

## 添付資料 1 : Proposed Outline of the Human Resource Development Course

### 1. Necessity and Relevance of the Course

#### (1) Background

The first preliminary study (the Study) pointed out the existence of a huge demand towards higher education and business management is the most popular at the moment. Young Cambodians see business management course as a place where they can obtain degrees that will lead them to jobs with high salary. In the early 1990s when a crowd of donors and NGOs arrived to the country, 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 quite good by holding a certificate of English and/or accounting. But now a days, those organizations look for people with higher educational background. 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 behaviour moving toward localization . Some are 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 are 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

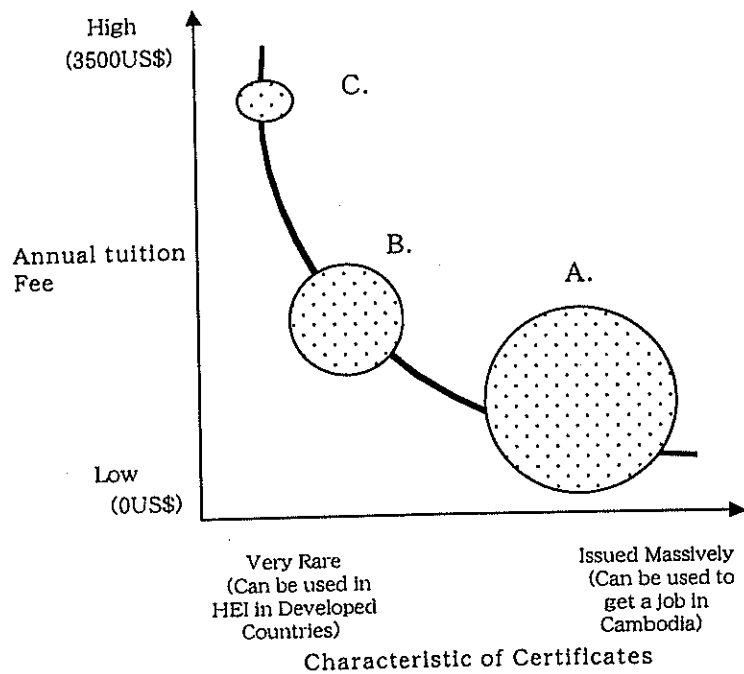
The Study categorized Cambodians who wish to study business management into the following three types:

- 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 world of Cambodia because when in 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 categorised 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 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 chart 1.

**Chart1 Certificate, Tuition fee and Positioning of three Types**



(Source: the Study Team)

**(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 well known 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 number of people pointed out the issue of over supplied business management schools within the country. Chart 2 shows the number and share of students studying in business related courses at the high 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 wondering the city looking for a job.

**Chart2 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 & Electronical 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%
Total	34,058	100.0%

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

#### (4) Specific needs exist

Due to the trend of increasing number of graduates from business management schools, these days Employers advertise for degree holders and not for those who obtain only certificates. Some employers require at least a diploma before they decide to make a trial contract.

The Study analysed 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 but since they do not know much about the outside world. 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 Cambodia-Japan Cooperation Centre, Human Resource Development Course (CJCC-HRDC) 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:

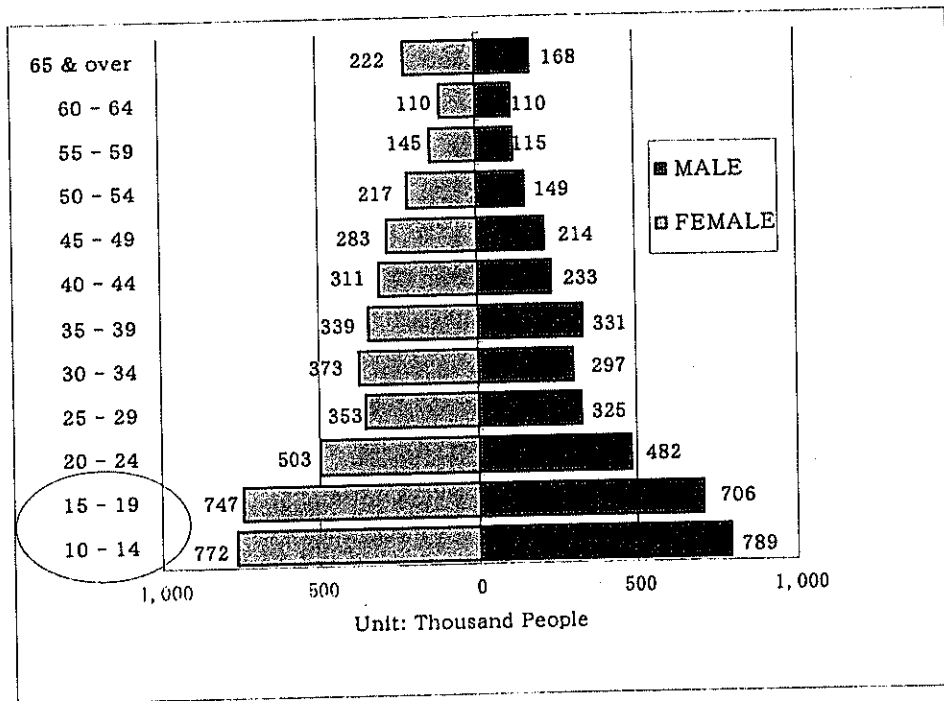
- Training of lecturers in existing schools. For example, tourism is and shall be one of the most important sectors for Cambodia. There is a trend to open tourism courses in number of schools but it is said that qualified lecturers are lacking and therefore a training opportunity for those lecturers is growing.
- 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 Cambodian potential 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. Although foreigners will manage many of the projects, there will always be a need for qualified Cambodian supervisors. 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 (together the Studies), the demand for quality high education shall most likely continue to grow for some time. 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, with a little value added to regular business management courses, CJCC-HRDC shall not have any problem to gather students in its class rooms. 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. From the population pyramid of chart 3, there will be more and more young Cambodian to finish the 12<sup>th</sup> grade and many shall try to study within the higher education institutes. This indicates that the higher education sector will have more important role such as to provide young and bright Cambodians more educational and training opportunities. And CJCC-HRDC should also take part of it. Therefore, CJCC-HRDC may target those who are younger than 25 years old regardless of what they are doing. For example, they may employees of private companies, civil servants or university students.

**Chart 3 Population Pyramid of the Kingdom of Cambodia**



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

## 2. Outline of the course

### (1) Objective

Through the interviews conducted during the Studies, many had cited the importance of exposing Cambodians to the outside world. Because of the tragic civil war and other events that had happened since the 1970s, many Cambodians have not learned much of social studies and history during their school time. Many lack general knowledge of their neighbouring 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 over 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. 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 two are the proposed key points.

- A. Introduce experience of other developed countries such as Japan
- B. Become a benchmark of not only the other business management schools but of the higher educational institutes.
  - ① Show the international standard of teaching to young Cambodians.
  - ② 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, CJCC-HRDC must conduct classes that will influence wide range of people of the Kingdom of Cambodia. The following two points should be the key-concepts of CJCC-HRDC:

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

schools.

(3) The four sub-courses and their outline

Based on these key concepts and the findings of the Studies, four sub-courses can be proposed as summarised in Chart 4.

**Chart 4 Proposed Sub-Courses**

Points	Course Titles	Number of classes to be conducted and class hours	Main Target Group	Reasons for Suggestion
1. 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 named: * 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: the Study Team)

1. Mini Business and Management Course shall conduct subjects that regular business administration courses teach. However, Japanese lecturers with series of case studies shall teach more than half of the classes. The course shall 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 shall aim various types of targets. For civil servants, the course can target qualified officers but no 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 HRDC and ask for help. If needed, CRDC may provide a small office for a student with a good business plan inside CJCC 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 HRDC 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  
CJCC-HRDC needs to maintain quality of its sub-courses. From the Study, 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. CJCC-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. CJCC-HRDC shall also conduct a sub-course that will contain a large size of audience up to 400 people.

Quality may deteriorate if wrong combination of age brackets is done. It is said that basic educational background and mindset differs among ages. This mostly dues 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 it needs for each sub-course from the very beginning.

Based on the four sub-courses proposed in chart 4, suggested number of students in each sub-courses and preferred age bracket of the target group are summarized in chart 5.



**Chart 5 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>(18-25 years old)</u>	20~30
	Those who are looking for quality classes with international standard. <u>(20-30 years 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: the Study Team)

(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 HRDC director and JICA Expert to start negotiating with Cambodian business management schools whether they can cooperate the operation of this Mini Business & Management course as soon as possible. Simultaneously, the HRDC 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 CJCC-HRDC 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 chart 6. Also in chart 7, an annual calendar of combination of classes is presented as an example to see the occupancy rate of HRDC.

**Chart 6 Timing and orders to launch each sub-course**

	<i>Step 1</i>	<i>Step 2</i>	<i>Step 3</i>	<i>Step 4</i>
1. Mini Business & Management Course	(1.1) Fundamental business & management course for young people			
	(1.2) Advanced specific course for experienced private sector people			
2. Seminar Type or Intensive Short Term Courses on Specific Subjects	(2.1) Focus on International experience			
	(2.2) Focus on Local experience			
3. Entrepreneur Incubating Course	(3.1) Basic course (How to start business)			
	(3.2) Advanced course (Actual solution solving type)			
4. A Credit Course of General Education Curriculum of RUPP				

(Source: the Study team)

### Chart7 Occupancy rates of the classrooms when HRDC gets fully operational

	Class Room 1	remarks	Class Room 2	remarks	Multi Purpose Hall	no. of seats needed	occupied hours	no. of seats needed	occupied hours	remarks	no. of seats needed	occupied hours	remarks				
1	Mini Business & Management Course	30	6														
2	Mini Business & Management Course	30	6	<Two course a day> day time: basic course evening time: advanced course		Entrepreneur Incubating Course	20	3									
3	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
4	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
5	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
6	Intensive Short Term Courses	30	6	Two days course													
7	Intensive Short Term Courses	30	6														
8	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
9	Mini Business & Management Course	30	6	<Two course a day> day time: basic course evening time: advanced course		Entrepreneur Incubating Course	20	3									
10	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
11	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
12	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
13	Intensive Short Term Courses	30	6	Two days course													
14	Intensive Short Term Courses	30	6														
15	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
16	Mini Business & Management Course	30	6	<Two course a day> day time: basic course evening time: advanced course		Entrepreneur Incubating Course	20	3									
17	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
18	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
19	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
20	Intensive Short Term Courses	30	6	Two days course													
21	Intensive Short Term Courses	30	6														
22	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
23	Mini Business & Management Course	30	6	<Two course a day> day time: basic course evening time: advanced course		Entrepreneur Incubating Course	20	3									
24	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
25	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
26	Mini Business & Management Course	30	6			Entrepreneur Incubating Course	20	3									
27	Intensive Short Term Courses	30	6	Two days course													
28	Intensive Short Term Courses	30	6														
Total hours of occupancy: 168										Total hours of occupancy: 60				Total hours of occupancy: 18			
When fully used*: 160 Occupancy rate: 105%										When fully used*: 160 Occupancy rate: 38%				When fully used*: 160 Occupancy rate: 11%			

\*8 hours a day for 20 weekdays (in 4 weeks)

(Source the Study Team)

### 3. Tuition fees

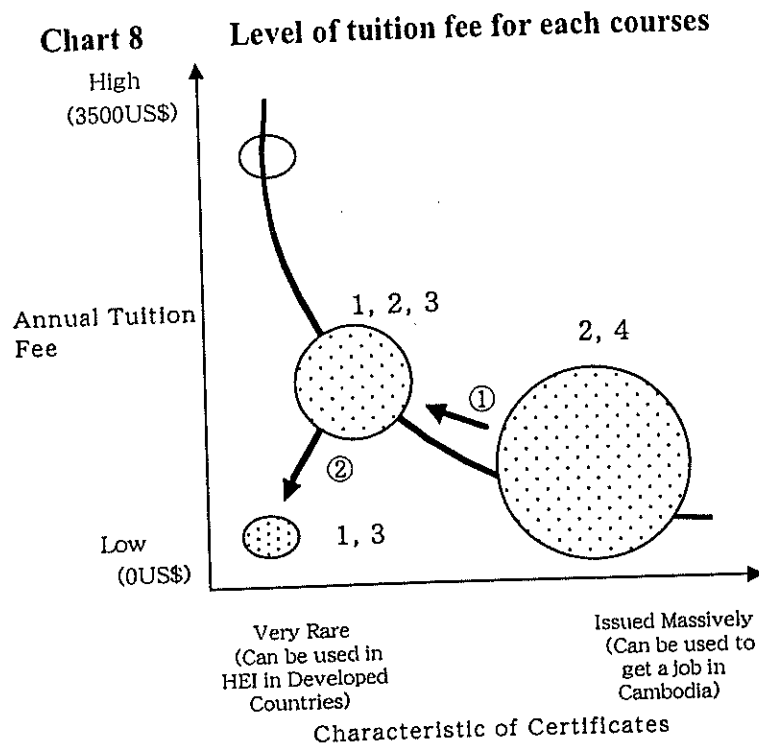
Although CJCC is a government budget funded project, it should carefully be taken into consideration that budget is not unlimited. In order to provide a firm and stable financial foundation and keep HRDC attractive enough to Cambodians and others living in Phnom Penh, it must create a certain cash inflow mechanism to cover the necessary cost to invite quality lectures, to keep good administrative staff, and to keep a clean and quality environment and atmosphere.

On the other hand, CJCC-HRDC shall consider itself to have a mandate to provide training to civil servants and contribute to the general public's educational needs. For these types of audiences, it will be difficult to collect a substantial amount of fees and some will be free of charge.

In Chart 8, proposed sub-courses are placed based on the relation with types of certificate and level of fees. 2. Seminar type or Intensive Short term Courses can start by a relatively low tuition fee and then move to a higher level of fee. In principle, the fee level shall depend on the topic of the seminar or course, number of audience or students and target audience. If 1. Mini Business & Management courses and 3. Entrepreneur Incubate course shall have limited numbers of students such as 15 to 30 and therefore the tuition fee level will most of the times be higher than 2. Seminar type or Intensive Short term Courses .

HRDC must think of always having quality students to keep the level of the classes high. It is not only the lecturers or the equipments that creates a quality class. Constantly keeping a certain ratio of students with high motives to study in class is one of the secrets to produce a quality class. However, not all the good students are financially capable to pay tuition fees. Therefore, HRDC must plan to create a mechanism to invite quality students as scholarship students. One idea would be to utilize scholarship funds that other donors have.

Chart 9 proposes a range of tuition fee for each sub-course in absolute figures (US\$) as an example. However, it must be noted that figures in this chart must be re-examined with a sensitivity analysis by the course director and JICA Expert during their detail planning stage.



(Source: the Study Team)

**Chart 9 Range of tuition fee for the sub-courses**

Course Titles	Tuition Fees	Basis
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.	1.1 50~100 US\$ per three months 1.2 100~200 US\$ per three months	a. Tuition fee of local business management schools is in the range of 300~850US\$ annually. b. French supported MBA charge 400US\$ annually. c. Proposed course period shall be three months and will not provide degrees
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 2.3 Intensive Short Term Courses on Specific Subjects	2.1 110US\$ for a half day seminar 2.2 1US\$ for a half day seminar 2.3 100~2000 US\$ for two days short term course *depends on the size of class **seminar only for civil servants shall be free of charge or should be funded by other donors	a. International organizations provides seminars for free. b. MPDF conducts a few days intensive training course in specific areas for 4000US\$. c. VBNK provides 5 days managerial training for 280US\$
3. Entrepreneur Incubating Course 3.1 Basic course (How to start business) 3.2 Advanced course (Actual solution solving)	3.1 50~100 US\$ per three months 3.2 100~200 US\$ per three months	a. MPDF plans to conduct a one day training course for free. b. Private consultants charge few hundred dollars for a day to run a "business start up course"
4. A Credit Course of General Education Curriculum of RUPP	-	Shall depend on the policy of RUPP

(Source: the Study Team)

#### 4. Lectures of the four sub-courses

##### (1) Remuneration & Recruitment

Based on the Studies, there do not seem to be enough number of Cambodian lecturers who can teach business management in Phnom Penh at the moment. Most of the business management schools look for lecturers from the market and from those who are teaching in other schools. Since popular teachers are working already somewhere, and therefore classes are conducted after working hours or during weekends. Working people in private companies who hold MBA or other degrees are candidates for lecturers. Contract is made by hourly base. Some officers in the ministries also teach in those schools by hourly bases. It must be understood that it will be difficult to recruit quality Cambodian lecturers from the market, since there are not so many of them. If the lecturer is really good, she/he may be very popular and must be engaged as lecturers in several schools. This means that the lecturer may not be able to spend enough time to prepare for the class and this is something HRDC must avoid in order to keep the quality of the course. The Studies found that popular lecturers seem to have little time to prepare for classes and this seem to be the main cause of deterioration of quality in classes.

During the initial stage of HRDC operation, where 2. Seminar type or Intensive Short term Courses is the first sub-course to run, HRDC may rely on Japanese and ASEAN lecturers as the main lectures, and hire qualified Cambodian lecturers as complement. As mentioned already, while running 2. Seminar type or Intensive Short term Courses , course director and JICA Expert should discuss with NIM and other business management schools in order to plan for 1. Mini Business & Management courses . By involving those schools, lecturers can be selected through their network that will give HRDC advantage of identifying quality lecturers.

Some ministries and government run institutes with good potential lecturers but they are only a few. JICA Expert and its counterpart staff can also be a good source of lecturers and international organization staff as well. Looking at database of lecturers who taught in other similar JICA projects can also be a good source of potential lecturers.

Chart 10 proposes the type of lecturers for each sub-course, where they could be found and level of their salary. At present remuneration for local lecturers (not necessary Cambodians) is based on the degree they hold. Figures in Chart 10 also follow the practice. But for TOP quality lecturers this may not always be the case.

**Chart10 Each sub-courses lectures and level of salary**

<i>Course Titles</i>	<i>Lecturers/From where to get them</i>	<i>Remuneration for local lecturer</i>	<i>Remarks</i>
<b>1. Mini Business &amp; Management Course</b>  1.1 Fundamental business management course for young Cambodians 1.2 Advanced and/or specific topic course for experienced private sector people.	1.1 Local lecturer 60% and international 40%  1.2 Local lecturer 40% and international 60%  Source for local lecturers: From other high education institutes such as NIM, Centre for Banking studies, MoC, etc. Source for international lecturers: Japanese and other expats living in Cambodia, JICA experts, high education institutes in Japan, etc.	1.1 15-30US\$ per hour  1.2 25-40US\$ per hour  -Varies depending on the subject.	a. At NIM, MBA lectures receive 25US\$/hour and Undergraduate lecturers receive 13-18US\$/hour. b. Institute of Banking Studies pays 7.0 US\$/hour to master degree holder and 6.0 US\$/hour to bachelor degree holder. c. Institute of Technology and Management pays 550 US\$/month to doctor degree holder, 450 US\$/month to master degree holder and 350 US\$/month to bachelor degree holder.
<b>2. Seminar Type or Intensive Short Term Courses on Specific Subjects</b>  2.1 Seminar focused on International experience 2.2 Seminar focused on local experience 2.3 Intensive Short Term Courses on Specific Subjects	2.1 Local lecturer 20% and international 80%  2.2 Local lecturer 80% and international 20%  2.3 Local lecturer 50% and international 50%  Source for local lecturers: From other high education institutes such as NIM, Centre for Banking studies, MoC, etc. Source for international lecturers: Japanese and other expats living in Cambodia, JICA experts, high education institutes in Japan, etc.	2.1 60US\$ for a half day seminar (For three hours session)  2.2 45US\$ for a half day seminar (For three hours session)  2.3 180-480 US\$ for two days short term course (6hours/day)  -Varies depending on the size of class.	a. Base the computation on remuneration of "1. Mini Business & Management Course".
<b>3. Entrepreneur Incubating Course</b>  3.1 Basic course (How to start business) 3.2 Advanced course (Actual solution solving)	3.1 and 3.2 Local lecturer 50% and international 50%  Source for local lecturers: From other high education institutes such as NIM, Centre for Banking studies, MoC, business people, etc. Source for international lecturers: Japanese and other expats living in Cambodia, JICA experts, high education institutes in Japan, etc.	15-40US\$ per hour  -Varies depending on the subject.	a. Base the computation on remuneration of "1. Mini Business & Management Course".
<b>4. A Credit Course of General Education Curriculum of RUPP</b>	Local lecturer 80% and international 20%  Source for local lecturers: From other high education institutes such as NIM, Centre for Banking studies, MoC, business people, etc. Source for international lecturers: Japanese and other expats living in Cambodia, JICA experts, high education institutes in Japan, etc.		-Need to make a careful consultation with other departments in RUPP.

(Source: the Study Team)

(2) How to keep good lecturers

Since HRDC cannot depend on lectures solely from the market, in the long run, it must nurture its own lecturers. As already mentioned, at the initial stage, resource persons recruited through various school networks in Cambodia as well as JICA's own network shall lecture the sub-courses. After identifying quality lecturers, HRDC should try to make longer contracts with them and try to involve them in the development of the curriculum of the sub-courses. While doing so, HRDC can utilize some of JICA's scheme of sending qualified lecturers to Japan or to other countries for short and long term training. From the Studies, it was pointed out that providing lecturers with reasonable salaries and opportunities to go abroad will in many cases work to keep good lecturers with the project for a certain range of time.

## **5. Sample topics of a sub-course**

As already proposed, 2. Seminar type or Intensive Short term Courses is the first sub-course to run. Based on the discussion above, sample topics for this sub-course with the main target, type of lecturers and source of the lecturers are summarised in chart 11. There should be much more different topic or lecturers. Therefore, this chart is created as a mere starting point for the HRDC director and JICA Expert. It is expected that based on this chart, they shall discuss and search for additional ideas to enrich the content of the 2. Seminar type or Intensive Short term Courses .



Chart 11 Sample topics for sub-course 2. Seminar type or Intensive Short term Courses

2. Seminar Type or Intensive Short Term Courses on Specific Subjects  
 Long list of suggested core topic: History and Experience of development in Japan and other ASEAN countries.

Targets					Main Topics	Titles *1	Points of the Subject	Specific target groups and others	Possible source of lecturers	Remarks
Manager and Supervisor	Young Cambodian	Civil Servant	Lecturer	Politician						
◎Very Important Target, ○Main Target, △Potential Target										
◎	○	○	△	△		Development history of agro-processing industry in Japan	- History of farmer and/or producer associations. - Quality improvement - Role of the State	- Ministry of Agriculture - Ministry of Commerce - Chinese origin Cambodian business people	- JICA experts *2 and consultants	* Introduction can start from pre-WW2 * Taken up by the IF, June 2002. * Chinese originated Cambodians control the food processing industry of the country.
◎	○	○	△	△		Development history of fishery industry in Japan	- History of fishermen associations. - Quality improvement - Role of the State		ditto	ditto
◎	○	○	△	△		Development history of furniture manufacturing and present situation in Japan.	- Marketing strategy - Quality improvement - Role of the State	DVET	ditto	* Furniture industry is mostly a domestic market. Reasons of not being able to make it as an export industry should be explained.
◎	○	○	△	△		Development of silk, garment and footwear industry in Japan	- History and role of silk association. (ex. Marketing efforts) - Development of silk industry in Meiji era. - Introduce the international corporation of silk technique of silk production. - Exit strategy for the garment industry. - Quality improvement - Role of the State	- Member of Silk and Garment association - Ministry of Commerce	ditto	
◎	○	○	△	△		Development of civil engineering in modern Japan	- "World Standard" of civil engineering. - Japanese practice in civil engineering.	- Ministry of public work and transport - DVET staff	ditto	
◎	○	○	△	△		Development of tourism industry in ASEAN.	- "World Standard" of tourism industry.	- Travel agency - Hotel - Lecturers on existing Tourism courses - Ministry of Tourism	- Hotel Association in Singapore	* Taken up by the IF, June 2002.
◎	○	○	△	△		Development of handicraft industry in ASEAN.	- "World Standard" of handicraft industry. - Comparison of standard between ASEAN and developed countries.	- Handicraft association (for landmine and polio disabled)		
◎	○	○	△	△		Development of banking industry in Japan	- Relations to the industry. - Legal infrastructure, accounting and auditing, safety net. - SME supporting finance scheme - Role of government in banking and finance. - Industrial finance scheme	- MoEF, National Bank of Cambodia. - Commercial bank staff	- JFIC - MoEF(EFI), NBC-CB, - ADB Institute, IMF- Singapore regional Training Institute, World	* JICA's experience of Ishikawa project in Vietnam can be utilized.

Targets					Main Topics	Titles *1	Points of the Subject	Specific target groups and others	Possible source of lecturers	Remarks	
Manager and Supervisor	Young Cambodian	Civil Servant	Lecturer	Politician							General Public
◎Very Important Target, ○Main Target, △Potential Target											
◎	○	○	△	△		Development of rural finance sector in ASEAN countries.	- History of development of Micro Finance sector should be introduced.	*MoEF *National Bank of Cambodia. *Commercial bank staff	Bank Institute. - JICA experts *2 and consultants		
○	◎	○	△	○	○	Development of automobile industry in Japan.		- MIME	-Japanese managers of automobile and related companies stationed in ASEAN. -Non-Japanese managers stationed Japanese automobile and related companies in ASEAN. - JICA Consultants (ex. Team members of M/P studies)	*Can use Automobile companies promotion videos.	
○	◎	○	△	○	○	Development of physical distribution in Japan.		- Chinese origin Cambodian business people - MoC	-Japanese managers of automobile and related companies stationed in ASEAN. -Non-Japanese managers stationed Japanese automobile and related companies in ASEAN. - JICA Consultants (ex. Team members of M/P studies)	*Chinese originated Cambodians control the distribution of the country.	
◎	◎	○	○	○		History and practice of corporate governance in Japan.	- Comparison between Japanese and US system. - Ethics.		- CPA association in Japan	*Consultation with IMF is important. *Consultation with MoF of Japan shall be important (they are planning to provide book keeping and accounting courses to MoEF).	
△	◎	◎	△	◎	△	History of development of rules of law and regulations in Japan.	* The development of civil law in Japan. - The development of criminal law in Japan. - How arbitration in commercial disputes are handled in Japan. - Development of intellectual property rights in ASEAN.		- JICA Expert *2 backed up by Lawyer Association of Japan		
△	◎	◎	△	◎	△	Experience of land reformation in Japan			- JICA experts *2 and consultants		
△	◎	◎	△	◎	△	Insolvency issues in Japan			- MoC (if national core team members)	*Financial Blueprint 2001 - 2010 should be referred.	

Targets					Main Topics	Titles *1	Points of the Subject	Specific target groups and others	Possible source of lecturers	Remarks
Manager and Supervisor	Young Cambodian	Civil Servant	Lecturer	Politician						
◎Very Important Target, ◯Main Target, △Potential Target						Business and management practice  Drafting a marketing plan  Finance for non-finance managers and supervisors Practical skill for productive managers Critical skills for supervisors Time management  Trade business (How to import and export)  Practice and behaviour of board of investments in other ASEAN countries.  Basic management tools used by middle management in Japanese companies.  Practical management tools used by middle management in Japanese companies.  Important concept in managing people  Business practice in other countries: Comparison of Japan and Cambodia  Quality Control				
◎	◎	○	○	○	○					
◎	◎	○	○	○	○					
◎	◎	○	○	○	○					
◎	◎	○	○	○	○					
◎	◎	○	○	○	○					
◎	◎	○	○	○	○					
◎	◎	○	○	○	○					
◎	◎	○	○	○	○					
◎	◎	○	○	○	○					
◎	◎	○	○	○	○					
◎	◎	○	○	○	○					
◎	◎	○	○	○	○					
◎Very Important Target, ◯Main Target, △Potential Target  Department of personnel a training of each ministries.  Curriculum development unit of National Technical Training Institute(NTTI).						- Department of personnel a training of each ministries.  - Curriculum development unit of National Technical Training Institute(NTTI).	- JICA experts *2 and consultants  - JICA experts *2 and consultants	*J-Net can be utilized to delivery lecturing and showing videos without coming to Cambodia.		
◎	◎	○	○	○	○					

Targets					Main Topics	Titles *1	Points of the Subject	Specific target groups and others	Possible source of lecturers	Remarks
Manager and Supervisor	Young Cambodian	Civil Servant	Lecturer	Politician						
Very Important Target, O=Main Target, Δ=Potential Target										
○	○	△	△	○		What is E-Business? Why it took 50 years for WTO to be born?	- Introduce how Japan received Tariff Autonomy - Introduce basic understanding of trade liberalization. - Meaning of multilateral trade regime and benefits of capital account liberalization should be explained.	- UNCTAD consultant - Japanese government officers involved in trade treaty negotiation (METE or MDFA) - International consultants engaged in WTO issues. - MoC officers. - Government officers of ASEAN.	* Collaboration with WB and IMF is essential. * For training, collaboration with UNCTAD should be useful.	
○	○	○	○	○		How to conclude bilateral trade treaty.	- Practical training course. Use actual treaty forms and practice essence of negotiations. - Learn the background and pro and con of trade treaty.	- MoC officers. - Other related ministry officers.		
○	○	○	○	○	CEO Talk	Success story of Cambodians in other countries. Lecture by CEOs in ASEAN	- How they started business. - How they run business as a CEO. - Message to Cambodian entrepreneurs and young people.	* Entrepreneurs * Students in business administration courses in other institutes.	* CEOs in Cambodia * ASEAN based Japanese CEOs	* Can link with other universities or institutes.
○	○	○	△		Industrial relations	History and development of labour-management relations in Japan.	- Structure and its history of labour and related laws and regulation in Japan. - Development history of Social policy and Labour laws in Japan.	- JICA experts *2 and consultants		
○	○	○	△			Safety and Health at working place	- History of development of work accident compensation law in Japan - Appropriate safety examination system.	- Japanese and Non-Japanese managers of construction and related companies stationed in ASEAN. - JICA Consultants (ex. Team members of M/P studies)		
○	○	○	△			History of public welfare in Japan	- Experience of child labour in Meiji era. - Comparison between Japanese and US system.	- JICA Expert - ILO	* TV program "Oshin" can be useful. * Consultation with IMF is important.	
○	○	○	○	○	Corporate governance	History and practice of corporate governance in Japan.	- Ethics.	- CPA association in Japan	* Consultation with MoF of Japan shall be important (they are planning to provide book keeping and accounting courses to MoEF).	
△	○	○	○	○	Rules of Law and Regulation (Good governance)	History of development of rules of law and regulations in Japan.	- The development of civil law in Japan. - The development of criminal law in Japan.	- JICA Expert *2 backed up by Lawyer Association of Japan - JICA experts *2 and consultants ditto		
○	○	○	○	△	Development of a Nation	History of economic infrastructure development in Japan History of public health in Japan	- Introduce utilization of World Bank loan	ditto		
○	○	○	○	△		History of environment protection	- Transfer experience of environmental problems appeared along the development of industries. - Environmental issues that will occur in Cambodia very soon should be introduced.	ditto		
○	○	○	○	△		Resettlement issues	- History and current practice in vocational training in Japan. History and current practice in vocational training in Singapore.	ditto		
○	○	○	○	△		History of development of educational system in Japan and ASEAN	- MoEYS staff	JICA project STEPSAM experts.		

Targets						Main Topics	Titles *1	Points of the Subject	Specific target groups and others	Possible source of lecturers	Remarks
Manager and Supervisor	Young Cambodian	Civil Servant	Lecturer	Politician	General Public						
◎Very Important Target, ○Main Target, △Potential Target											
○	◎	○	○	△	△	Development of technologies in Japan after the World War2.				NHK of Japan (Project X)	*Could be run as cultural exchange course as well. * Show Japanese TV
○	○	○	○	○	◎	Normal Japanese life style.				- Futen-no-Torasan - NHK archives - Japanese MOFA's video	programmes translated in Japanese. *Could be run as cultural exchange course as well.
○	○	○	○	○	◎	How Japan recovered after WW2					

\*1: Most of "Japan" can be replaced by "ASEAN".

\*2: JICA expert can be high education institute lecturers, consultants, government officers, etc.

\*3: National development strategy, Sector based policy courses.