

## 4. PROJECT STRATEGY

### 4-1. OVERALL STRATEGY AND PROJECT APPROACH

#### 4-1-1. Overall Strategy

Based on the discussions between the JICA Preliminary study teams, RUPP and the Cambodian authorities concerned, the basic concept of Cambodia Japan Cooperation Center (CJCC) has been confirmed to base on the following two project purposes:

- (a) to promote market economy through human resource development and;
- (b) to further strengthen the mutual understanding and cooperation between Cambodia and Japan, and enhance human networks

The first project purpose directly contributes to issues addressed and objectives set by the education and human resource strategies of Cambodia. For example, as stated already, NPRS addresses the issue of “Lack of relevant post-basic education limit the contribution of the education sector to economic development and growth” as well as EFA states one of Cambodia’s key policy objective as “to facilitate economic growth through increasing equitable access to quality and relevant post-basic education”. Therefore, the three main activities of CJCC will be strategically linked with the course of educational and human resource development of Cambodia.

The second project purpose is quite unique for a JICA project. Usually, this kind of line is positioned as much higher-level objectives such as an Overall Goal or a Super Goal. But as described later on, this project will have a lot of input and involvement from the Japanese side throughout its implementation period. This shows the strong intention of Japan to commit to this project deeply and long. Also, considering the long relationship of the two countries cultivated in the past and foreseen importance of firm tie between the two countries, this project purpose has a strategic importance to maintain and further deepen the momentum of cooperative spirit between the two countries.

#### 4-1-2. Project Approach

CJCC is unique compare to the conventional type of projects for different reasons.

Typical project type technical cooperation emphasizes total self-reliant efforts by the host country in the long run; while CJCC introduces new concepts; and the Japanese side shall regularly participate in management and implementation of CJCC. Thus a strong tie among the project members and spirit as a team will be crucial for CJCC core members, in order to have smooth take-off. Specially, Experts from Japan may need to consider this project not like the conventional project type technical cooperation but rather as a newly established private enterprise.

Another unusual aspect is the fact that from the beginning, the Project will have three different types of activities as the followings:

- Human Resource Development Course;
- Japanese Language Course and;
- Exchange Program.

Agreed basic concept is in Appendix 2.

Similar project has already started in six (6) other countries namely, Laos, Mongolia, Myanmar, Kazakhstan, Uzbekistan and Vietnam and all of them have a same set of activities. Though the Project is comprised of three different activities, the Overall Goal could be achieved with good coordination and maintenance of cohesiveness of the three activities. Therefore establishing a well functional management and planning system inside the Project will be a very important and effort should be put in this area specially during the start up period.

Beneficiaries are not limited to public servants in particular government organizations nor village people in a certain area. As described later, Human Resource Development course may conduct various types of programs targeting different range of age bracket. As long as the participants satisfies the qualification, there would be some programs with mixture of government officers, high school graduates, private company managers and factory supervisor sitting together in one class. If we think of the Exchange Program, any Cambodians and even foreigners could become beneficiaries. For conventional projects, beneficiaries are identified clearly from the beginning and will not necessarily change until the end of the project. However for CJCC, though initial target groups would be identified for each activity, opportunity to extend the coverage of the target is always opened.

One more unique aspect of CJCC compared to other project type technical cooperation is that the three activities are able to generate income in order to cover operational cost occurred by the CJCC. Usually after a certain period of time, JICA projects are handed over to the host country together with operation and maintenance responsibility. But from experience, if income generation of the project had not been considered from the beginning of the project, along the withdrawal of JICA, many projects face difficulty to maintain operation due to lack of government fund. Therefore, this uniqueness can be considered as risk hedge system for the project to sustain itself even after cease of Japanese side support. However it must be noted that income generated may not be enough to sustain the total operation of CJCC.

## **4-2. IMPLEMENTATION STRUCTURE/ MANAGEMENT SYSTEM**

Followings were agreed as initial implementation structure and management system of CJCC by JICA Preliminary study teams, RUPP and the Cambodian authorities.

### **4-2-1. Implementation System of the Project**

#### **(1) Operation Structure**

CJCC shall be run by one director and three course managers seconded by the RUPP. In JICA projects, they are usually called “counterpart” of the project. There will be one chief advisor and three experts, all Japanese, as partners for each Cambodian counterpart. There will also be one project coordinator sent by JICA who will support the management of the general staff and other administration matters (See Appendix 3). The role of the project coordinator is crucial since s/he shall be filling the gaps that usually happen during the project implementation especially at the initial starting stage. Necessary staff such as administrator, accountant, librarian, etc. would be recruited through public announcements at due timings by referring to progresses of CJCC activities as well as completion of the

Center building. Cambodian lecturers mostly for Human Resource Development Course and Japanese Language Course shall be selected in collaboration with relating organization networks.

## **(2) Overseeing Structure**

The Steering Committee and the Managing Committee will be established. Steering committee indicates basic policy and general directions of the project and advice the managing committee. Managing Committee formulates operation plan and monitor the progress of the project. Basing on steering committees advices, it supervises the operation of the entire project. As mentioned earlier, CJCC carries a very broad and long-term project purposes and therefore, representatives from various ministries are requested to join the steering committee. The most respected public university representatives are members of the managing committee and their presence is expected to support the course implementation and planning of the Human Resource Development course. Members of the two committees and the structure are listed in Appendix 4.

### **4-2-2. Financial aspects**

#### **(1) Cost sharing**

The Center will be located in the site of RUPP and at least the director and three course managers shall be seconded to the Center by RUPP. Therefore utility charges, facility maintenance, charges, equipment maintenance charges and remuneration for the director and the three course managers shall be born by the RUPP. On the other hand, all the three activities of CJCC are capable of charging some amount of money from the participants.

Plan of expense sharing between Cambodian and Japanese sides for the Project operation is shown in Appendix 5.

#### **(2) Creation of a CJCC own Account**

In order to keep transparency of the financial condition of CJCC, an account independent from the RUPP is necessary. It is expected that and establishment of either “Separate Legal Entity”, “Annex Budget” or “Public Administrative Establishment”, could possibly secure an independent account of CJCC.

As the activities expand and CJCC becomes very popular, the CJCC may become able to generate enough income to cover the running cost of the CJCC. Therefore, from the beginning, CJCC will need to create its own bank account that will keep transparency of money outflow and inflow.

### **4-3. PROJECT DIRECTION AND OUTLINE OF ACTIVITIES**

#### **4-3-1. Management and Planning System (for the project and for the three activities)**

Due to uniqueness of the project, as previously pointed out, a well functional management and planning system inside the Project will be very important and effort should be put in this area specially during the start up period. To be concrete, as shown in the Plan of Operation (Appendix 6), it will only be in September when all the Experts from Japan arrive in Cambodia. Therefore, for the first six months, the Director and three course Managers together with the Project Coordinator should spend time to establish

management and planning system for the whole center along with detailed action plan for the three activities. For example, for the overall project management and planning system, learning the management experience and lesson of similar type of projects in other countries will be a good starting point. Way to advertise or to recruit general staff and setting their salary scale could probably be learned from similar type of Centers in Phnom Penh such as the French Cultural Center and the Russian Center of Science and Culture. Experience of some of the departments in RUP P that has been running private courses would also provide many advices.

For the three activities, there have been preliminary market studies done already so reviewing those reports shall be a good starting point. For the three activities, it will be crucial and useful to understand the existing actors or potential competitors/ collaborators in Cambodia. Understanding the environment where CJCC and each activity are positioned will definitely be a good start for the course Managers to lie out a strategic and concrete action plan.

#### **4-3-2. Human Resource Development Course**

Proposed programs of Human Resources Development (HRD) course are shown in Appendix 7. As an initial trial, special seminars, even before the completion of the Center building, should be conducted. Those seminars will be good occasions not only to advertise the opening of CJCC but also to grasp the needs of the Cambodian people in the area of HRD. Seminar can be conducted at hotel venues, national theater or halls at the French or Russian Center. Proposed titles or themes of “Seminar Type or Intensive Short Term Courses” are based on the preliminary Studies and, as mentioned already, the manager should carefully reexamine the study result and if necessary conduct needs survey. After review and further survey of the market, determination of tuition fees as well as remuneration for local lecturers should be reconsidered. Following is a more detailed proposal of outline the course based on the preliminary Studies.

##### **(1) Direction of the course**

Through the interviews conducted during the Studies, many had cited the importance of exposing Cambodians to the out side world. Because of the tragic civil war and other events that had happened since the 1970's, many Cambodians have not learned much of social studies and history during their school time. Many lack general knowledge of their neighboring countries and rest of the world. Since many young Cambodian lecturers went through the same educational situation, lecturers' general knowledge should not be that different from the others. Being abroad for a while and receiving degrees from western universities cannot be enough to fill the gap up.

Everybody knows Japan but not so many Cambodians know where exactly it is and what kind of life Japanese have. Japanese cars and electronic goods can be found everywhere and Japanese government is making numbers of roads and bridges. But not so many Cambodians know why there are so many Japanese products in the country and why Japan makes roads and bridges for Cambodia free.

There are numbers of opinion that current business and management schools need to provide a much higher quality of education. Since there is a huge and growing demand to

study business management, schools are not much pressured to do more to level up their quality. Many have told that one of the roles of CJCC is to show the world standard of education to Cambodians including the present HEIs. Students and their parents will learn whether the money they are paying to the existing schools are worth or not. Schools will learn the way to innovate their teaching method in order to provide better education. Some schools may look more carefully at the private sector's need and try produce graduates that companies will find more useful.

CJCC-HRDC should set an objective that responds to these issues and the following are the proposed key points.

- Introduce experience of other developed countries such as Japan
- Become a benchmark of not only the other business management schools but of the HEIs.
- Show the international standard of "teaching" to young Cambodians.
- Show the international standard of "teaching" to the Cambodian lecturers.

## **(2) Key concepts**

Given the situation already described, CJCC should conduct a course with some new aspects that the other existing business management schools do not have. Also considering the fact that the Cambodian government and the Japanese government finance CJCC, HRD course must conduct classes that will influence wide range of people of Cambodia. The following two points could be set as the key-concepts of HRD course:

- Establish a business management course similar to the existing ones with new values added.
- Conduct courses that are not feasible for the existing business management schools.

## **(3) The four sub-courses and their outlines**

Based on these key concepts and the findings of the Studies, four sub-courses can be proposed as summarized in **Table 4-1**.

**Table 4-1 Proposed Sub-Courses**

<i>Points</i>	<i>Course Titles</i>	<i>Number of classes to be conducted and class hours</i>	<i>Main Target Group</i>	<i>Reasons for Suggestion</i>
I. Establish a core course with new value added to existing business & management courses. Initiative upbringing should be focused.	1. Mini Business & Management Course 1.1 Fundamental business management course for young Cambodians 1.2 Advanced and/or specific topic course for experienced private sector people.	5 Subjects in Three months course 1 subject: 1.5hours_2classes a week_12weeks= 36 hours. 5 Subjects_36hours=180hours in Total	-Those who are bright but cannot study in existing universities due to financial reasons. -Those who are looking for quality classes with international standard.	-Needs for basic business & management course shall still continue to exist. -A potential demand seeking for a new value of education exists.
II. Courses which are not feasible to run for existing high level educational institutes.	2. Seminar Type or Intensive Short Term Courses on Specific Subjects 2.1 Seminar focused on International experience 2.2 Seminar focused on local experience	Seminar can range from half day to a full day. For intensive short term courses, three full days shall be a standard.	-Target differs by subjects. Basically the followings should be aimed: * managers and supervisors in private companies * civil servants * lecturers of existing educational and training institutes * general public	- The government thinks civil servants need to be trained a lot. - Many say level of lectures specially in the business & management courses need to be upgraded. - CJHRC needs to attract large number of people to generate necessary income.
	3. Entrepreneur Incubating Course 3.1 Basic course (How to start business) 3.2 Advanced course (Actual solution solving)	A half year course First three months: 50% of 1. Business & Management Course=90hours Second three months: Formulation of a business plan. Participants may consult to advisors during weekdays when the lecturers are available.	-Those who wish to start up their own business and: - Those who are already running their own business.	- So far, there is no similar courses in the country.
	4. A Credit Course of General Education Curriculum of RUPP	Class hours depend on RUPP regulation.	-Students at RUPP (In the future, students of other universities)	- In accordance with the higher education sector reformation plan. - In order to make closer linkage to RUPP.

Source: Preliminary Study

“1. Mini Business and Management Course” could conduct subjects that regular business administration courses teach. However, Japanese lecturers could teach more than half of the classes. The course should aim to equip young Cambodians with basic knowledge and tools that are useful when they work in world standard organizations. The course should involve private sector companies from the planning stage and let students have a chance for an internship after they finish the course.

“2. Seminar type or Intensive short term courses” should aim various types of targets. For civil servants, the course can target qualified officers but not so large in numbers. For managers and supervisors of companies, there can be courses such as quality control, human resource management, marketing, etc.

“3. Entrepreneur incubating Course” should aim to nurture actual business people. The course will be composed with theoretical lectures and consultation. If the students need advise regarding real problem, they can always come to HRD course and ask for help. If needed, CJCC can provide a small office for a student with a good business plan inside CJCC premise for a certain period of time.

“4. Credit Course of General Education curriculum of RUPP” shall be way for RUPP students to earn credit for their foundation year through HRD course courses. However movement of related laws and reformation plans of the higher education sector needs to be watched carefully before this final course gets implemented.

**(4) Number of students and ideal age bracket for each sub-courses**

HRD course needs to maintain quality of its sub-courses. From the Studies, it was found that most of the business management schools keep the number of the students in one class around 30 students in order to maintain quality. HRDC should also keep its size of a class

up to 30 as well. In principle, the more expensive the tuition fee is, less the number of students in one class should be. One example of maintaining a quality class is to have enough time for questionings and discussions. If there are too many students in one class, sometimes it becomes difficult to let all the students have chances to speak up.

At the same time, since CJCC has a nature as a publicly financed project, it has a role to widely serve to the Cambodian people. HRD course shall also conduct a sub-course that will contain a large size of audience up to 400 people.

Quality of courses may deteriorate if age composition is not done carefully. It is said that basic educational background and mindset differs among ages. This mostly attributes to the tragic past started in the early 1970's. There is a danger that young people may not enjoy discussion with a much older generation and may end up with bad impression toward CJCC. But the real danger is word of mouth. Those dissatisfied young people may tell the potential students that CJCC is not a place to spend time and money. Therefore, HRDC must specify the age bracket of students for each sub-course from the very beginning.

Based on the four sub-courses proposed in **Table 4-1**, suggested number of students in each sub-courses and preferred age bracket of the target group are summarized in **Table 4-2**.

**Table 4-1                      Suggested Numbers of Students and  
Age Bracket of Students in each sub-course**

<i>Sub-Course Title</i>	<i>Target Group and Age Bracket</i>	<i>Size of one Class</i>
1. Mini Business & Management Course	Young and bright but cannot study in existing universities due to financial reasons. <u>(18~25years old)</u>	20~30
	Those who are looking for quality classes with international standard. <u>(20~30years old)</u>	20~30
2. Seminar Type or Intensive Short Term Courses on Specific Subjects	Managers and supervisors in private companies <u>(Up to 45 years old)</u>	20~30
	Civil servants <u>(No limitation of age. But some seminars should limit the participants according to their age bracket)</u>	Up to 200
	Lecturers of existing educational and training institutes <u>(No limitation of age. But some seminars should limit the participants according to their age bracket)</u>	20~30
	General public <u>(No limitation of age)</u>	Up to 400
3. Entrepreneur Incubating Course	Those who wish to start up their own business. <u>(No limitation of age)</u>	10~20
	Those who are already running their own business. <u>(No limitation of age)</u>	Maximum 10
4. A Credit Course of General Education Curriculum of RUPP	Students at RUPP <u>(No limitation of age)</u>	30~50

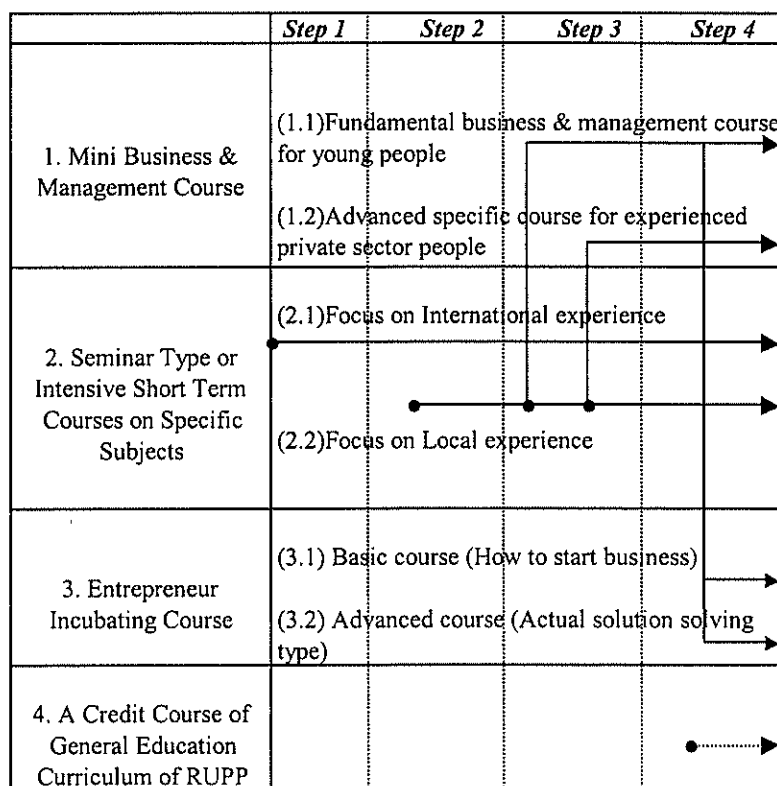
Source: Preliminary Studies

**(5) Timing and orders to launch each sub-courses**

Based on the discussion with the president of RUPP and from the experience in operation of JICA projects similar to CJCC, the sub-courses should be implemented step by step. It can start by “2. Seminar Type or Intensive Short Term Courses on Specific Subjects” and first see the reaction of the audience. Class hours in this sub-course will range from half-day to three days as maximum. Approximately half year later, the HRDC director and JICA Expert can decide whether to start “1. Mini Business & Management course”. It is crucial for the HRD manager and JICA Expert to start discussing with Cambodian business management schools of how they can cooperate the operation of this Mini Business & Management course. Simultaneously, the HRD course leader or the JICA Expert should contact business management schools in Japan and in ASEAN countries and list up potential resource persons who can come to course as lecturers.

The launching of other two sub-courses shall be considered once the two sub-courses show some sustainability in their operation. A proposed timing and order to start the four sub-courses is drawn in **Figure 4-1**.

**Figure 4-1 Timing and orders to launch each sub-course**



Source Preliminary Studies

**4-3-3. Japanese Language Course**

Proposed programs of the Japanese Language course are shown in **Table4-3**.



**Table 4-3 Proposed programs of the Japanese Language**

<i>Course Titles</i>	<i>Course Category</i>	<i>Main Target Group</i>	<i>Number of classes to be conducted and class hours</i>	<i>Size of one class</i>	<i>Materials</i>	<i>Source for teachers</i>
1) Beginner Level	Between the Beginner Level and the Intermediate Level	The person who should finished the Beginner Level of Japanese language even if any Japanese language training center or institute. However they don't have ability of enter the intermediate level yet.	Six (6) months course (1.5hours× 3times/week)	25 persons	Ready-made	Cambodian
2) Intermediate Level I	The early stage of the Intermediate Level	The person who should finished the Beginner Level of Japanese language even if any Japanese language training center or institute. (Japanese Language Ability Test: 3rd Grade)	One (1) year course (1.5hours× 3times/week)	20 persons	Ready-made	Japanese
3) Intermediate Level II	The final stage of the Intermediate Level	The person who will selected the entrance examination around the graduate of the Intermediate Level I. (Level of entrance examination will be 3 or 2 Grade of Japanese language Ability Test.)	One (1) year course (1.5hours× 3times/week)	20 persons	Ready-made	Japanese
4) Teacher Training Course	It will be able to teach the Beginner Level course	Existing Japanese language teacher who teach at the any Japanese language training center or institute.	One (1) year course (1.5hours× 3times/week)	15 persons	Order-made	Japanese
<b>5) Special Subject Course</b>						
5)-1. Advanced Level I, II	Advanced Level	The person who graduated the Intermediate Level II.	-	10 persons	Ready-made	Japanese
5)-2. Guidance Course for the Japanese Language Ability Test		Depend on the situation of each course				
5)-3. Tourist Guide Course						
5)-4. Business Japanese Language Course						
5)-5. Translator & Interpreter Course						
5)-6. Skill Parts (Newspaper, Presentation, Report etc.) Course						
5)-7. Course to Tie-up with the Business Course of the Cambodia-Japan Center						

Source: Preliminary Study

Japanese Language Course would start with “Teacher Training Course” after the arrival of Japanese Language course Expert. For the mean while, the Teacher Training Course shall be conducted in classrooms in Institute of Foreign Languages (IFL).

*Issues Related with the establishment of Department of Japanese in RUPP*

- RUPP will newly establish Department of Japanese under IFL with supports of the Japan Foundation. A relation between the Department of Japanese and Japanese Language Course in CJCC is shown in Appendix 8.
- Head of the Department, under supervision and instruction of Director of IFL, will be appointed in parallel with Course Manager of the CJCC’s Japanese Language Course. And the Department’s expenses would not be paid from the CJCC’s budget account.
- Activities of the Department would have many influences on those of the CJCC’s Japanese Language Course, so both activities should be implemented with full of interactions to each other.
- RUPP plans the first intake of the Department to be in academic year 2004, but actual Japanese education in the Department would start in 2005 because the students would spend one year for foundation course (However there are uncertainties of the foundation course to actually be introduced).
- CJCC long-term expert for Japanese language course would be sent to Cambodia perhaps in July 2004, and the expert would start with conducting “Teacher Training Course”(However, the schedule will be finally confirmed after RUPP decides how to deal with foundation course of the Department of Japanese).
- A Japanese specialist will be sent to Cambodia by Japan Foundation perhaps in April 2005 for supporting the Department of Japanese. Moreover, a few Japanese teachers will be probably sent (However, again, the will be influenced by the way how foundation course will be introduced to RUPP).
- JICA expert on Japanese language may support preparing criteria of student selection of the Department of Japanese as long as her/his activities under the CJCC Project is not interfered.
- Department of Japanese would utilize the CJCC facilities to be provided by the Japanese grant aid under following conditions;
  - The Department will pay some rent (RUPP will decide the amount) to the CJCC account,
  - The Department will never occupy any part of the Center facilities, and
  - The CJCC Director will take full responsibilities of operation and maintenance of the facilities.

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

Exchange program would not be limited to cultural exchange.

Various types of activities should be maneuvered as long as CJCC’s policy is being taken into account. For example, CJCC may let Japan Alumni of Cambodia (JAC)<sup>11</sup>, which is the alumni association of ex-students who studies in Japan, use space and equipments inside CJCC. There will be more members joining and CJCC could be an ideal place to set their activity base. Some pointed out not to start exchange programs from scratch but to try complement the exchange function of the Embassy. For example, inside the Japanese Embassy, there are panels showing the bilateral cooperation activities for the past 50years. By transferring some of those panels to CJCC, more Cambodian general public can understand the long relationship nurtured between the two countries.

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<sup>11</sup> JAC was established in June 2002 with about 30 members.

Various kinds of Japanese periodicals and magazines may be placed at the library of CJCC.

At the beginning of the Project a working group, headed by the Program manager, should be formed and try propose menus of Exchange Program because opinions gained from different people would enrich the content of the exchange program.

Facilitating exchange programs between Japan and countries other than Cambodia shall be a new challenge. As mentioned earlier, from the Studies it was revealed that little interactions have been made between foreign countries stationing in Cambodia. For example, the two Centers, namely French and Russian, have never conducted an activity jointly. They do invite each other to their own exchange programs but they rarely visit the other. However, it must be noted that the head of two centers have showed strong interest in collaborating exchange activities with CJCC once it has established itself.

## 5. PROJECT DESIGN<sup>12</sup>

### 5-0. THE PDM AND THE P/O

The Project Design Matrix (PDM) is a logical framework used in Japanese technical cooperation in order to manage and implement projects efficiently and effectively. At the beginning of the project implementation, PDM defines the initial understanding of the framework of the Project and indicates logical steps toward the achievement of the project purpose. PDM is to be flexibly revised according to the progress and achievement of the Project upon agreement between the Cambodian and Japanese sides. Thus it is advised to review the initial PDM by the CJCC director, course managers and Japanese Experts at the beginning of the Project to create a common understanding of the Project<sup>13</sup>. It will also be used as a reference for monitoring and evaluation of the Project by the project management, the two overseeing committees and monitoring and evaluation mission to be sent by JICA headquarters<sup>14</sup>.

There was a workshop held to discuss and design a PDM of the CJCC Project in January 2004. Based on the PDM and tentative scheduled of dispatch of Japanese Experts, a tentative Plan of Operation (P/O) was outlined and discussed during the workshop as well. An Annual P/O is to be submitted to the steering committee by the project management at the beginning of the Project. For PDM and P/O refer to Annex 11 and 8.

### 5-1. OVERALL GOAL

The overall goal is the development result that is expected several years after accomplishing the objectives of a specific project. There is an overall goal of this Project.

To enhance consistent human resources development to promote market economy and further strengthen the mutual understanding and cooperation between Cambodia and Japan.

The indicators of the assessment and evaluation of the overall goal of the Project is set out as the followings:

- 1) Scale of the activity of the private sector
- 2) Scale of business transaction between Cambodia and Japan
- 3) Scale of human resource networks between Cambodia and Japan

As the means of verification, through regular checking of various media and conduction of survey, information should be obtained.

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<sup>12</sup> This chapter is based on the discussion made during the PCM workshop conducted in January 2004.

<sup>13</sup> The PDM attached to this document may be called PDM (0). At the initial stage of the project, the core members should revise PDM (0) and form the next version as PDM (1).

<sup>14</sup> The assessment and evaluation timing should be in 2009 or five years later just as the other typical technical cooperation type projects.

## **5-2. PROJECT PURPOSE**

The project purpose is that which is actually attainable by implementation of a concerned project.

To establish a management system and a framework of the CJCC.

As the indicators related to the Project Purpose, they were set up as the followings:

- 1) Sustainable implementation of human resource development course.
- 2) Sustainable implementation of Japanese language course.
- 3) Sustainable implementation of exchange program.
- 4) Balance between income and expenditure.
- 5) Facility utilization level.
- 6) Awareness of CJCC among Cambodian and Japanese people.

As the means of verification, through regular checking of various media and conduction of survey, information should be obtained.

## **5-3. PROJECT OUTPUTS AND ACTIVITIES**

Outputs of a project are those that must be accomplished during the project term in order to achieve the Project Purpose. Activities of a project mean those particular activities that produce Project Output by effectively utilizing Project Inputs as described later. Outputs along with the respective activities described in the PDM are as the followings:

### **1. Management, planning and operation system**

#### **Output:**

To establish efficient and effective management, planning and operation system of CJCC.

#### **Activities:**

- 1-1 To make and implement a personnel management plan of CJCC.
- 1-2 To make and implement the operational and financial plans for CJCC's activities.
- 1-3 To arrange Steering Committee as planned.
- 1-4 To hold Managing Committee as planned and when needed.
- 1-5 To hold CJCC staff meetings regularly.
- 1-6 To recruit staff and lecturers
- 1-7 To advertise CJCC
- 1-8 To manage, monitor and evaluate the Project

## 2. Human Resource Development Course

### Output:

To provide some training courses on market economy, public management skill and Japanese-style management.

### Activities:

- 2-1 To prepare an implementation plan.
- 2-2 To prepare plan to recruit staff and lecturers.
- 2-3 To implement HRD course.
- 2-4 To establish the network of related government organizations and others to mobilize human resources for lecturers.
- 2-5 To monitor and evaluate the course.

## 3. Japanese Language course

### Output:

To provide high-quality Japanese language education.

### Activities:

- 3-1 To prepare an implementation plan.
- 3-2 To prepare plan to recruit staff and lecturers
- 3-3 To implement Japanese language courses.
- 3-4 To monitor and evaluate the course.

## 4. Exchange Program

### Output:

To provide exchange activities to contribute to human resources and information networks between Cambodia and Japan.

### Activities:

- 4-1 To conduct a study and form a detailed plan.
- 4-2 To prepare plans to recruit staff and lecturers
- 4-3 To implement Exchange Programs.
- 4-4 To establish and develop information systems between Cambodia and Japan.
- 4-5 To facilitate the establishment of human resources networks in CJCC.
- 4-6 To follow up human resources networks facilitated in CJCC.
- 4-7 To monitor and evaluate the program.

For indicators and Means of Verification for the Project Output, see the PDM in Appendix 9.

## **5-4. INPUTS**

### **5-4-1. Inputs to be made by the Government of Japan**

#### **(1) Description of the Inputs**

Inputs to be made by the Japanese and Cambodian sides are described below. Agreement has been reached on the tentative cost sharing as show in Appendix 5.

##### **(a) Long-term Experts:**

Chief Advisor

Project Coordinator

Expert on Human Resources Development Course

Expert on Japanese Language Course

Expert on Exchange Program

##### **(b) Short-term Experts: According to the need**

##### **(c) Third country Experts: According to the need**

##### **(d) Equipment: See Appendix10**

**(e) Training in Japan:** There will be opportunities for CJCC counterparts to go through training programs in Japan throughout the Project implementation period. Also for selected participants of Human Resource Development Course, it is possible to send a few of them to Japan as trainees as well.

##### **(f) Operating expenses: See Appendix 5.**

#### **(2) Expected roles of the Long-term Experts**

Expected role of the Long-term Experts in general can be regarded as follows:

- To advise and work together with counterparts in planning, implementing, monitoring and reviewing of the respective activities.
- To work together with counterparts and other Experts in planning, implementing, monitoring and reviewing of the overall Project implementation under the facilitation of the Center Director and the Chief Advisor.
- To advise and work together with counterparts in overall management of the general administration staff under the facilitation of the Project Coordinator.

### **5-4-2. Inputs to be made by the Royal Government of Cambodia**

#### **(1) Description of the Inputs**

##### **(a) Personnel:**

Director of the Center

Manager of Human Resources Development Course

Manager of Japanese Language Course

Manager of Exchange Program

##### **(b) Facilities/ Equipment**

Center Building (To be constructed by Japan's grant aid).

Temporary facilities for the Project management, staff and course activities.

(c) Operating expenses: See Appendix 5.

## **(2) Expected roles of the Personnel from RUPP**

Expected role of the four Personnel from RUPP, in general, can be regarded as follows:

- To work together with Long-term Experts in planning, implementing, monitoring and reviewing of the respective activities. And gradually obtain the leading position in each respective activity.
- To work together with Long-term Experts and other RUPP seconded personnel in planning, implementing, monitoring and reviewing of the overall Project implementation under the facilitation of the Center Director and the Chief Advisor. And gradually obtain the leading position in the Project implementation.
- To work together with Long-term Experts in overall management of the general administration staff under the facilitation of the Project Coordinator. And gradually obtain the leading position in the Project management.

### **5-4-3. Inputs that could be made by the Project itself**

As previously mentioned, the Project activities may generate income. Once generated income starts to accumulate in the CJCC bank account, a decision has to be made for the usage of the money.

## **5-5. IMPORTANT ASSUMPTIONS AND RISK ANALYSIS**

Important assumption is a condition to avail the success of the Project. For example, even if the Project purposes are attained, if "Respected ministries and agencies of Cambodian government does NOT continue their support to CJCC", the Overall Goal may not be achieved. Thus the important assumption can be understood as a Risk factor that may interrupt the development of the Project. In the same way, if the important assumptions of the Output level are not satisfied, Project Purposes may not be achieved, and if the important assumptions of the Activities level are not satisfied, Outputs may not be realized as expected. Therefore, if there are important assumptions that have relatively high chances to be unsatisfied, the Project management must take necessary actions to avoid it to happen. Monitoring issues and movements related to the important assumption shall be an important work for the director, managers and experts. Thinkable obstacles of the project implementation are in the PDM (Appendix 9).

## **5-6. PRECONDITION**

A precondition is the necessary condition to be satisfied prior to the Project implementation. If the precondition were not satisfied, it would be difficult to commence the Project implementation. For this Project the precondition is "Center building shall be constructed by the Japan's grant aid as planned".



## 6. EX-ANTE EVALUATION

In accordance with the needs of Cambodia, the relevance of the project, whether its objectives will be effective or not should be examined at the present stage. Also the Projects effectiveness, efficiency, impact and sustainability are examined to clarify the overall justification of this project. Ex-ante evaluation follows the five evaluation criteria stated in “Principles for Evaluation of Development Assistance, 1991, DAC”<sup>15</sup>.

### 6-1. FIVE EVALUATION CRITERIA

#### 6-1-1. RELEVANCE

##### (1) Eligibility of the project as an ODA project, and correspondence of the project to the need of Cambodia

The designed Project is eligible as an ODA project and corresponds to the need of Cambodia.

The Project is basically consisted by training or educational type of activity and cultural exchange type of activity. Cambodia needs to educate a large number of young Cambodians and retrain vast population of Cambodian workforce. The area of education and training is broad. Therefore, the Cambodian government is putting a lot of effort in human resource development, and numbers of private educational institutes emerged. There is still a substantial need among the people to further their education but however not everybody is able to receive the required quality and quantity of education or training. For example, many high educational and training institutes have been established since the end of civil war and many of them ask for expensive tuition fee. There are excellent high school graduates in the province but due to high living cost of Phnom Penh, without financial support, they may not have chance to further their study. Private institutions need to generate profit and therefore it is not logical to expect them to provide education opportunities for the vast majority of Cambodians that does not have enough income. Since the Project is a public institution with support from the Japanese government, it is possible to provide high-level education and training opportunities for the Cambodian general people at a very low fee or perhaps without any fee.

Right now, there is no place where information of Japan is concentrated except the Japanese Embassy. The Japanese Embassy conducts various cultural performances as part of its exchange programs. However, the Embassy venue is not opened to the public. Therefore, implementing Exchange Program at a CJCC where anybody can access shall accelerate the understanding of the general Cambodians about Japan. At the same time, as the Project grows as focal point of Cambodian culture and tourism information, number of Japanese and other foreigners who understands about Cambodia shall become bigger.

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<sup>15</sup> [http://www.oecd.org/document/22/0,2340,en\\_2649\\_34435\\_2086550\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/22/0,2340,en_2649_34435_2086550_1_1_1_1,00.html)

## **(2) Consistency with policy of JICA**

The Goals, Purposes, Output and Activities of the Project are consistent with policy of JICA.

The overall goal “To enhance consistent human resources development to promote market economy and further strengthen the mutual understanding and cooperation between Cambodia and Japan” matches JICA mission that is “We, as a bridge between the people of Japan and developing countries, will advance international cooperation through the sharing of knowledge and experience and will work to build a more peaceful and prosperous world.” Exchange Program directly serves this mission statement and Activities are accordingly set to realize the Outputs.

Some of JICA’s core cooperation policy for Cambodia focuses on enhancement of the education sector and human resources development to promote market economy. Human resource development course as well as the Japanese language course shall produce Outputs are supposed to contribute to the enhancement of the education sector and human resources development to promote market economy.

## **(3) Participatory planning of the project**

With the full participation of the four personnel (Director and three managers) seconded to the Project from the RUPP, the workshop was conducted and the design of the Project was formed. Also the workshop was attended by representatives from the Ministry of Education Youth and Sports as well as the Ministry of Commerce, and important contribution was made by them during the project design formulation process.

## **(4) Technological advantage of Japan**

For Human Resource Development course, subjects that focuses on Japanese business practice or Japanese industry development history, obviously Japanese lecturers shall have advantage over Cambodia resources. For Japanese language course, instructors from Japan will definitely have advantages over the Cambodian Japanese language teachers. For the Exchange Program, in case of activities promoting Japanese culture etc, the Japanese side should have advantage. But for promotion of Cambodian culture and related information, obviously activities should rely heavily on the Cambodian side.

In overall, presence of Japanese resources is inevitable for some time and as long as the project has the Japan in its name, strong influence of Japan would not go away. However, the prime owner of the Project is the Cambodian government and therefore presence and influence of the Cambodian side is expected to gradually grow.

### **6-1-2. Effectiveness**

#### **(1) Logic of the plan and effect of the important assumptions**

The project can be divided into two parts. One is the Planning stage. In order to have sustainable activities, market research and planning for the whole Center and for each courses and the program should be conducted carefully at the beginning of the Project. After plans are formed, gradually, activities can be implemented and this is the beginning of the second stage. For the Project to clear each stage and to be able to achieve respected Outputs and Project Purposes, it is necessary for the important assumptions to remain as

they are. Important assumptions can be divided into mainly two types. One is support of respected ministries. Since the area where the Project Output relates is quite broad, understanding of various ministries is crucial for the Project to achieve its Project purposes. For example, suppose the HRD course and Japanese language course conducts courses in the area of tourism and intends to make the certificate official and competitive, without the acknowledgment of Ministry of Tourism this may not be possible. Suppose the Exchange Programs decides to setup a tourist information desk inside the Center, again without the support of the Ministry of Tourism it may be difficult for the Program to gather official Cambodian tourist information. Another support of the ministries is the budgetary support. Although the Center is able to generate income, from experience in other countries, it is almost impossible to cover all the operation cost incurred. Therefore, the Cambodian government shall need to maintain necessary budget allocation for the Project until it becomes capable to sustain financially on its own.

## **(2) Level of the purpose**

Under cooperation of Cambodia and Japan, The Project purposes could be achieved in five years. Specifically, to provide human resource development courses on Japanese experience will stimulate to develop human resources who take important roles in the frameworks of market economy such as WTO. In addition, if the reputation of CJCC rises among the business community chances for participants of the courses may have better chances to obtain job in companies that will lead to the “promotion of market economy”. If awareness of CJCC increases, it indicates the possibility that more people shall come to the Center to join the Exchange Program to understand about the Japan. This shows that “mutual understanding between the two countries” is enhancing.

### **6-1-3. Efficiency**

From the experience of other Centers that already operates in the neighboring countries. If the Cambodian counterparts have too many duties within their original job terms of reference, operation of the activities at CJCC may slow down. It must be noted that the Project is owned by the Cambodian side so final decisions must be made by the Center Director and the respected course manager. The Japanese experts are not in the positions to make the final decisions.

In other Centers of other countries, sometimes the Project Coordinator holds an additional post as a facilitator of Exchange program. Usually the Project Coordinator is fully occupied by administrative work, from the experience of other Centers, it is almost impossible to facilitate Exchange program. It is necessary to staff personnel in charge of Exchange program to operate the Project efficiently.

The HRD course will require numbers of lecturers from Japan, Cambodia and neighboring countries. It is possible for Japanese side to take advantage of human resource network from the experience of other Center and to dispatch HRD course lecturers from Japan smoothly. In addition, to facilitate the use of lecturers from Cambodia and neighboring countries will realize cost-saving.

#### **6-1-4. Impact**

Long term and indirect impacts and spillover impacts as described below are expected as a result of the Project implementation.

##### **(1) Prospect of achievement of overall goal**

Achievement of the Overall goal described in the PDM could be identified even before the complete achievement of the Project Purposes. The indicators shall tell the level of the achievement of the overall goal once Project Purpose indicators show some positive movement. For example, as soon as the Center starts gaining reputation among the business society as one of the key contributors for promotion of market economy in Cambodia chances to gain awareness in other countries should increase. If this phenomenon continues, the Overall goal would be achieved with not much of time.

##### **(2) Impact on society and economy**

The Overall Goal aims to develop a very sophisticated and efficient management in the Center that all the other organizations in Cambodia would try learn from the Center. Of course, levels of training courses must also be at a very high level so that other HEIs would follow the way CJCC is doing, and try to improve themselves. Not only educational and training level is assumed to go up but also institutional capacity is expected to increase. If CJCC provides impact to the HEIs, people working there and studying there will definitely receive impact. Thus, it can be said that the existence of the CJCC itself would have an impact to the whole society.

##### **(3) Possibility of negative impact**

During the preliminary studies, possibility of competing with other institutes was pointed out for both HRD course and Japanese language course. Since the HRD course might introduce business and management courses, both public and private HEIs with business administration type of courses had shown a few concerns that CJCC would be their competitor. Since HRD course will not award a degree, this should become a major negative impact. One of the concerns raised for Japanese language course is, if CJCC conducts beginner level course at a reasonable tuition fee, some Cambodia run Japanese language schools may have to close. However, this has already been taken into consideration and as explained already the Japanese language course will focus more on intermediate level or higher ones.

There is a possibility to that even finishing the course at CJCC it may still be difficult to find a job. Even providing the participants the best and latest knowledge and skills in business if there are little chances to obtain a job, mood of reluctance or hesitation to participate CJCC might spread among the Cambodians. This depends on how CJCC positions itself. For example, if CJCC stresses its major role and function as same as other HEIs that train people with purpose of obtaining better jobs, then CJCC may encounter problems.

#### **6-1-5. Sustainability**

Judging from the analysis below, it is likely that benefit of the Project will continue even after the input from the Japanese side decreases.

**(1) Institutional capacity**

The RUPP has been running a few fee-based courses for several years already. The income generated has been used to pay the lecturers and some of the operation and maintenance cost. Therefore, it is possible to assume that RUPP already has an institutional capacity to run an educational and training program like CJCC. Also, since the RUPP has assigned some of their best personnel as the director and managers, it is highly expected that the Cambodian counterparts will learn practical managerial and operational know-how from the Japanese Experts in a short time. And the institutional capacity is assumed to be developed dramatically within the first five years of the initial project period.

**(2) Financial condition**

It may take some time for CJCC to generate enough income to cover the operational cost incurred by the Project. For example, cost to invite Japanese lecturers may not be easy to compensate just by the tuition fee if the Project would like keep the study fee at a modest level and maintain its image as a public institute opened to the general public.

**6-2. OVERALL CONCLUSION**

In view of the above consideration, implementing CJCC would be helpful to develop human resources that will promote market economy in Cambodia. As the result, the Project will further strengthen the mutual understanding and cooperation between Cambodia and Japan.

Cambodian government took off from the civil war era and, and have been trying to adapt to the global economy. Consistent commitment to reform various sectors is witnessed in its open door policy and promotion of private investment and free trade. As national and strategic efforts shift toward economic development, researchers and experts of the two countries studied and discussed on the matters to be improved (The Study on Regional Development of the Phnom Penh-Sihanoukville growth corridor in the Kingdom of Cambodia, JICA and Ministry of Commerce of Royal government of Cambodia). It picked up the lack of human resource development as one of the problems Cambodia faces, and recommended that upgrade of managerial training for wide range of Cambodian people, specially for the young generation to be worked out with high priority. It is, therefore, suitable that Japan assists Cambodia's effort in this area as an Official Development Assistance project, since it places priority on intellectual support, above all, support for acceleration of adaptation to the global economy.

Japanese language education attracts the third or forth largest number of learners next to English, French and Chinese. As more Japanese companies and tourists flow in demand for the Japanese language is likely to increase more than now. In spite of the speculation, supply of Japanese language teachers is not satisfactory either in quality and quantity at the moment.

A skillful resident expert on Japanese language education is strongly desired, and expected to provide native and non-native teachers in Cambodia with professional cultural diplomacy. Promotion of Japanese language education overseas is a prior matter in Japanese cultural diplomacy. There are strong needs for Japanese language education in

Japan. Japan has long and friendly relations with Cambodia; there are lots of things left to do in order to meet the demand.

Cambodia highly expects more exchanges to take place with Japan since it has long and friendly relations, just like with ASEAN countries and China. In generating public opinion favorable to Japan in this region through exchange programs, it is necessary to consider strategic collaboration with other centers in the region, not act on an individual country basis. It is significant to implement Japanese language course and exchange programs in order to show Japan's presence effectively and to stimulate the activities of the Center by attracting more people.

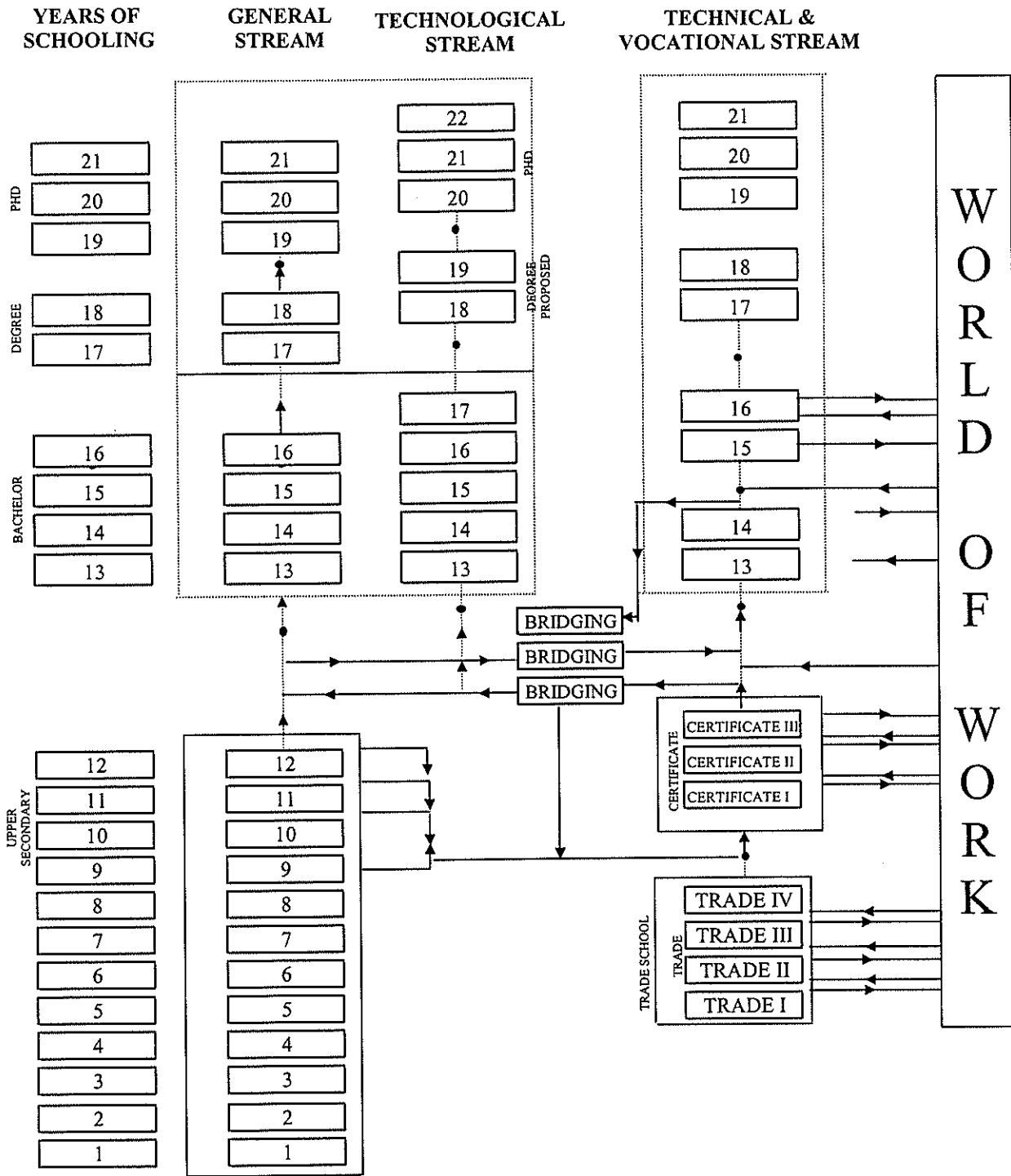
As described above, the project is justified in terms of relevance, it meets the needs of Cambodia and corresponds with development assistance policy of Japan and JICA, and that it is of public nature. The plan is logical and reasonably includes the probability of assumptions and the projects purpose will be achieved as long as the input of human resources and facilities are realized, respective ministries and institutions continue their support, and the courses conducted are attractive enough.

The project is considerably efficient as it is planned in a way that generated the utmost effect by making full use of the resources available. The long term, indirect effects and spillover effects, as described above, are expected as a result of the project. It is likely that benefit of the project will continue even after the inputs from the Japanese side decreases.

## Appendixes

1. Image of Education and Training System in Cambodia
2. Structure of Ministry of Education, Youth and Sports
3. Budget for Education Sector
4. Basic Concept of CJCC
5. Organizational chart of CJCC
6. Overseeing bodies of CJCC
7. Expense sharing
8. Plan of Operation
9. Proposed course for HRD course
10. Relation between Japanese language course and Japanese department
11. Project Design Matrix (PDM) Version “0”
12. Equipments

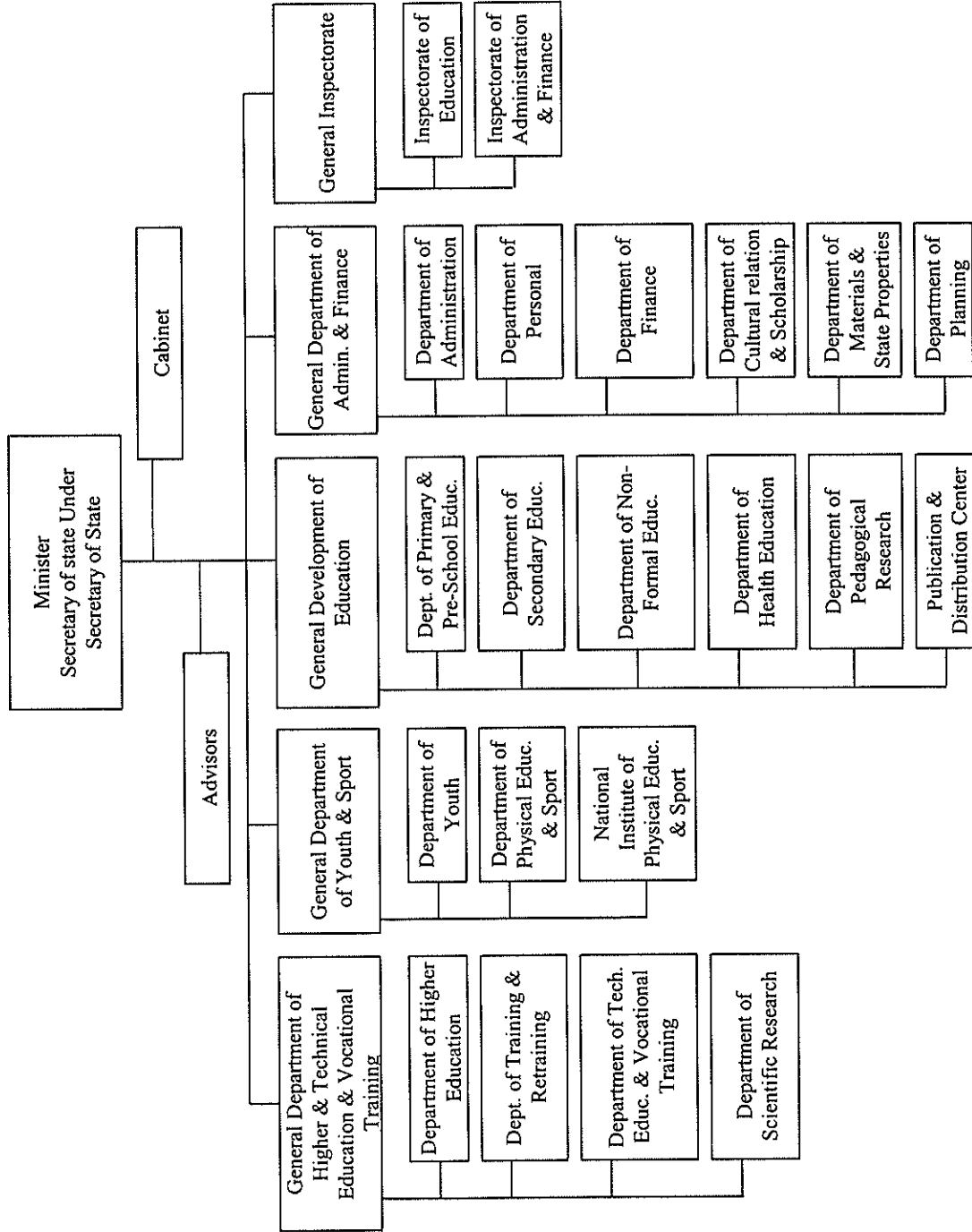
# Appendix 1



Source: MoEYS



# Appendix 2



# Appendix 3

Unit: millions riel

	1998	1999	2000	2001	2002	2003	2004	2005	2010	2015
	Outturn	Outturn	Estimate	MTEF	MTEF	MTEF	MTEF	MTEF	Projection	Projection
Nominal GDP	10,900,000	12,587,000	12,932,000	13,357,000	14,359,000	15,651,000	16,668,315	17,751,755	24,321,433	33,322,485
% change (annually)	19.80%	15.50%	2.70%	3.30%	7.50%	9.00%	6.50%	6.50%	6.50%	6.50%
Total Expenditures	933,872	1,835,186	2,049,722	2,397,582	2,685,133	2,864,133	3,133,643	3,372,834	4,985,896	6,831,109
% of GDP	-	14.60%	15.90%	18.00%	18.70%	18.30%	18.80%	19.00%	20.50%	20.50%
Total Current	933,872	1,096,328	1,215,608	1,411,835	1,622,567	1,799,865	2,000,198	2,218,969	3,283,395	4,498,536
% of GDP	8.60%	8.70%	9.40%	10.60%	11.30%	11.50%	12.00%	12.50%	13.50%	13.50%
Education Current	102,025	149,781	183,170	256,876	342,683	409,252	450,426	487,303	775,281	950,576
% of GDP	0.90%	1.20%	1.40%	1.90%	2.39%	2.61%	2.70%	2.75%	3.19%	2.85%
% of total current	10.90%	13.70%	15.10%	18.20%	21.12%	22.74%	22.52%	21.96%	23.61%	21.13%
Total Capital	-	738,857	834,114	985,747	1,062,566	1,064,268	1,133,445	1,153,864	1,702,501	2,332,574
% of GDP	-	5.90%	6.50%	7.40%	7.40%	6.80%	6.80%	6.50%	7.00%	7.00%
Education Capital	-	-	-	136,567	94,686	70,177	90,338	121,676	170,250	233,257
% of GDP	-	-	-	1.02%	0.66%	0.45%	0.54%	0.69%	0.70%	0.70%
% of total capital	-	-	-	13.85%	8.91%	6.59%	7.97%	10.55%	10.00%	10.00%
Total Education Expenditure	-	149,781	183,170	393,444	437,369	479,429	540,764	608,979	945,531	1,183,824
% of total expenditures	-	8.16%	8.94%	16.41%	16.29%	16.74%	17.26%	18.06%	18.96%	17.33%

Source: Education for All, Dec. 2002

## Appendix 4

### Basic Concept of the Technical Cooperation Project for “the Cambodia-Japan Cooperation Center”

#### ◆ Purposes of the Project

1. To promote market economy through human resources development
2. To further strengthen the mutual understanding and cooperation between Cambodia and Japan and enhance human networks

#### ◆ Beneficiaries

The Project will benefit Royal University of Phnom Penh as well as other related organizations. One of the characteristics of the Project is its openness. The Project activities will involve businessmen, civil servants, students and Cambodian citizens who are interested in Japan.

#### ◆ Three Pillars of the Project Activities

In order to achieve the above-mentioned Project purposes, three pillars are set forth for the Project activities. They are:

1. Human Resources Development Course for Market Economy
2. Japanese Language Course
3. Exchange Program

#### ◆ Basic Concept of Each Activities

1. Human Resources Development Course

Human Resources Development Course in CJCC will provide practical trainings in order to generate human resources to promote market economy.

2. Japanese Language Course

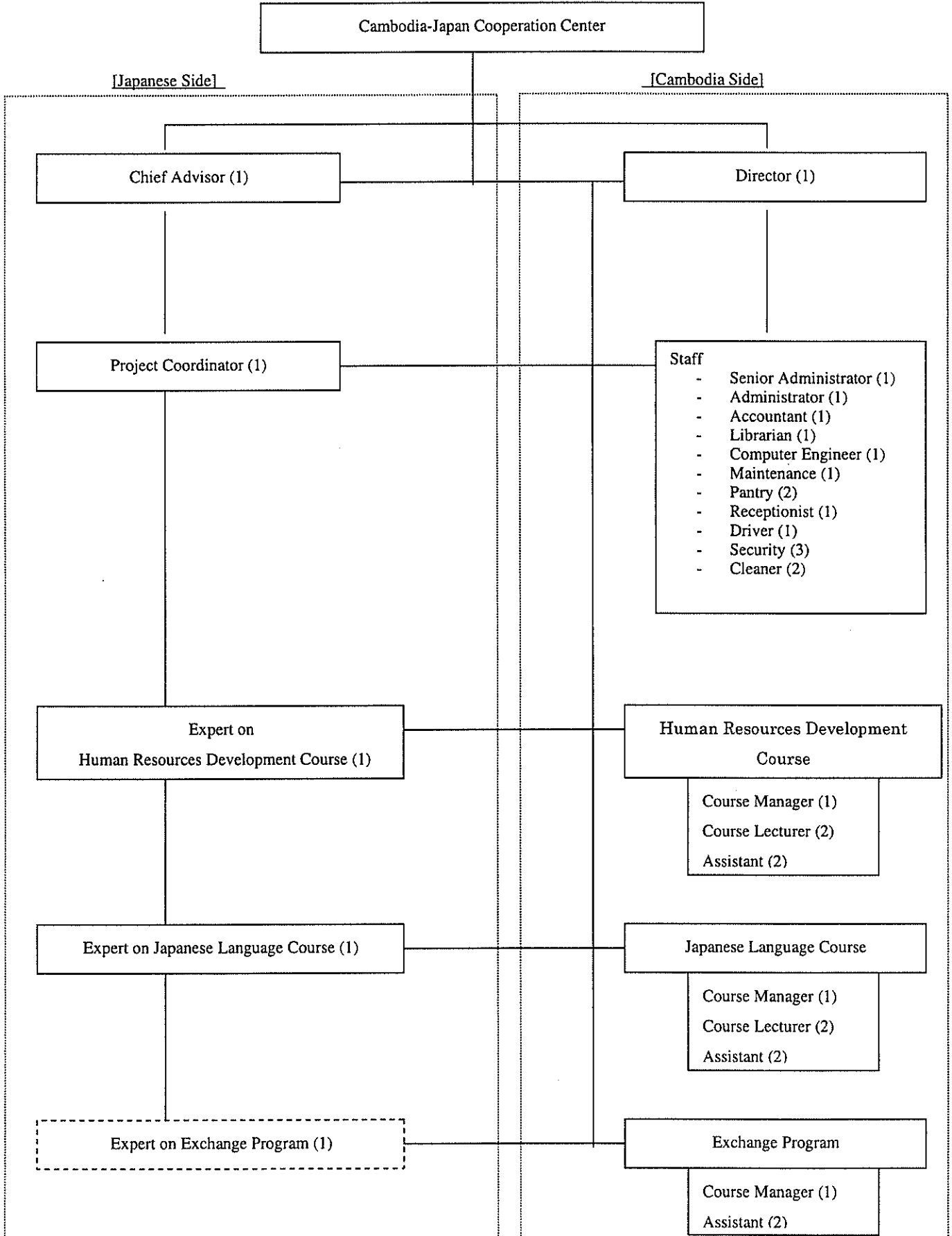
The Japanese Language Course in CJCC aims at strengthening the ability of Japanese language learners and teachers in Cambodia. CJCC and Department of Japanese in RUPP, which the Japan Foundation is scheduled to support, will be a stronghold of Japanese language education in Cambodia.

3. Exchange Program

CJCC will play an important role as information center about Japan. CJCC will also provide information on Cambodia to Japanese people. Moreover, CJCC functions as a hub between Japanese and Cambodian concerned organizations (universities, companies and NGOs etc..)

# Appendix 5

## ORGANIZATIONAL CHART IN CAMBODIA-JAPAN COOPERATION CENTER



# Appendix 6

## Overseeing Structure of Cambodia-Japan Cooperation Center (Draft)

