

## 1. INTRODUCTION

Long years of political instability and civil war in Cambodia have resulted in weak institution and lack of management capacity. However, for the last decade, Cambodia's economy has been growing steadily, and the scarcity of human resource needed for the country to adapt to the global economy is becoming more serious every year.

Given this situation, the Cambodian government has accorded the highest priority to sustainable education reform and development. The Cambodia government recognizes that strengthening the education and training systems is critical for improving the human resource bases as part of enhancing Cambodia's economic competitiveness in an increasingly global and regional economy. Developing a high quality and flexible work force is to be more pivotal in encouraging inward foreign investment as Cambodia entered into the World Trade Organization (WTO). The Cambodian government is also acutely aware that improved education and training systems are the key bridge between economic growth and broad and balanced social development. Increasing equitable access to education and training opportunities, not only for the basic education but also for the higher education, is a key enabling factor in helping Cambodia's poorest families to move out of poverty and improve their social well being

Japan, with its experience, knowledge and skills, continues to move ahead on setting up the so called "Japan Center", that aims to develop human resources in several Asian countries that are trying to adapt to the global economy. The Cambodian government submitted a request for technical cooperation for the Cambodian Japan Center project in June 2002. In response to this request, Japan International Cooperation Agency (JICA) has implemented preliminary studies in March 2003, May 2003 and November 2003 (with a follow up study in January 2004).

Through surveys a concept and tentative plan of cooperation was drafted. Based on the concept and the tentative plan, detail design of the project was formed by the core members of both the Cambodian and Japanese sides. Overall goals were set, and verification of the necessity and relevance of the project was examined. This document was prepared to describe these analytical and participative processes and results in order to provide justification of the project.

Cambodia and Japan celebrated their 50th anniversary for establishment of diplomatic relations last year, and the mutual understanding between the people of the two countries is becoming important more than ever. Therefore, it can be said with no doubt that this Project is highly relevant with the interest of the two countries and their people.

## 2. BACKGROUND INFORMATION

### 2-1. SOCIO-ECONOMIC SITUATION<sup>1</sup>

#### 2-1-1. Basic Information

Cambodia covers an area of 181,035 km<sup>2</sup> bordered by Thailand to the west, Lao P.D.R. to the north, Vietnam to the east and the Gulf of Thailand to the west. About 58.6% of the country's land is covered by forests and woodland while 21.5% is agricultural land. And the country is divided into three main regions topographically Central Plain, Mountains and Plateaus and Coastal Zone on the Gulf of Thailand.

Basic indicators of Cambodia and neighboring countries are summarized in **Table 2.1**.

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<sup>1</sup> This Chapter heavily cites from the final report of "The Study on Regional Development of the Phnom Penh-Sihanoukville Growth Corridor in The Kingdom of Cambodia (Ministry of Commerce of the Kingdom of Cambodia and JICA, 2003)

Table 2-1 Basic Indicators of Cambodia and Neighboring Countries

Item	Cambodia		Vietnam	Thailand
	1996	2000	2000	2000
<b>People</b>				
Population, total (millions)	11	12	78.5	60.7
Population growth (annual %)	2.5	2.2	1.3	0.8
National poverty rate (% of population) latest available	..	36	37	16
Life expectancy at birth (years)	..	53.6	69.1	68.6
Fertility rate, total (births per woman)	..	4	2.2	1.9
Mortality rate, infant (per 1,000 live births)	..	88.4	27.5	27.9
Mortality rate, under-5 (per 1,000 live births)	..	120.4	34.2	33.2
Urban population (% of total)	14.5	15.9	24	21.6
Illiteracy rate, adult male (% of males 15+)	21	20.2	4.5	2.9
Illiteracy rate, adult female (% of females 15+)	47	42.9	8.6	6.1
<b>Environment</b>				
Surface area (000 sq. km)	181	181	331.7	513.1
Population density (persons/ sq km)	..	66	237	118
Forest area (000 sq. km)	..	93	98	148
Annual deforestation (% of change)	..	0.6	-0.5	0.7
Freshwater resources per capita (cubic meters)	0.1	39,613	11,350	6,750
Improved water source (% of total population with access)	..	30	56	80
Improved sanitation facilities, urban (% of urban population with access)	..	58	86	97
<b>Economy</b>				
GDP per capita, Atlas method (current US\$)	280	270	400	2,010
GDP (current billion \$)	3.1	3.2	31.3	122.2
Agriculture (% of GDP)	51	37	24	11
Industry (% of GDP)	15	21	37	40
Services, etc. (% of GDP)	34	42	39	50
GDP growth (annual %)	7	5	5.5	4.3
Inflation, GDP deflator (annual %)	7.1	1.5	5.3	1.8
Exports of goods and services (% of GDP)	26	40.1	..	67
Imports of goods and services (% of GDP)	41.6	46.9	..	59
Gross capital formation (% of GDP)	25.9	15	27.4	22.7
Current revenue, excluding grants (% of GDP) *	..	11.8	17.7	16
Overall budget balance, including grants (% of GDP) *	..	-3.1	-2.5	-3.1
<b>Technology and Infrastructure</b>				
Fixed lines and mobile telephones (per 1,000 people)	4	12.3	41.7	142.6
Telephone average cost of local call (US\$ per three minutes)	..	0	0	0.1
Personal computers (per 1,000 people)	0.7	1.1	8.8	24.3
Internet users	..	6,000	200,000	2,300,000
Paved roads (% of total)	7.5	16.2	..	..
Aircraft departures	..	..	28,000	101600
<b>Trade and finance</b>				
Trade in goods as a share of GDP (%)	27	40	96	107
Foreign direct investment, net inflows (current billion US\$)	0.29	0.13	1.30	3.40
FDI net inflows per capita (current US\$)	27	10	17	56
Present value of debt (current billion US\$)	..	2	11.1	76.6
Total debt service (% of exports of goods and services)	1.2	2	7.5	16.3
Short-term debt outstanding (current million US\$)	18.6	103.5	924.9	14.9
Aid per capita (current US\$)	38.5	33.1	21.6	10.6

Source: The study on regional development of the Phnom Penh-Shianoukville growth corridor in the Kingdom of Cambodia 2003, JICA (original source: World Bank Development Indicators database, April 2002, ADB Key Indicators 2001, Statistical Yearbook of Cambodia 2001)

## 2-1-2. Economy

Cambodia is one of the low-income countries. In 2000 its total gross domestic product (GDP) was \$3.2 billion, yielding a per capita GDP of \$270, one of the lowest in the world. The Cambodian economy was virtually destroyed during the civil war from 1970 to 1975, the Khmer Rouge regime from 1975 to 1979, and the Cambodia-Vietnam War from 1978 to 1979. Rice had to be imported by 1974 under wartime conditions, and production of Cambodia's most profitable export items such as rice and rubber plunged sharply. The civil unrest also disrupted Cambodia's fledgling manufacturing industry and severely damaged road and rail networks.

After the Khmer Rouge was dismantled in early 1979, millions of Cambodians began to resume their lives as farmers, though mostly at a subsistence level. By the mid-1990s Cambodia once again achieved self-sufficiency in rice production and began to export a small quantity of rice. The country's infrastructure was improved gradually in the 1990s, helped by massive influx of foreign assistance. Other sectors of the economy were less fortunate and the country's economy as a whole in 1995 was performing at only 40 to 50 percent of its pre-1970 capacity.

The current structure of the economy is as summarized in the following **Table 2-2**.

**Table 2-2 Gross Domestic Product (GDP) by Economic Activity**

Unit: Billion Riels

	Value in Billion Riels								2000 Share %
	1993	1994	1995	1996	1997	1998r/	1999r/	2000p/	
<b>AGRICULTURE, FISHERIES &amp; FORESTRY</b>	<b>2,440</b>	<b>2,591</b>	<b>3,507</b>	<b>3,471</b>	<b>3,857</b>	<b>4,414</b>	<b>4,704</b>	<b>4,241</b>	<b>36%</b>
Crops	1,132	1,132	1,984	1,965	2,063	2,386	2,478	2,327	20%
Livestock & Poultry	484	443	489	551	589	683	836	738	6%
Fisheries	539	494	535	555	592	728	933	878	7%
Forestry & Logging	285	522	500	400	633	619	456	297	2%
<b>INDUSTRY</b>	<b>758</b>	<b>806</b>	<b>986</b>	<b>1,212</b>	<b>1,480</b>	<b>1,814</b>	<b>2,140</b>	<b>2,708</b>	<b>23%</b>
Mining	11	11	12	13	14	15	17	17	0%
Manufacturing	490	522	580	754	989	1,339	1,486	1,997	17%
Food, Beverages & Tobacco	209	220	249	299	330	390	420	399	3%
Textile, Wearing Apparel & Footwear	71	50	69	132	305	507	717	1,251	10%
Wood, Paper & Publishing	58	96	83	113	148	224	93	88	1%
Rubber Manufacturing	24	20	31	45	33	27	33	30	0%
Other Manufacturing	128	135	148	165	174	191	224	228	2%
Electricity, Gas & Water	24	31	40	40	41	47	43	43	0%
Construction	232	242	355	406	416	414	593	651	5%
<b>SERVICES</b>	<b>2,594</b>	<b>2,470</b>	<b>2,781</b>	<b>3,221</b>	<b>3,419</b>	<b>3,861</b>	<b>4,307</b>	<b>4,495</b>	<b>38%</b>
Trade	952	869	973	1,078	1,149	1,241	1,332	1,316	11%
Hotel & Restaurants	195	237	285	350	375	418	525	582	5%
Transport & Communications	367	386	423	510	534	587	712	773	6%
Finance	24	27	77	87	98	100	112	134	1%
Public Administration	142	229	234	296	305	333	370	376	3%
Real Estate & Business	622	452	483	537	601	732	764	822	7%
Other services	291	271	307	362	357	449	493	492	4%
Taxes on Products less Subsidies	195	334	395	483	537	579	638	638	5%
Less: Subsidies	2	4	12	15	6	14	12	31	0%
Less: Imputed Bank Charges	15	17	73	63	123	124	142	159	1%
<b>GROSS DOMESTIC PRODUCT (GDP)</b>	<b>5,970</b>	<b>6,185</b>	<b>7,597</b>	<b>8,325</b>	<b>9,149</b>	<b>10,543</b>	<b>11,646</b>	<b>11,923</b>	<b>100%</b>

Source The study on regional development of the Phnom Penh-Shianoukville growth corridor in the Kingdom of Cambodia 2003, JICA (Original source NIS, Statistical Yearbook 2001 data Notes: r/-revised estimates, p/-preliminary estimates)

### 2-1-3. Population Distribution

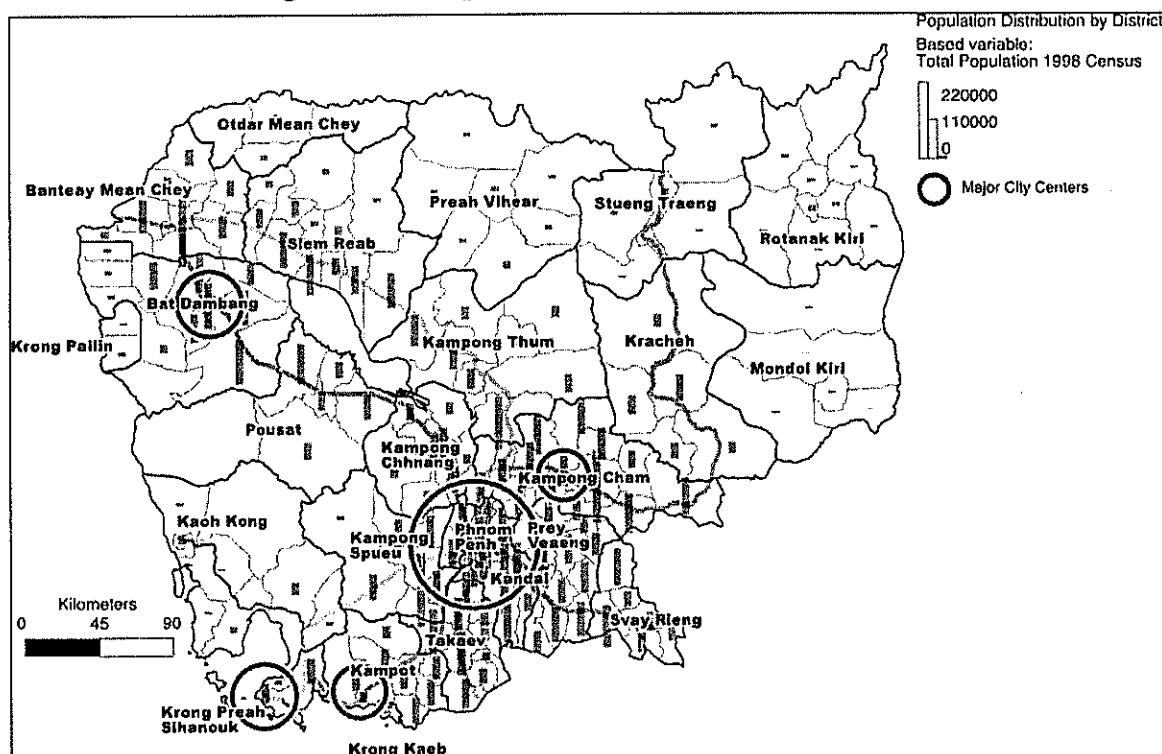
The largest population concentration is seen in the heavily cultivated central plain situated at the head of the Mekong River delta, close to the Vietnamese border and low lands surrounding the Tonle Sap. More than 80% of the total population is concentrated in these low lands that account for only around 30% of the total land of Cambodia.

While six provinces in the plain adjacent to Vietnam account for 14% of total land area, they accommodate as much as 52 % of the whole population. The six provinces surrounding Tonle Sap accounts 34% of the land and 30% of the population.

On the other hand, the mountainous regions of the country, where malaria is widespread, are sparsely populated, as are the northern provinces where water is scarcer. While eight provinces in the plateau and mountains account for 42% of total land area, they accommodate only 11 % of the whole population.

The four coastal provinces hold 10% of the land and 7% of the population. The coastal provinces are a mixture of the vast southwestern mountains and relatively small strips of low lands. The low lands are densely populated, as are the central plain provinces. The mountainous parts, however, are as sparsely populated as the other highland provinces.

**Figure 2-1 Population Distribution by Province**



Source: The study on regional development of the Phnom Penh-Shianoukville growth corridor in the Kingdom of Cambodia 2003, JICA

## 2-2. DESCRIPTION OF THE SECTOR

### 2-2-1. Overall Condition of Human Resource Development Sector

#### (1) Devastated Human Resources and Its Recovery

Cambodia's human resources base has been devastated by two decades of internal strife. Chaos and turmoil destroyed the education system in the 1970s. As shown in **Table 2-4**, considerable efforts are required to catch up with the neighboring countries.

**Table 2-4 Regional Comparisons of Educational Profiles**

Country	Adult Literacy Rate (% aged 15 and above) 1998	Female Adult Literacy Rate (% aged 15 and above) 1998	Youth Literacy Rate (% age 15-24)	Children Reaching Grade 5 (%)
Thailand	95.0	93.2	98.8	n/a
Philippines	94.8	94.6	98.4	n/a
Vietnam	92.9	90.6	96.7	n/a
Indonesia	85.7	80.5	97.3	88.0
<b>Cambodia</b>	<b><u>67.3</u></b>	<b><u>58.0</u></b>	<b><u>56.9</u></b>	<b><u>49.0</u></b>
Laos	46.1	30.2	67.5	55.0

Source: The study on regional development of the Phnom Penh-Shianoukville growth corridor in the Kingdom of Cambodia 2003, JICA (originally from p235 Second Five-Year Socio-Economic Development Plan 2001-2005, Ministry of Planning)

Cambodia has made significant progress in expanding access to primary and secondary school in the 1990s. The share of government expenditure on education was 10 % in 1999 and is 13% presently. The Ministry of Education, Youth and Sports (MoEYS) has the second biggest government budget next to the Ministry of National Defense though the majority of its budget has been appropriated for teachers' salary.

Nevertheless primary school enrollments increased from 1.8 million to 2.4 million in the last five years. Some 1,000 primary schools were established in the past five years. Net enrollments for primary and lower secondary schools were 90.0% and 21.9% respectively (2001).

## **(2) Employment Generated in the Past 8 Years**

In spite of the current economic structure being dominated by the primary sector, the secondary sector created 75% of the new jobs from 1994 to 2001 (**Table 2-3** "Labor Force Created by Newly Approved Investment 1994-2001"). The garment sector created the biggest number of jobs (over 100,000 people) and shoes, chemical and wood-processing industries followed. Due to the small number of well-educated personnel available in Cambodia, the majority of jobs created are unskilled workers' jobs (51.8%).

**Table 2-3 Labor force created by Newly Approved Investment (1994-2001)**

(Unit: people)

<b>Primary Sector</b>	379	425	1,059	815	1,099	11,550	24,095	39,422
Agriculture	50	36	153	120	214	1,253	4,588	6,414
Agro-Industry	93	99	303	286	337	2,430	6,387	9,935
Livestock	1	3	6	2	20	72	66	170
Plantation	235	287	597	407	528	7,795	13,054	22,903
<b>Secondary Sector</b>	2,629	3,218	6,879	8,081	11,885	78,196	110,371	221,259
Animal Meal	5	5	7	1	4	73	10	105
Building materials	45	42	144	178	238	970	1,470	3,087
Cement	41	121	240	169	278	1,682	1,504	4,035
Chemical	358	1,011	1,032	530	1,042	5,097	10,146	19,216
Disc	7	6	6	6	13	21	67	126
Electronics	16	49	97	55	94	287	2,960	3,558
Energy	15	35	84	28	26	112	19	319
Food Processing	176	87	288	415	561	2,237	6,759	10,523
Garment	1,267	1,086	3,000	4,795	7,030	42,764	45,004	104,946
Hat	0	1	0	8	4	20	230	263
Household goods	17	12	34	29	52	343	282	769
Leather Processing	2	1	2	2	11	32	30	80
Mechanic Assembly	56	52	131	41	85	739	486	1,590
Mechanics	1	0	1	3	2	35	40	82
Medical Chemical	23	39	79	33	96	372	453	1,095
Medical Instrument	0	0	0	0	2	20	20	42
Medical Supplies	4	3	14	10	10	30	249	320
Metal	12	13	38	31	54	214	961	1,323
Mining	22	25	31	21	64	253	530	946
Other Industries	77	112	171	182	257	2,529	2,803	6,131
Other Industry	2	2	2	5	8	90	10	119
Paper	95	77	264	154	327	1,225	1,893	4,035
Petroleum	49	86	107	136	125	343	363	1,209
Petroleum Distribution	8	0	1	3	16	27	98	153
Plastic	31	28	94	71	118	852	818	2,012
Shoes	72	78	245	287	391	9,654	10,679	21,406
Sock	1	4	20	4	17	130	80	256
Textile	57	54	121	146	117	3,959	6,787	11,241
Tobacco	70	44	179	163	240	977	1,787	3,460
Wood Processing	100	145	447	575	603	3,109	13,833	18,812
<b>Tertiary Sector</b>	262	383	797	517	1,324	2,079	8,391	13,753
Construction	41	91	145	153	155	375	5,336	6,296
Education	9	6	8	24	188	206	212	653
Engineering	6	12	46	8	27	44	10	153
Health Services	3	0	5	2	5	10	16	41
Infrastructure	10	18	28	21	36	170	542	825
Media	21	11	36	24	70	75	77	314
Service Energy	1	1	2	1	2	5	2	14
Services	65	80	176	108	232	627	1,704	2,992
Telecommunication	86	154	294	134	473	358	249	1,748
Transportation	19	9	56	41	131	202	234	692
Water Supply	1	1	1	1	5	7	9	25
<b>Tourism</b>	460	204	588	860	1,419	5,158	8,083	16,772
Hotel	343	130	387	706	1,015	3,428	5,507	11,516
Tourism	21	28	104	74	91	463	592	1,373
Tourism Centre	96	46	97	80	313	1,267	1,984	3,883
<b>Total</b>	3,730	4,230	9,323	10,273	15,727	96,983	150,940	291,206

Source: The study on regional development of the Phnom Penh-Shianoukville growth corridor in the Kingdom of Cambodia 2003, JICA (Original source: Cambodia Investment Board 2002)

Note: It should be noted that the data in Table 2-3 was taken from investment application documents submitted to the Cambodian Investment Board. Some of the enterprises might have not reached the indicated number of employees.)

## 2-2-2. Brief History and Present Situation of Japanese Language Education

As Cambodia gradually regained stability and as people started to feel the end of civil war, people's attention began to shift more toward education. Obtaining proof of higher education such as certificates and degrees became crucial for one to get a job. Education started to become once again the key to survive. Studying Japanese language was considered one of the educational options, and demand to study Japanese language had increased.

Japanese Language education implemented by the Japanese government resumed in 1993 Japan with the dispatch of Japan Oversea Cooperation Volunteer (JOCV) by JICA. Regarding efforts made by the private, in 1993, a religious Non Governmental Organization (NGO) Reiyukai started Japanese language course at the Institute of Foreign Language (IFL) of Royal University of Phnom Penh (RUPP). After Reiyukai completed its project in 1997, the course management was handed over to the IFL. Then it gained support from United Nations Volunteer (UNV), individual Japanese volunteers and finally by JOCV up to now.

Japanese NGOs or individuals opened Japanese language courses in Siem Reap, a gateway to the world heritage Angkor Wat. A history of establishment of Japanese language courses in Cambodia is summarized in **Table 2-4**.

**Table 2-4 History of Establishment of Japanese Language Courses**

<i>Year of Establishment</i>	<i>Name or Type of the Courses, Implementer and Target Group</i>	<i>City</i>
Unknown (Currently suspended)	Unamuro Monastery Japanese language Course, Run by a NGO, Target Group: Children	Phnom Penh
1993	Reiyukai, Run by a NGO Target Group: Adult	Phnom Penh
1994	JOCV at RUPP, Sponsored by JICA Target Group: Students	Phnom Penh
1994 (Currently suspended)	JOCV at Ministry of Tourism, Sponsored by JICA, Target Group: Ministry Employee, Tour guide	Phnom Penh
1995	Hifumi Japanese Language School, Run by an individual Target Group: Adult, Children, Guide	Siem Reap
1996	Yamamoto Japanese Language School, Run by a travel agency Target Group: Guide	Siem Reap
1996	JOCV at National Institute of Management, Sponsored by JICA, Target Group: Student	Phnom Penh
1997	Hiyoko (Circle for translation exercise, Run by an individual Target Group:	Phnom Penh
2000 ~	JOCV at Siem Reap Department of Tourism, Sponsored by JICA, Target Group: Adult and Guide	Siem Reap
2000 ~	Phnom Pehn Japanese Language School, Run by a Cambodian individual, Target group: Adult	Phnom Penh
2002.3 ~	Cambodia Japanese Language School, Run by a Cambodian individual, Target group: Adult	Phnom Penh
2002 ~	JOCV at University of Law and Economics, Sponsored by JICA, Target group: Student	Phnom Penh

Source: First preliminary Study report



### **2-2-3. Snapshots of Exchanges**

#### **(1) Exchanges between Cambodia and Japan**

It is more than half a century since Cambodia and Japan established diplomatic relations. However, it is said that exchanges between Cambodia and Japan already existed in the early 17<sup>th</sup> century. However, since the emergence of Khmer Rouge regime in 1975, diplomatic ties between the two countries broke off until 1991 when Paris Peace treaty was signed.

Lecturers and students have been exchanged widely and actively between the two countries. For example, Cambodian Studies, Tokyo University of Foreign Studies has established exchange agreements and have invited lecturers from RUPP and have been exchanging students as well. The Japanese government has been granting scholarship for Cambodian students to study at Japanese higher educational institute since 1942. As the civil war began, in 1969 the scholarship program suspended and resumed only in 1992. Since 1992, the total number of Cambodians studied in Japan under this program is more than 300 people at the moment<sup>2</sup>.

Cambodians obtain scholarship and spend at least three years in Japan to study. Since year 2001, Japan Grant Aid for Human Resource Development Scholarship started and every year 20 Cambodians are sent to Japan mainly for their master degrees. In 2004 the total number of Cambodians studied under this scholarship program shall reach 80 people.

In the area of cultural exchange, there has been variety of events held by the Japanese Embassy. Events are such as Japanese traditional performances, Japanese speech contest, Japanese movies, chorus contests and a marathon race. Most of them were ideal occasions for Cambodians to learn about Japan but some of them aimed to create opportunities for Japanese to learn about Cambodia through interaction with the Cambodian participants.

Through United Nations Educational Scientific and Cultural Organization (UNESCO), Japan has been contributing tremendously in terms of preservation of Angkor Wat. Since Angkor Wat is well known to Japanese as a prestigious world heritage, the preservation activity itself can be said as a symbol of firm and prominent exchange between the two countries.

#### **(2) Exchanges between Cambodia and other countries**

At the official level, there are only The French Cultural Center and the Russian Center of Science and Culture that has its own building, theater, library and language courses aiming to promote their own language, culture and value. Some other countries try to implement cultural exchanges through their embassies like what the Japanese Embassy has been doing but the frequency is not that much.

Aside from the exchange activities conducted at the diplomatic level, there are various cultural or youth exchange activities initiated by the private sector such as NGOs and private universities. Activities related to culture and arts are overseen by the Ministry of Culture and Fine Art and all activities conducted by any bodies are to be reported to the ministry.

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<sup>2</sup> Not including those who went under the program before 1969.

## **2-3. GOVERNMENT STRATEGY**

### **2-3-1. National Development Strategy<sup>3</sup>**

#### **(1) Development Vision: The triangle strategy**

The development vision of Cambodia is to have a socially cohesive, educationally advanced and culturally vibrant Cambodia without poverty, illiteracy and disease. Realizing the vision will require continued adherence to the values of social justice, human welfare and empowerment and the formulation and implementation of policies to reduce poverty by promoting sustainable economic growth and better governance.

The “Triangle Strategy” of the Government, which was adopted after the July 1998 election, is designed to achieve this vision. Restoring peace and stability, and maintaining security for the nation and people, which formed the first side of the “Triangle” was accomplished during the last few years. Cambodia’s integration into the region and normalization of relationships with the international community, the second side of the “Triangle” was also achieved. Cambodia regained its seat at the United Nations and became the 10<sup>th</sup> member of the Association of South East Asian Nations (ASEAN) and the process of joining the World Trade Organization (WTO) is well advanced.

The third side of the Government’s strategic triangle was to promote economic and social development through the implementation of extensive government reform program. Significant progress has been made in the implementation of these reforms, and economic growth has been strong in the last few years despite the impact of the 2000 floods. However, much remains to be done.

#### **(2) Strategic Priorities To Achieve Vision**

In the context of the above mentioned Triangle Strategy, and building on the Interim Poverty Reduction Strategy Paper approved by the Council of Ministers on 27 October 2000, the development objectives, strategies and policies of the Government are: (i) to foster broad-based sustainable economic growth with equity, with the private sector playing the leading role; (ii) to promote social and cultural development by improving the access of the poor to education, health, water and sanitation, power, credit, markets, information and appropriate technology; and (iii) to promote sustainable management and use of natural resources and the environment (iv) to improve the governance environment through effective implementation of the Governance Action Plan.

The strategic message is that economic growth is prerequisite for poverty reduction and that the key to economic growth is private sector development, and the pace at which the private sector can develop depends largely on sustained improvements in the governance environment.

### **2-3-2. Strategy for Education and Human Resource Development<sup>4</sup>**

In the 1990’s, the main characteristics of the education system were: (i) under representation of children from poor families, girls and other disadvantaged groups at all

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<sup>3</sup> From Second Five Year Socioeconomic development Plan (2001-2005)

<sup>4</sup> Based on Education for All, National Plan 2003-2015

levels of education, especially for secondary and post secondary education; (ii) limited internal efficiency, especially high repetition and dropout rates in primary grades and inefficient secondary and post-secondary staff deployment; (iii) uncertain quality of education, including limited availability of instructional materials and trained and motivated teachers; and (iv) limited resources for the education sector. Limited public resources for education system result in unaffordably high costs for especially poor families, a barrier to access, and low wages for teachers. Further, lack of relevant post-basic education limit the contribution of the education sector to economic development and growth.

Underserved groups are a result of poverty, geographic isolation and social exclusion. In particular, poor rural and ethnic minority areas are affected by lack of schools in rural areas, longer distance from student's homes, poor classrooms conditions, and schools without a full range of basic education grades. These factors also contribute to uncertain quality of education in rural/remote areas. Things became worse by the difficulty in attracting qualified teachers to work in these areas due to absence of enough salary and incentives.

Given this situation the three key policy objectives of education sector are stated as: (I) to achieve Education For All (EFA) target, that is completion of nine-year basic education for all, through addressing simultaneously supply, demand and quality, and efficiency constraints, focusing especially on the poorest and the groups at risk, (II) to facilitate economic growth through increasing equitable access to quality and relevant post-basic education, and (III) to sustain institutional development towards pro-poor sector planning and management.

In order to address the above-mentioned issues and achieve the sector objectives, education policy, strategy and program were clearly set out in the Education Sector Support Program (ESSP) for 2001/05, jointly endorsed by the Cambodian government and donors/NGOs in mid 2001. The ESSP is based on a rolling approach with an annual joint review by the Cambodian government and its partners. The program adjusted annually based on ESSP review recommendations and budget allocations set out in the Mid Term Expenditure Framework (MTEF). The ESSP is geared towards poverty reduction through a combination of a systematic reform ensuring that public resources are primarily used for the program benefiting the poor more than the rich, additional interventions targeting the most vulnerable and groups at risk, and measures aimed at increasing the relevance of the education and training system in order to help accelerate economic growth. The medium-term goal is to provide nine years of quality basic education for all by 2010 alongside strengthening the pro-poor policy development and sector management, and improving the relevance of post-basic education.

***For Reference: Formulation of a New legal framework  
"Support of Higher Education by the World Bank<sup>5</sup>"***

There is a new law expected to provide a solid framework for the future development of the higher education system, and to create a favorable environment for investment in the sector. Successful implementation should result in a more autonomous, efficient and higher-quality

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<sup>5</sup> World Bank headquarters mission report.

system of higher education in Cambodia.

The World Bank stresses that despite the efforts made by the Government to improve the higher education, many issues remain. These include: (i) the current higher education system is too small to meet the development needs of the country; (ii) the social demand for higher education is much higher than the current intake; (iii) the financing of higher education is inadequate to produce the desired outcomes; (iv) the quality and relevance of many of the current higher education courses of study are questionable; (v) governance arrangements in higher education are poorly developed at this stage and result in inefficiencies; (vi) there is insufficient attention to equity in the current system.

To begin to address these issues, the Government has put place a new legal framework to guide the growth and development of higher education institutions (HEIs) in the country. Key features of the new law include:

**Accreditation and Quality Assurance.** At the center of the legal framework will be a process of accreditation for HEIs operating or wishing to operate in Cambodia. Accreditation will be supported by MoEYS. Applications for accreditation will be considered against a set of minimum standards developed by an expert committee for each category of HEIs. Once accredited, an HEI will be monitored to ensure that minimum standards are maintained. This process will assist HEIs to improve the quality of their activities.

**Categories of HEIs:** Three categories of HEIs, which may be accredited to award degrees, diplomas and/or certificates, have been defined under the new law: (i) universities, (ii) university institutes, and (iii) technical institutes.

**Broadening of Bachelor's Degree Programs.** To produce graduates with the necessary skills and adaptability to function successively in the market economy and contribute to Cambodia's future development, all BA and BS programs will include a broad, one-year foundation course requiring students to complete courses in four broad subject areas - (a) arts and humanities, (b) mathematics, science and computer technology, (c) social sciences, and (d) foreign languages.

**Admissions and Credit Transfer.** As part of the accreditation process and to enable students who complete their degrees in specialized institutes to have access to a foundation program offered by a multi-disciplinary university, HEIs will submit for approval their policies for admission of students and for the recognition of prior periods of study in other HEIs.

**Governance.** HEIs in the public sector will be established as self-governing institutions with processes of accountability to government of Cambodia as well as the public. They will be established with Boards of Directors and will have control over staffing and financial matters, subject to the Government's annual report of their activities. These institutions will share some of the features of both public administrative institutions and public economic enterprises in Cambodia. Private institutions will establish their own systems of governance. A condition of accreditation will be that the HEIs publish its ownership structure, governance arrangements and financial accounts in the form of an annual report. Arrangements will be developed to allow HEIs now in the public sector to move to the private sector, subject to conditions approved by the government of Cambodia.

**Funding.** Public institutions will receive their budget support from the government of Cambodia in the form of block grants. All institutions will be free to impose and collect tuition fees and to spend fee revenues as determined by their Boards of Directors, subject to specified accountability procedures.

**Equity.** As part of the accreditation process, HEIs will outline their policies for the offer of scholarships to encourage the enrollment of able students from poor families, students from outside Phnom Penh (from "the provinces") and women.

## 2-4. PRIOR AND ON-GOING EFFORTS RELATED TO THE PROJECT

### 2-4-1. Human Resource Development

#### (1) Public financed efforts along with donors support

Public expenditure on education was low in the 1980s and the 1990s. Cost of education was primarily borne by donor agencies and NGOs. From 1994 to 1999 420 m\$ was spent

in the education sector and about half was financed by donor agencies and NGOs. The balance was by MoEYS budget but most of the money was used to pay salaries of the officers.

Many donor agencies and NGOs have been involved in the educational sub-sector as shown in the following **Table 2-5**. According to the government report<sup>6</sup> there are more 80 projects implemented by the donors.

European Union (EU), U.S. Agency for International Development (USAID) and United Nations Children's Fund (UNICEF) have specialized in primary education with emphasis on curriculum development and teacher training. NGOs as well have extended assistance to primary education. NGOs have also been involved in non-formal education. The World Bank has assisted with the construction of schools through its Social Fund. ADB has assisted in formulating an education investment plan, a master plan, textbook development and a Basic Skills Project (Technical and Vocational Education and Training "TVET"). International Labor Organization (ILO) and Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) have been involved in TVET.

JICA has dispatched an education adviser to the Ministry of Education, Youth and Sports. And through the grant aid assistance of the Japanese government primary schools in Phnom Penh and in rural areas were constructed. JICA is currently implementing a "Secondary School Teacher Training Project in Science and Mathematics". JICA has assigned various senior and young volunteers to Preah Kossamak Polytechnic Institute (Computer science, Civil Engineering and Electric and Electronical Engineering) and to the universities (as Japanese language teachers).

International Finance Cooperation (IFC), through Mekong Project Development Facility (MPDF), published management training books for small and medium size enterprises both in Khmer and English. MPDF also plans to start workshops to train entrepreneurs and support them to launch new businesses.

Until recently the Japanese government conducted training courses for supervisors of garment factories through Japan Overseas Development cooperation (JODC). It was very much supported by the garment manufacturer association and has trained more than 800 factory supervisors.

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<sup>6</sup> Education Aid Projects Year Book 2002, Dept. of Planning, MoEYS.

**Table 2-5 Donor Assistance on Human Resources Development**

		Pre-school education	Primary education	Lower secondary education	Upper Secondary education	Higher education	Vocational and technical Education	Non Formal education
Education administration	Education Policy	UNESCO/UNDP/EU/JICA/USAID/DFID/WB						
	Financial Capacity Building	AusAID						
System improvement	Improvement in the quality and quality of educational information	EU/UNICEF/ADB					Japan (JODC)	EU/UNICEF/ADB
	Reform of the exam system	AusAID						
Improvement in education services	Teachers Training	NGOs	USAID/UNICEF/EU/NGOs	DFID/NGOs/France	JICA/NGOs	NGOs/AusAID/France	ADB/France/GTZ/ILO/UNDP/NGOs	NGOs/UNESCO/ADB/GTZ
	Improvement in curricula		ADB/NGOs	ADB/France/EU/DFID	ADB/DFIF/France	NGOs	GTZ/ILO/UNDP/NGOs	ILO/UNDP/UNICEF
	Development of textbooks and teaching materials	NGOs	ADB/NGOs	ADB/France/EU/DFID	ADB/DFI D/France	NGOs	GTZ/ILO/UNDP/NGOs/IFC	
Educational infrastructure	School Facilities Building	NGOs	WB/Japan/EU/NGOs	WB/ADB/EU/NGOs	ADB	ADB/France	ADB/France/GTZ/ILO/UNDP/NGOs	

Source: The study on regional development of the Phnom Penh-Shianoukville growth corridor in the Kingdom of Cambodia 2003, JICA (Original source: p251 Part II Chapter 2 Section 5. Human Resources Development, JICA March 2002; The Kingdom of Cambodia – From Reconstruction to Sustainable Development - Country Study for Japan's Development Assistance to the Kingdom of Cambodia) and the First Preliminary Study.

## (2) Private Initiatives

There were private educational and training institutes that identified the hindering demand of the Cambodian people to study, and had set up schools that teaches English language and computer since 1993, the year the country resumed its status as a Kingdom. It is said that since the arrival of UNTAC there were number of donors and NGOs that came to Cambodia and started their activities. Very soon the donors and foreign NGOs running activities encountered the lack of supply of well-educated people as staff in their organizations. Later, in order to hand over activities to the Cambodian colleagues, many started to look for Cambodians with appropriate knowledge of accounting and business management along with proficient level of English and computer skill. This sudden increase of demand of highly skilled personnel led to increase in the number of institutions and universities with business management courses. Many started as certificate or diploma level courses and later on some established bachelor program and a few were successful to even gear up to MBA level.

### **(3) Efforts by Ministries**

Educational sector is the platform of human resource development of Cambodia and various ministries are related to this sector. Since human resource development covers a broad area, several ministries have been implementing or overseeing their own educational or training programs. The Ministry of Social Affairs, Labor, Vocational Training and Youth Rehabilitation (MoSALVY) provides short-term vocational training courses. The University of Health Sciences is under the supervision of the Ministry of Health. Likewise, the Royal University of Agriculture is under the supervision of the Ministry of Agriculture, Royal University of Fine Arts is under the supervision of the Ministry of Culture and Fine Arts and Royal Academy of Administration an institution specializing in multi-disciplinary research and policy studies with particular focus on the Khmer language and public administration is overseen by the Office of Council of Ministers. Also with the support of the World Bank, Ministry of Finance established Economic and Finance Institute that even runs a MBA course. Ministry of Commerce has been conducting seminars in the provinces. The seminars usually features issues related to international trade, globalization and business administration.

There are programs aiming at education and training of the civil servants as well. Royal School of Administration, overseen by the Office of Council of Ministers originally created in 1956, started to offer pre-service training for middle ranking and high ranking future civil servants and proficiency course for officials working in different ministries. They are receiving support from the French government and the World Bank. Recently the Cambodian government launched a special training program for civil servants called Priority Mission Groups (PMG). From 2002 to 2006, it was planned to select 1,500 personnel. Personnel could go to domestic universities to take master programs and their tuition fees are to be paid by the government of Cambodia. After obtaining a degree, they are supposed to receive allowance additional to their original salary so they will not easily move to private sector.

#### **2-4-2. Japanese Language Education**

As previously mentioned, both public and private sector of Japan have been implementing Japanese language courses for the last 10 years and the present Japanese language studying population is estimated to be around 2,000 people. JOCV has started sending their Japanese language instructors in 1993 and the total accumulative number by 2003 has reached 27 people. Currently, JOCV Japanese language instructors are mainly stationed in universities in Phnom Penh. The Japan Foundation has been inviting Cambodian Japanese language teacher to Japan under the "Training Program for Overseas Teachers of the Japanese Language" since 1999 and the total accumulative number by 2003 has reached seven (7) people. Candidates have been nominated by the Japanese Embassy since the Japan Foundation does not have any permanent office inside Cambodia.

Similar approach have been taken by France and Russia. France government established the French Cultural Center in 1990 on a land owned by the Ministry of Culture and Fine Arts. Its activity promotes both the French language and culture and they have branches in Siem Reap and in Bat Dambang. It is assumed that in total, there are more than 6,000 French language learners in Cambodia. 90% of the French teachers in the center are

Cambodians. Due to the large number of French speaking population the French Cultural Center is generating income that covers almost half of the direct operation cost of the center. The Russian Center of Science and Culture was established in 1984 to promote mutual understanding between the Soviet Union and Cambodia. Like the French Cultural Center the Russian Center of Science and Culture mainly promotes language and culture but the Russian language learning population is not as large as that of the French. There is less than 50 students who come to learn Russian and only one resident native Russian speaker to teach them. The tuition fee is free. It must be noted that the two centers are NOT a bilateral cooperation project like the other JICA projects. It is fully funded by each of the respective government, and the management and policy decisions are strongly influenced by the respective Embassy.

### **2-4-3. Exchange Program**

Exchange programs between Cambodia and Japan have mainly been conducted by the Embassy of Japan. In the year 2002 about 20 events was implemented and in year 2003 more than 40 events were sponsored and conducted by the Japanese Embassy. Activities are such as Noh-dance<sup>7</sup>, Bon festival dance, Samisen concert, Japanese drum concert and Japanese movies. Most activities are being held at the multi-purpose hall inside the Japanese Embassy or at Chaktomuk theater. Number of visitors for one event varied from 200 to 600. The only exception was the Bon festival that was estimated to have had more than 3,000 visitors. The Japanese government has also been implementing cultural exchanges through restoration of Angkor. For example, after several preliminary studies, since 1994, "Japanese Government Team for Safeguarding Angkor (JSA)" has been sent to Siem Reap, and by August 2000 total of 500 Japanese experts and more than 120 Cambodians have been involved. Also through the UNESCO/Japan Trust Fund for the Preservation of World Cultural Heritage there have been various supports for restoration and preservation of Angkor since 1990.

As mentioned already, the French Cultural Center and the Russian Center of Science and Culture both try to promote their respective culture to the people of Cambodia. The French Center has a small theater with 120 seats. It plays movies everyday and most of them with English subtitles. It shows movies for children and movies for adults. In the near future, they attempt to dub French movies in Khmer language. The French Cultural Center also has a space where artists can display their works for a certain period. It also has a library and a TV set showing French TV programs via satellite. It should be taken note that the fact that French Cultural Center runs a bar which also was a source of income. The French Cultural Center is opened to the public and access is limited to no one. The Russian Center of Science and Culture also has a library with English and French books or articles if they are about Russia or translation of famous Russian authors. Its theater has 250 seats and used for music and dancing programs and the audience is mainly invited free of charge. They are trying to increase the number of Russian movies by adding subtitles. The Russian Center of Science and Culture is a little different from the French Cultural Center in terms of accessibility for the public. People must first pass the gate to enter the Center. This

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<sup>7</sup> A Japanese traditional entertainment.



situation is somehow similar to the Japanese Embassy. Though the Embassy does not have a library it still have some useful information about Japan. But getting inside the Embassy is not very easy. Korean and German Embassy have conducted classical concerts a few times but since they do not have theater or hall within their site, they use the theater in the Russian Center of Science and Culture. And their concerts are invitation base and not opened to the public, too.

Aside from the exchange activities conducted at the diplomatic level, there are various cultural or youth exchange activities initiated by the private sector. For instance, an NGO called Reyum has started its activities since 1998 and through exhibitions, events and publications regarding traditional and contemporary Cambodian arts and culture. It aims to stimulate an exchange of ideas, while fostering creative expressions and encouraging further research. A private university Pannasastra University of Cambodia has conducted a film festival of Cambodian movies. By using its own venue as well as Chaktomuk theater, it has played more than 10 movies in row, all made by Cambodian directors.

Ministry of Culture and Fine Art of the Cambodian government promotes cultural exchanges through implementation of cultural performances such as traditional dances and music, Khmer movies and arts. **Table 2-6** outlines their major exchange types of activities.

**Table 2-6 Major Exchange Activities by Ministry of Culture and Fine Art**

Department in charge	Some of the Activities
I. Dept. of Performing Arts	- Traditional music and dancing performance for students in Phnom Penh and provinces. - Co-performance of music and dancing with other countries (ex. Japan and France)
II Dept. of Film & Cultural Publications	- Contemporary film making, - Khmer film director training.
III. Dept. of Books & Readings	- Production of calendars, poems, novels - Research on historical documents - Training of librarians
IV. Dept. of Cultural Development	- Cultural festival (Some have been conducted in Indonesia). - Exhibition of Khmer Traditional goods - Fireworks display - Khmer cooking contest
V. Dept. of Painting and Industrial Arts	- Diffusion of painting and industrial arts - International art festival
VI. Dept. of Museum	- Operation and management of museums
VII Dept of Cultural Ruin	- Cultural ruins maintenance staff training - Training of local government officials regarding

Source: Hearing from Ministry of Culture and Arts by JICA Senior Volunteer.

### 3. PROBLEMS TO BE ADDRESSED

#### 3-1. INSTITUTIONAL FRAMEWORK

##### 3-1-1. Education Administration

MoEYS is the prime ministry responsible for the education sector. MoEYS is at the center of education in Cambodia. Primary, secondary, higher education, technical and vocational education and training, and non-formal education are under the jurisdiction of MoEYS (Appendix 1, 2). MoEYS thus has responsibility for quality assurance of newly established high educational institutes as well. MoYES also oversees youth & sport activities through one of its department. This department handles exchange activities such as Ship for South East Asia Youth Program which is mainly financed by the Japanese government. The ministry's core policies are the followings:

- a. Universalizing 9 years of basic education and developing opportunities for functional literacy
- b. Modernizing and improving the quality of education through effective reform
- c. Linking education/training with labor market and society
- d. Rehabilitating and developing Youth and Sport sub-sector

Source: 2000-01 Educational Indicators, MoEYS

Government budget has been allocated to this sector at level of 8-9% of the total government expenditure. Since Education for All strategy started and set target to pull in more government budget (and donor funds as well), according to MTEF of June 2002, both recurrent and capital expenditure for the education sector is expected to grow rapidly and gain much higher share within the total government budget by the year 2015. And growth in post secondary education budget will not be an exception (see Appendix 1).

#### **(2) Role of the educational administration: From labor market outlook<sup>8</sup>**

Agriculture remains the predominant sector, employing more than 80% of the work force. In rural areas, 89% of the work force is subsistence farmers or unpaid family workers. In urban areas, around two-thirds of the work force, work in the service or small manufacturing sectors, as Foreign direct investment (FDI) grew in the early and mid-nineties. In contrast, only around 11% of rural workers are in the service sector, mainly as Government employees. Demographic pressures reinforce the urgent need for employment generation. It is projected that the labor force will grow by around 200,000 per annum by 2010. Already the growth in the size of the agricultural labor force has resulted in overall decline in agricultural productivity in recent years. The situation is exacerbated by growing uncertainty in the labor market outlook. FDI has declined in recent years. Although the tourism sector is showing promising growth, the prospects for the garment industry (a recent engine of job creation in urban areas) is somewhat fragile.

The labor market outlook is now less certain. FDI shrank significantly in 1997/98 due to the political unrest and the tourism sector was badly hit. Nevertheless, the active garment

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<sup>8</sup> 4.3 Labor Market Outlook (Education for All National Plan 2003-2015, Dec.2002)

sector expanded exports and overall the trade balance improved due to a fall in import demand.

This uncertain labor market outlook means that mechanisms need to be put in place that increases the responsiveness of the education and training system. Already there are strong signs of demand for specific training. (e.g. management, computing, accounting, foreign languages) in urban areas. These private sector and NGO run programs constitute more than 90% of current technical education and skills training provision. Selective use of user fees and public subsidies for private training provision, linked to improved training/market research and information, is a key measure for reinforcing the market signal.

### **3-2. PROBLEMS TO BE ADDRESSED RELATING TO EACH COURSES**

#### **3-2-1. Human Resource Development Course**

##### **(1) Overall situation**

The first preliminary study (the Study)<sup>9</sup> pointed out the huge demand towards higher education and business management. Young Cambodians see business management course where they can obtain degrees that will lead them to jobs with higher salary. In the early 1990s when a crowd of donors and NGOs arrived to Cambodia, they looked for English speaking and western mind Cambodians who could work in their organizations. At that time, getting a chance to work in highly paid organizations was still possible just by holding a certificate of English and/or accounting. But now a day, those organizations tend to look for people with higher educational background and firm proof of education and training. In addition, unlike the 1990s, employers are looking for people with good understanding of business and management along with fundamental abilities and skills such as problem solving, team building, communication, computer and English. In the beginning, organizations and companies were run by expatriates. This is due to the trend among the non-Cambodian organizations behavior moving toward "localization". Some were preparing themselves to hand over the management position to Cambodians. Business management is an ideal subject to obtain all of the required tools to run organizations and projects. Reflecting these changes, since 1996, there have been numbers of business management schools established in Phnom Penn. Most of them are full with young Cambodians either students or working people.

##### **(2) Market Situation: overall demand and issues**

The Study categorized Cambodians who wish to study business management into the following three types:

- A. Those looking for a stable job with high salary. However, not so many have a clear long-term career plan and goal. Some are looking for certificates or degrees merely to get a job;
- B. Working people willing to further their career. Many also look for opportunities simply to absorb new knowledge and have desire to gain exposure to out side

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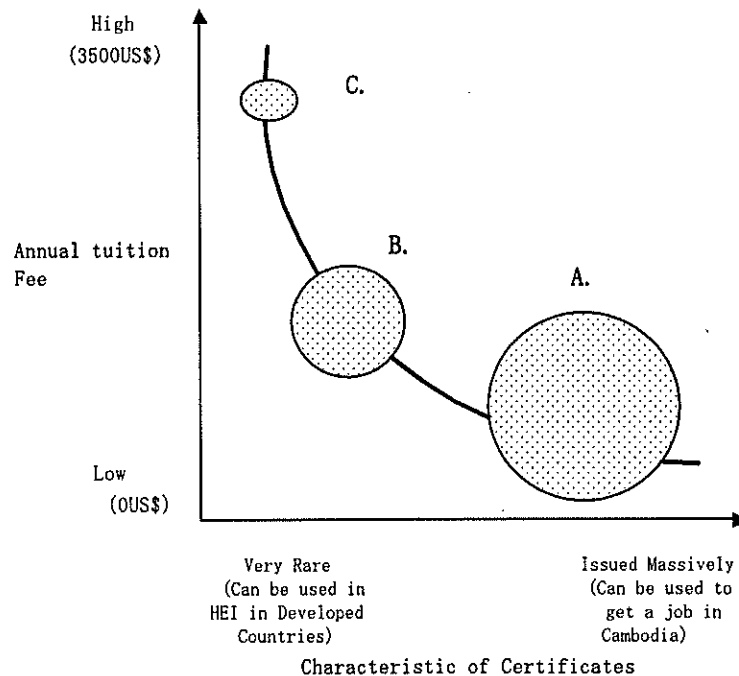
<sup>9</sup> The first preliminary study was conducted in February to March 2003.

world of Cambodia because during their school time, they did not have much opportunity to do so and;

- C. Those looking for very high quality education. Some plan to study and even work abroad. Some are willing to work in international organizations and foreign companies. Age varies in this type.

Most of the Cambodians willing to study business management can be categorized as type “A”. Tuition fees of schools where they tend to go should be in the range of US\$300 to 500 (annual base). Many of type “B” Cambodians are working and may have enough financial capability to pay tuition fees up to US\$800 as tuition fee. Some of them may already have undergraduate degree of Business Administration and therefore, they are trying to obtain master degree in order to increase their salary. Some may not be that eager to obtain degrees anymore and looking for more knowledge and higher quality of education. Type “C” has a wide variety of Cambodians but all of them should be wealthy enough to pay annual tuition fees up to US\$ 3000. Relation between type of certificates issued and tuition fee together with the positioning of comparative size of Cambodians presently studying is shown in **Figure 3-1**.

**Figure 3-1 Certificate, Tuition fee and Positioning of three Types**



Source: the Preliminary Study

### (3) Concerns

The Study identified that private sector employers were becoming a bit suspicious regarding the quality of the existing business management schools. After hiring graduates from the most famous business management schools in Cambodia, some (foreign owned) companies have experienced frustration due to the unsatisfied performance of those new graduates. On the other hand, a number of people pointed out the issue of “over supplied business management schools” within the country. **Table 3-2** shows the number and share

of students studying in business related courses at the higher education level. Many pointed out that if the number of graduates from business and management schools keep growing, in a few years, there could be numbers of fresh graduates from business management courses wandering the city looking for a job.

**Table 3-2 Number of University Students by Faculty (2001)**

	Total	Percentage
Computer Science	4,013	11.8%
Engineering	1,154	3.4%
Civil Engineering	745	2.2%
Electric & Electrical Engineering	334	1.0%
Mechanical Engineering	75	0.2%
Sciences	903	2.7%
Economics	2,287	6.7%
Law	2,179	6.4%
Tourism	2,146	6.3%
Business (Management, Marketing, Accounting, Finance/Banking)	15,488	45.5%
Foreign Languages	2,589	7.6%
Other Areas	3,299	9.7%
<b>Total</b>	<b>34,058</b>	<b>100.0%</b>

Source: The study on regional development of the Phnom Penh-Shianoukville growth corridor in the Kingdom of Cambodia

#### **(4) Specific needs**

Perhaps reflecting the trend of increase of business management related degree holders in town, companies seem to advertise for degree holders and not for those who obtain only certificates. Some employers require at least a diploma before they decide to make even a trial contract.

The Study analyzed that many who study in a business management course and those who plan to do so seem to be unclear what they really need to study. It also pointed out that many Cambodians are not confident enough whether they have chosen the right school or not. They are starting to think that there must be better schools or courses. Most of the Cambodians have no information to compare and therefore, they have no choice but take courses available at the moment. In other words, there still is room for a new project to capture the market of business management education by providing new kinds of subjects. Such subjects are:

- Introduction of experience and history of Japan and other ASEAN countries;
- Case study method type classes; and
- An entrepreneur incubate course.

Needs of private companies regarding business management training courses are the following topics:

- A general management course accredited by the ministry of education. Duration could be from one week to a few months;
- Practical business knowledge in the area of trade and human resource management;
- Concept of work place safety and sanitary, quality control and productivity improvement; and

- Recent changes in international business situation.

Some companies in the garment industry, one of the major industries in Cambodia, are considering the replacement of middle level management posts that are currently filled mostly up by Chinese and Vietnamese. The Study found out that large-scale garment exporters are seeking for ways of training their Cambodian middle level management candidates. Many of them are currently supervising the line workers under the control of the Chinese or Vietnamese middle level managers. In addition, there was a suggestion to train both Cambodians and non-Cambodians at the same time, in order to avoid conflict inside the factory.

Regarding training within the public sector, the Study concluded that a mind-set change of the civil servants is needed. Training should focus to prepare them against the dynamic change of global economy. It was also mentioned that the training could first target staff of ministries that are in the front line of the economic development of the country. Those are Ministry of Commerce, Ministry of Industry, Mining and Energy, Ministry of Foreign Affairs and International Cooperation and Ministry of Economic and Finance.

Other demands identified by the Study were:

- Training of lecturers in existing schools. For example, tourism is and shall be one of the most important sectors for Cambodia. There is a trend to open tourism courses in number of schools but it is said that qualified lecturers are lacking and therefore a training opportunity for those lecturers exists.
- There still is a huge presence of NGOs in Cambodia and some international NGOs are trying to handover the management of projects to Cambodian nationalities. Therefore, wide range of general management training for potential Cambodian managers is needed.

Cambodia has to develop its economic infrastructure such as roads and bridges and many of the construction projects shall be funded by donor's assistance. Construction projects of roads and bridges are managed by highly skilled and experienced engineers. Although foreigners will still take the role of managers in most of the projects, there will always be a need for qualified Cambodian supervisors and perhaps deputy managers. What is qualified? "Qualified" means a good understanding of international standards. Teaching concepts of safety control and production management or evaluation of economic values to existing supervisors shall be useful to construction and engineering companies. Training graduates of civil engineering course would be useful, too.

##### **(5) Prospective and vision**

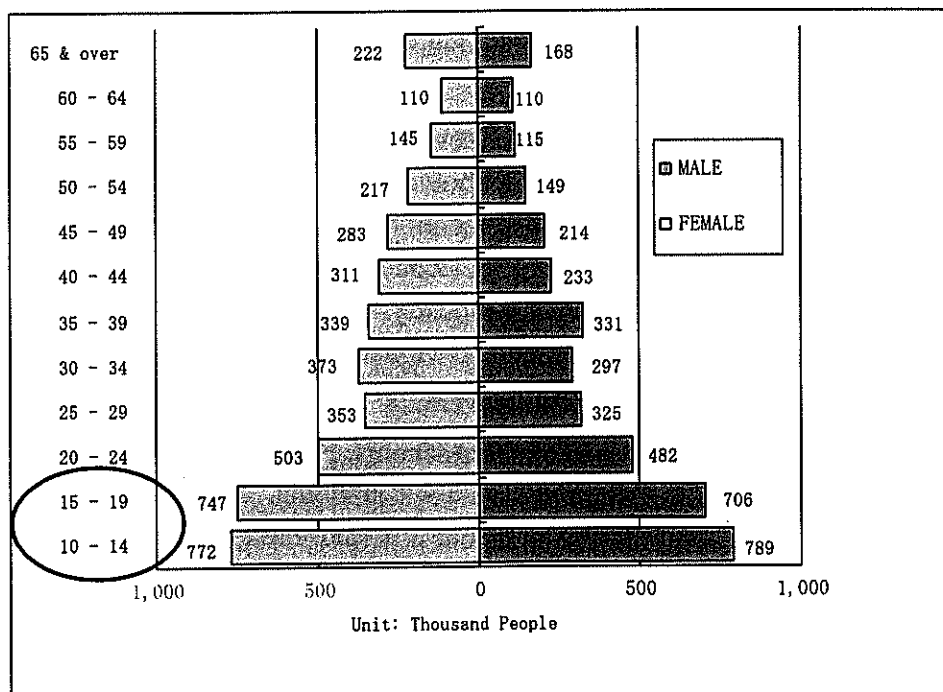
Based on the findings from the Study and the second preliminary study<sup>10</sup> (the second Study), the demand for quality high education is likely continue to grow. As described already, there is demand for a business management course different from the existing ones. And given the fact of crowded classes in the existing business management schools, a new type of business management course with little value added to regular business management courses is in a need. And at the mean time, it is said that the majority of those who go to existing business management schools are around or slightly below 25 years old.

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<sup>10</sup> The second preliminary study was conducted in June 2003.

From the population pyramid of **Figure 3-2**, there will be more and more young Cambodian to finish the 12<sup>th</sup> grade and many shall try to study within the HEIs. This indicates that the higher education sector will have more important role such as to provide young and bright Cambodians, that are younger than 25 years old regardless of what they are doing, more educational and training opportunities.

**Figure 3-2 Population Pyramid of Cambodia**



Source: Cambodia Statistical Year Book 2001, National Institute of Statistics Ministry of Planning

### 3-2-2. Japanese Language Course

#### (1) Overall Situation

As mentioned in the previous chapters, Japanese language education has developed both by efforts of governmental and private. And Japanese language studying population is estimated to be around 2,000 people. Based on the Study, there are at least six (6) Japanese language education programs run by Japanese. It is estimated that more than 300 students are studying Japanese and 20% are at the intermediate level. So far there is no advanced courses and thus intermediate course is the highest level of Japanese education course conducted in Cambodia at the moment. However, it is said that those courses called intermediate level needs more improvement. In Phnom Penh, there are at least five (5) Japanese language education schools run by Cambodians and it is estimated that about 1500 students are studying mostly at the beginners level.

#### (2) Issues

Although it is more than 10 years since the Japanese language education has resumed in Cambodia, there is only one (1) person who passed the Japanese-Language Proficiency Test level 2. It is assumed that though many Cambodians are willing to study Japanese, there are very few who can continue their studies and reach at a certain level. The presence

of Japan through its diplomatic support as well as products like automobile and electronics seem to have attracted many Cambodians to study Japanese language.

The Study analyses that lack of quality Japanese language teacher and lack of motivation to continue one's study attributes to the present proficiency level of the student's Japanese language. During the Studies, it was pointed out that many Cambodian Japanese language teachers are not well equipped with the necessary teaching methods and knowledge and concludes that because of these, students cannot pass the level 2 proficiency test. Another point was the lack of linkage between learning Japanese and getting a (good) job. Japanese companies and organizations usually do not look for Cambodians who are fluent in Japanese but rather look for those whose English language proficiency level is high. If one can speak fluent Japanese, Japanese companies shall also look for writing and reading skills. Also they look for basic ability to work, and skills in particular area. In Siem Reap, most of those who study Japanese can see themselves earning money as Japanese tour guides after they finish their Japanese language course. However in Phnom Penh, the number of Japanese tourist is no much compared to Siem Reap and therefore, it is difficult to make living by simply being a guide in Phnom Penh. Reflecting these situations there are Cambodian run Japanese language schools who are forced to close due to decrease in number of Japanese learners.

In order to break this vicious circle and broaden the base of Japanese language studying population, the Study recommends to retrain the Cambodian Japanese language teachers so they will be able to teach their own students to pass the level 2 Japanese Language Proficiency Test. At the moment there is no place where Cambodian Japanese language teachers can brush up or retrain their Japanese teaching skills. Perhaps at the moment JOCV Japanese language instructors are the sole resource to teach those Cambodian language teachers but since their mandate is to increase the Japanese language teaching ability of their counterparts, they cannot fully and directly support teachers in the private Japanese language schools.

### **(3) Concerns**

Some pointed out the weakness of the present Japanese tour guides lies mainly not in their proficiency of Japanese but level of understanding of Japanese people's custom. Lack of knowledge of the Cambodian culture and history was stressed as concerns. This point relates to issues already raised in the Human Resource Development course section that attributes mainly to lack of basic education for a certain age bracket of Cambodians.

Some private Japanese language schools in Phnom Penh raised concerns of competition with the Japanese language course and thus a establishment of a new Japanese language course shall not be welcomed if it is going to conduct beginners level.

## **3-2-3. Exchange Program**

### **(1) Overall situation**

As already mentioned, most of the exchange programs between Cambodia and Japan has been facilitated through the Japanese Embassy. Premises of the Embassy and even the Ambassador's residence have often been used. But for diplomatic security reasons, they



were mainly invitation base, meaning general public of Cambodia seldom had access to exchange programs held inside the Embassy.

Lack of appropriate venues for exchange programs is not a concern for Japan only. Some Embassies try to facilitate cultural events on an ad hoc basis but they must find a venue in hotels, national theaters or halls in other exchange centers such as the Russian Center of Science and Culture. However the Russian Center of Science and Culture can accommodate only 250 people and is not enough to receive general public to its events. National theaters such as Chaktomuk Theater can accommodate up to 600 people but the seats are fixed in the floor so ways of usage is limited. Also, an expert in music performance stressed the lack of venue with necessary equipments and building structure to receive high-level music performers. As an instance, it is said that very few venue has an entrance wide enough to bring in a grand piano.

## **(2) Issues**

People in Cambodia lack opportunity to enjoy culture. Before the civil war, it is said that Phnom Penh had 23 movie theaters, went down to two (2) during the civil war and at present there are around 10. The theater charges 4000-5000 Real or one dollar per person, which is not small money for most of the Cambodians. Thus whenever there is a free movie show in town, it gets full with people. Some pointed out the necessity to show quality films especially for the younger generation. Quality movies is a powerful educational tool that teaches the youth, history, moral, dignity and perhaps rules which are all unable to be fully taught through formal school education.

Except the Japanese Embassy, there is no focal point to gather information about Japan. Also gathering information about Cambodia is not an easy task for Japanese living in Cambodia and perhaps for the others including the Cambodians themselves.

Facilitating exchange programs between Japan and countries other than Cambodia shall be a new challenge. From the Studies it was revealed that little interactions have been made between foreign countries stationing in Cambodia.