One thing that is clear, neither government officials nor business people have been given the opportunity to practice market competition. The most serious is a lack of human resource in the management field. Massive outflow of human resources, caused by nationalization of the socialist era as well as political instability and disruption of education in recent times, is responsible for this situation. A business-minded person would find little support and be discouraged by the lack of legislation policy, and funding difficulties due to the *undeveloped financial system. Operation of the laws poses risks for business. Under the circumstances, entrepreneurs are deterred to show their talents.*

Based on the above, the current situation of human resource development in the economics/business area is outlined below.

① Only the Institute of Economics provide comprehensive courses on business management. MBA program and CHRD of Institute of Economics offer the business courses. Though there are some good private management schools, comprehensive business courses are not provided.

② There are untapped target groups. The MBA program of the Institute of Economics receives 700 applications, but the enrollment is limit to 50. *Thames Management Center* says its students are steadily increasing except during the Asian financial crisis, and intends to expand the courses. Chart 6 gives you the names of schools offering preparatory courses for studying abroad, and tells you the KMD Education Services offering degrees from foreign universities. It indicates that there is room for developing a market of those who seeks the opportunity for a higher education and reliable certification that cannot be obtained in the country. Groups of people remaining in the country are seeking degrees from foreign universities or equivalent degrees. It demonstrates the existence of a strong demand for Economics/Business courses to satisfy the needs of these groups.

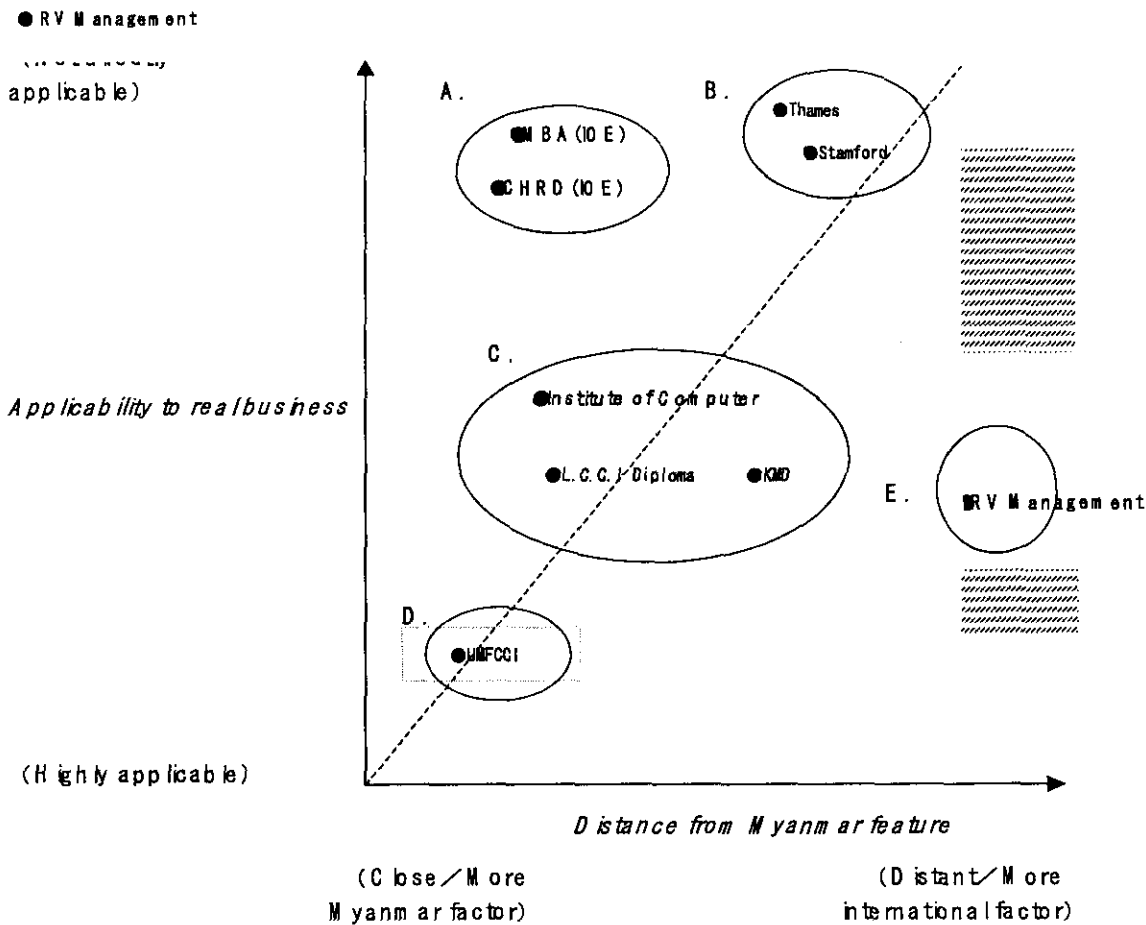
③ There is very limited number of short-term, one-week courses. Those who are seeking new knowledge and information from overseas are not satisfied. This group of people, some are executives and others are career changers, are very busy. They may be entrepreneurs who are heavily involved in the management of expanding business, or managers who are occupied with supervising employees. These ambitious people are seeking new information and knowledge useful for solving problems. They need to obtain a concentration of new knowledge in a short period of time, but the chances are very limited.

④ Currently most course fees that exist are either less than \$1 per hour, or more than \$5 per hour. There are no courses where the fee is between \$2-3 per hour. The lack of mid-range fees is due to the schools response to the two existing extremes; a group of people who are wealthy and want to go abroad, and a group of people who lack the funds but desire an education.

⑤ Practical courses with international features are not available. Courses tend to focus on theory, and lack the introduction of advanced cases of other countries. Considering the strong need for practical knowledge and information from other countries, the gap is enormous. There is a lack of qualified instructors who have work experience, especially experience in international economics and business. The Singapore Center is the exception, where more than half of the instructors are from foreign countries.

⑥ Lack of instructors in quantity and quality. Basically, only the Institute of Economics has qualified instructors who are capable of giving lectures on National Economic Policy, Business Administration, and the like. There are 250 instructors in the Institute of Economics; even less qualified to satisfy experienced students. A number of people studied abroad and obtained degrees after 1988. Many of them have not returned. Inviting foreign trained lecturers would increase the cost beyond what people could afford. Even if there are needs for business courses, the lack of qualified teachers hinders expansion of the courses.

Relationship of the existing business courses are shown in the chart 3-2 on the next page.



(Chart 3-2) (1<sup>st</sup> Preparatory Study Team Report)

“Applicability of what one has learned to work” means whether or not what one has learned can be applied to real business whoever the teacher is, and wherever the school is. In that sense, Bookkeeping is “Highly applicable”. Example of “Less applicable” is Strategy Making, which requires additional research and study after one learned a methodology in order to produce results necessary for the company. “Myanmar feature or international factor” means, in case of Accounting/Finance for example, whether it puts emphasis on the accounting principle and tax law of Myanmar, or it takes into consideration the international accounting standards aimed at acquiring a loan from a foreign bank. Shaded area of the chart above shows area with no conflict with other existing courses. The courses with “More international factor” and “Highly applicable to work” are in the wanted area.

## (2) Japanese language education

### ① Yangon University of Foreign Languages

UFL offers four courses, as described in chart 3-3, that is, Diploma course, BA course, CHRD course, and TOPA course (an open-for-public course offered by a language school of Japan). The UFL lecturers, with a full course of lessons to teach, are required to teach daily from 7 a.m. to 7 p.m.. The fact that UFL accepts students who missed enrollment due to closure of educational institutions, and that there are many more students than usual, keeps the 23 lectures very busy. Compensation from CHRD and TOPA courses, paid hourly, are good sources of a secondary income.

UFL teachers are recruited from Myanmar national who graduated from the Japanese language department of UFL with honors, when it is necessary. With limited opportunity to learn teaching techniques in Myanmar, the staff of teachers is required to teach with insufficient knowledge and experience on teaching methodology. Constant follow up is necessary, since new teaching methods are introduced one after another. Teachers, therefore, would like to improve their teaching technique. They “brush up” on teaching skills by participating in 1 and 2 day workshops sponsored by Japan Foundation, a seminar held by International Friendship Cultural Association (IFCA) for junior teachers with no experience of studying in Japan (two hours a day, two days a week). The time allotment for the workshops and seminars is short, and an instructor is not always available when they have questions. A resident Japanese language expert is necessary.

UFL intends to establish a master’s degree course in the future, and wishes to have an expert from Japan who will be responsible for preparing curriculum and other necessary tasks for the course. Though a 2001 application requesting dispatch of an expert has not been realized due to circumstances, UFL will continue to appeal for a Japanese language education expert.

Since there are only 600 Japanese residing in Myanmar, Myanmar students and Japanese language teachers rarely have a chance to meet these Japanese. Contacts with teachers in private Japanese language schools and monasteries are very limited. In Myanmar, a person is needed to act as a hub between the network of teachers and students to fill the current void, which is vital to the continued Japanese language education system.

(Chart 3-3)

	Diploma course	BA course	CHRD	TOPA Co-sponsored
Inaugural year	1964	1996	1998	1999
Number of students	350 70~140/grade	250 50/grade	280 70/class	60~90
Students	Corporate employee, Government official	Full-time students	Working people, Young people, Elderly people	Those who waiting for enrollment, Working people, Housewives
Level	Beginner~ Intermediate	Beginner~ Advanced	Beginner~ Intermediate	Beginner
Textbooks	『Nihongo Shoho』、 『Nihongo 2~4』 『Chukyu de manabu Nihongo』	『Shokyu Nihongo』、 『Chukyu Nihongo』、 『Jokyu Nihongo』、 『Nihon Jijou』、 Newspaper	『Nihongo Shoho』、 『Nihongo 2~4』 『Chukyu de Manabu Nihongo』	『Minna no Nihongo 1, 2』
Time	7:00~8:50	9:00~15:30	17:20~19:00	12:30~16:30
Degree, certificate	Diploma	BA	Certificate	Certificate with signatures of UFL Head of Dean, Head of TOPA (Japan)

(2<sup>nd</sup> Preparatory Study Team Report)

## ②Private Japanese language school

As indicated in chart 3-4, there are a number of private language schools in Yangon, where they study Japanese very hard. So called "Japanese dream" lies behind the dedication. It is true that some study Japanese with the aim of earning high income in Japan. The private schools accept applications mainly through word-of-mouth and magazine ads. The schools rendering assistance and mediation services for those who plan to study in Japan attract plenty of applicants.

Regardless of the needs of eager students, the schools are not equipped with sufficient textbooks and teaching materials. Japanese teachers buy textbooks in Japan during home leave, and make copies for their students. Taking into account the wage level of Myanmar students, it would not be feasible for them to buy teaching materials from Japan.



Passionate teachers from Japan are devoting themselves in these private schools; they are not endowed with time and money to brush up their knowledge and skills as professionals to teach Japanese as a foreign language. Though Japanese teachers recognize the necessity of improving skills, they are reluctant to pay for the training. Myanmar teachers, on the other hand, would very much like to participate in the training if they are affordable. A resident expert of the Japanese language is strongly desired. He/she is expected to nurture the professionalism of volunteer teachers, as well as provide professional training to teachers who have an ardent passion for learning.

Meetings with Japanese language teachers were held twice, where information was exchanged among 20 participants, but they have not held any more meetings. One of the participants attributes this inactivity to the ambiguity of the purpose of the meetings. It may be because the teachers have not reached a certain level as professionals and do not recognize the necessity of information exchange, or it may be because they are only sharing information, but not utilizing the time to study new techniques, which attributes to the lack of incentives to meet regularly. A Japanese language expert who acts as a hub to the network of teachers is strongly needed.

Chart 3-4 Private Japanese language school (2<sup>nd</sup> Preparatory Study Team Report)

	Thin Myanmar Language Center	TOPA 21 <sup>st</sup> Century Japanese Language School	Momiji Japanese Language Center	Myanmar Logos Japanese Language Center	WIN Japanese Language Center
Inauguration	September, 2002	1999	1999	1995	1997
Number of students	11	80 Level 1 : 56 Level 2 : 18 Level 3 : 7	1 <sup>st</sup> grade class : 8 2 <sup>nd</sup> grade class : 20~30	Beginner : 40 Basic : 20×4 classes Intermediate : 15×2 classes	Basic : 60×7 classes, Intermediate : 60×3 classes, Pre-advanced : 50×2 classes, Advanced : 50
Students	University students	Those who waiting for enrollment, Working people, Housewives	Students of WIN and UFL, Those who waiting for enrollment, Tour guide, Employees of Japanese companies	Students of Dagon Univ., Eastern Yangon Univ., and UFL 2/3 of them wish to study abroad	Those who waiting for enrollment, Students of Yangon Univ., Eastern Yangon Univ., Dagon Institute of Technology, and UFL
Level	2 <sup>nd</sup> grade	Completed Level 2 →4 <sup>th</sup> grade Completed Level 3 → 3 <sup>rd</sup> grade	1 <sup>st</sup> grade, 2 <sup>nd</sup> grade	1~2 people pass 2 <sup>nd</sup> grade a year, 20 people pass 3 <sup>rd</sup> grade	2 <sup>nd</sup> grade
Textbook	"Minna no nihongo", Kanji textbook for Japanese primary school student, "Step up questions", "Chukyu dokkai nyumon"	"Minna no nihongo 1, 2"	"Shin nihongo no kiso" "Kanzen master 2 <sup>nd</sup> grade nihongo nouryoku shaken bunpo questions and kanji" 』	"Shin nihongo no kiso"	Basic, Intermediate: "Shin nihongo no kiso I II", Pre-advanced: "Sogo nihongo", Advanced: "2 <sup>nd</sup> grade questions"
Schedule	Mon-Fri 2 hours a day	12:30~16:30	Twice a week, 3 months 4 times a week, 3 months	3 times a week (1.5 hour a time), 3 months	
Fee	K 10,000/month	K 37,500/ 10 weeks	Twice a week, 3 months → K9,000 4 times a week, 3 months → K13,000	K 20,000/ 3 months	K 15,000/3 months
Teacher	2 full time Japanese No training experience	3 full time Japanese, Recruited in Japan, Completed a training course, Duration 2 years, UFL teachers are involved	1 full time Japanese 2 part time Japanese Recruitment process in Japan and hired in Myanmar	2 full time Japanese Dispatched as trainees of a training program	1 full time Japanese 2 part time Japanese...1year contract Completed a training program No experience of teaching
Relationship with Japan	Support of fund and materials by Kobe-Myanmar Friendship Association	Approximately 8 people study at TOPA, Tokyo a year.	A teacher left WIN to establish Momiji	Send 15~20to Logos, Japan Planning to assist them to study at Nagano Univ., professional schools, other Japanese language schools Scholarship is available for tuition and living expense	Recommendations for Kokushikan Univ., Nanzan Univ., Ritsumeikan Univ., Asia Pacific Univ., Toyo Univ., Hiroshima International Univ., Nagoya Gakuin Univ.

③ Monasteries (refer to chart 3-5)

They teach various foreign languages at monasteries including Japanese, English, French, Spanish, Korean, and Chinese, which stand as major foreign language institutes.

Monasteries hold much appeal in extraordinarily cheap monthly tuition of 200 kyats (Students pay for textbooks in addition to tuition). The reasonable price of tuition attracts as many as 100-300 students for beginner classes. It is not uncommon to see a classroom jam-packed with students sitting on the floor intensely listening to the teacher with microphones in hand all speaking at once. It is because of these over packed classrooms that many students drop out of school, in spite of their hard work. Advanced students motivation and ability are so extraordinary that some of them speak fluent Japanese even though they have never been to Japan. In an advanced classroom with less than 10 students, they ask the teacher to pick up topics they are interested in. Some classes adopt a novel, while others pick up an idiomatic phrase book that is difficult even for Japanese.

Both Myanmar and Japanese teachers are volunteers. Some Myanmar teachers studied only at a monastery to reach as far as the level of the 1<sup>st</sup> grade and open their own schools. Japanese teachers include embassy staff and spouses of JICA experts. Most of the teachers have very limited knowledge on teaching methods and teach by watching other teachers. Under the circumstances, especially Myanmar teachers, wish to learn teaching methods.

Chart 3-5

	Manawyama Monastery	World Buddhist Meditation Institute
Inauguration	1999	1990
Number of students	Basic I ~ III : 300 Advanced : 5~10	Basic : 200~300 per class × 4 classes Intermediate : 30 per class × 3 classes Advanced : 5 per class
Students	Working people, Tourist guide, Those who waiting for enrollment, Students of other private language schools	Working people, Tourist guide, Those who waiting for enrollment, Students of other private language schools
Textbooks	Basic: "Nihongo shoho" Intermediate: "Nihongo chukyu" Advanced: "Dokkai 1 <sup>st</sup> grade", Newspaper	Basic: "Minna no nihongo 1, 2" Intermediate: "Nameraka 2 <sup>nd</sup> grade taisaku" Advanced: Prepared by teachers
Schedule	1.5 hours × 2 times a week	
Fees	K 500 / 3 months	K 200 / month
Teachers	Volunteers Japanese : 3 Myanmar : 2 (1 UFL graduate )	Volunteers
Remarks	Cumulative 3,000 students learned	

(2<sup>nd</sup> Preparatory Study Team Report)

### ( 3 ) Exchange programs

#### ①Necessity of permanent venue

Exchange programs between Japan and Myanmar are mostly facilitated through the Japanese Embassy. Premises of the embassy and Ambassador's residence are often used when it needs space to implement an event. These facilities cannot always be open to the public because of diplomatic security reasons. They cannot help but restrain from inviting as many guests as possible. Considerable time and expense is required every time when using a hotel or a convention hall. It is difficult to find the most appropriate place in terms of a good atmosphere for cultural activities. Ensuring a permanent space is significant in effective publication of "aid with a human face".

#### ②Private sector exchanges

Most exchange activities are inter-government, though some programs are implemented by private organizations. Further enhancement of exchanges by private sector is expected with an eye to having participation of a wide range of people.

#### ③Interest in Japanese popular culture

Myanmar's public interest in Japanese's popular culture, such as TV drama and fashion, has been growing in recent years. The growing demand for pop culture is not necessarily satisfied. We may take advantage of these resources to encourage the Myanmar people to have more interest in Japan. There is room for improvement because the resources have not been developed at all.

#### ④Formulation of human networks

There is no doubt on the importance of networking those who have studied in or visited Japan, Japanese language learners, academicians, and other people having relations to Japan. Formulation of the network has just begun. Further development is expected.

#### ⑤Exchanges in fine arts and performing arts

To look at cultural exchanges between Myanmar and foreign countries, Japan has a great deal of accomplishments in dispatch and invitation programs, and is in a position to follow China and ASEAN countries in the area of art, especially exchanges of cultural troupes. Historical relations and geographical closeness account for the favorable positions of these countries. The exchanges in fine arts and performing arts between Myanmar and Japan can be expanded a little further because of a long and friendly relationship between the two countries.

#### ⑥Exchanges through Japanese residing in Myanmar

Exchanges between Myanmar people and Japanese staying in Myanmar are very limited. It is people residing in Myanmar who can learn the peaceful conscience of Myanmar through direct contact. This kind of exchange has the potential to enrich the conscience of everyone.

## 4. PROJECT STRATEGY

### 4 – 1. Project approach

Basic concept of the Japan Centers is that it is a project proposed by Japan with the aim of forming mutual trust and strong human ties with Asian countries in transition to a market-oriented economy through activities in the following three areas.

- ① Human resource development in business courses - To implement business courses providing government officials, businessmen, and students with trade practice, corporate finance, management, marketing, and other subjects that meet needs of a host country. Certificate is conferred and opportunity to study in Japan will be given to excellent students. Participant is expected to acquire practical skills and knowledge in completion.
- ② Japanese language education and dissemination – To implement courses including Japanese (Basic to Advanced), Japanese for business, Japanese in preparation for studying in Japan, Training course for teachers, etc., and to promote dissemination and access to Japan.
- ③ Mutual understanding between the two countries – To provide information on Japan, Japan Center, and a host country, and to implement exchange seminars and events to promote mutual understanding between the two countries.

Typical project-type technical cooperation emphasizes self-reliant efforts by a host country; while the Japan Center project introduces new concepts; and the Japanese side regularly participates in management of a center and plays a role as a base for human resource development and exchange. Six centers have been established and begun operation in Laos, Vietnam, Mongol, Uzbekistan, and Kazakhstan – There are two centers in Vietnam.

The Japan Center project is to be implemented in Myanmar with the important view of maintaining the momentum of cooperation between Myanmar and Japan on Myanmar's transition to a market-oriented economy, and of further enhancing long and friendly relations between the two countries. Framework of each of the three areas is to be built on the basic concept mentioned above. The following points serve as guidelines.

- ① To aim for a hub of comprehensive network of Myanmar and Japan

It is appropriate to take a comprehensive approach through overall cooperation of related parties without being constrained by the distinction of government and private sector, economy and culture, various aid schemes. The center can work as a collaborator

for a friendly and wide variety of relations between the two countries by this approach.

Substantial ex ante coordination is necessary to avoid overlap of activities with other technical cooperation agencies.

② To make it open to the public

The window should be wide open in order to stimulate potential demand, though individual programs should have a definite target. The center should be easily accessible and information, facilities, and event should be open as much as possible.

③ To work as catalyst

Though the center itself implements exchange programs, it focuses on self sustaining expansion of the network by attracting individuals, organizations, information, and ideas from both home and foreign through open institution, and by developing them on multilevels.

④ To continue support for Myanmar's efforts of transition to a market-oriented economy

The center seeks human resources for a market economy through implementing "Economics/Business" courses. The center also further develops research and dialogue on economic policy made by scholars and experts of the two countries through every opportunity the center can offer.

⑤ To effectively show the presence of Japan

Continuous activities are to be ensured. A permanent facility will be constructed in the capital city of Yangon to symbolize its presence, though activities are not held exclusively in Yangon. In order to enhance cohesive power, marquee, and capacity utilization of the center, and to make it more active, Japanese language course and exchange programs are implemented, and function as an information center is promoted through effective information network including a library, and multiple human networks.

The situations in Myanmar should be fully taken into consideration.

⑥ Preparatory stage and operating stage

In preparation for a full operational launch upon completion of the construction work, activities of each area should be gradually stepped up as needed, and a framework of