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Effective Technical Cooperation for Capacity Development

Malaysia Country Case Study

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Joint Study on Effective TC for CD



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This country study was prepared under the guidance, direction and review of a country management team consisting of the following people:

Norani Ibrahim, Economic Planning Unit, Prime Minister's Department

Aini Sanusi, Economic Planning Unit, Prime Minister's Department

Mohd Hamid, Economic Planning Unit, Prime Minister's Department

Hidah Misran, Economic Planning Unit, Prime Minister's Department

Masatoshi Takahashi (JICA)

Masayoshi Ono (JICA)

Chai Lee Choo (JICA)

Preparation of the study was assisted and facilitated by: Ms. Lim Pao Li; National Consultant and Mr. James Lee; International Consultant (Asia Region) and Mr. Mike Ratcliffe; International Consultant (Team Leader).

ABBREVIATIONS

| | |
|--------|---|
| AIDS | Acquired Immune Deficiency Syndrome |
| AIM | <i>Amanah Ikhtiar Malaysia</i> |
| AKMAL | <i>Akademi Kastam diRaja Malaysia</i> (The Royal Customs Academy Malaysia) |
| APEC | Asia-Pacific Economic Cooperation |
| ASEAN | Association of South-east Asian Nations |
| B&H | Bosnia and Herzegovina |
| BNM | <i>Bank Negara Malaysia</i> (Central Bank of Malaysia) |
| BSSP | Business Support Services Programme |
| CAR | Central Asian Republics |
| CD | Capacity Development |
| CEO | Chief Executive Officer |
| CFTC | Commonwealth Fund for Technical Cooperation |
| CIS | Commonwealth of Independent States |
| CLMV | Cambodia, Laos, Myanmar and Vietnam |
| DANIDA | Danish International Development Agency |
| DDLC | Dili Distance Learning Center |
| DVS | Department of Veterinary Services |
| EDP | Enterprise Development Programme |
| EPU | Economic Planning Unit |
| EU | European Union |
| FDI | Foreign direct investment |
| GDP | Gross Domestic Product |
| GMI | German-Malaysian Institute |
| GTZ | <i>Deutsche Gesellschaft für Technische Zusammenarbeit</i> |
| G77 | Group of 77 |
| HIV | Human Immunodeficiency Virus |
| HPAI | Highly Pathogenic Avian Influenza |
| HRD | Human Resource Development |
| IAI | Initiative for ASEAN Integration |
| ICT | Information Communications Technology |
| IDB | Islamic Development Bank |
| IDFR | Institute of Diplomacy and Foreign Relations |
| IMR | Institute of Medical Research |

| | |
|----------|---|
| INAP | <i>Instituto Nacional da Administração Pública</i> (National Institute of Public Administration) |
| INFRA | Institute for Rural Advancement |
| INPUMA | International Institute of Public Policy and Management |
| INTAN | National Institute of Public Administration |
| IPBA | International Languages Teacher Training Institute |
| ISO | International Standards Organization |
| IT | Information Technology |
| JARCOM | Japan-ASEAN Regional Cooperation Meeting |
| JES | Joint Economic Study |
| JICA | Japan International Cooperation Agency |
| JMTI | Japan Malaysia Technical Institute |
| LDCs | Least Developed Countries |
| MAMPU | Malaysian Administration Modernisation and Management Planning Unit |
| MARDI | Malaysian Agricultural Research and Development Institute |
| MASSA | Malaysian South-South Association |
| MASSCORP | Malaysian South-South Corporation |
| MDeC | Malaysian Multimedia Development Corporation |
| MDGs | Millennium Development Goals |
| MIMOS | Malaysian Institute of Microelectronic Systems |
| MoU | Memorandum of Understanding |
| MTAP | Malaysian Technical Assistance Programme |
| MTCP | Malaysian Technical Cooperation Programme |
| MTI | Ministry of Trade and Industry |
| NGO | Non-governmental Organization |
| NVP | National Vision Policy |
| ODA | Official Development Assistance |
| OIC | Organization of Islamic Conference |
| OPP | Outline Perspective Plan |
| OPP3 | Third Outline Perspective Plan |
| PCs | Personal Computers |
| PETRONAS | <i>Petroliam Nasional Berhad</i> |
| PMO | Project Management Office |
| PSD | Public Services Department |
| R & D | Research and Development |

| | |
|--------|---|
| SECCOM | Securities Commission |
| SIRIM | Standards and Industrial Research Institute of Malaysia |
| SME | Small and Medium Enterprise |
| SAARC | South Asian Association for Regional Cooperation |
| SSC | South-South Cooperation |
| STE | Science, Technology and Engineering |
| TC | Technical Cooperation |
| TCE | Third Country Expert |
| TCDC | Technical Cooperation among Developing Countries |
| TCTP | Third Country Training Programme |
| TOR | Term of Reference |
| UNDP | United Nations Development Programme |
| UNTAET | Transitional Administration in Timor Leste |
| UN | United Nations |
| VDP | Vendor Development Programme |
| 8MP | Eighth Malaysia Plan |
| 9MP | Ninth Malaysia Plan |

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1. OVERALL SITUATION ANALYSIS OF SOUTH-SOUTH COOPERATION

1.1. REVIEW OF OVERALL POLICY AND OPERATIONAL ENVIRONMENT FOR SOUTH-SOUTH COOPERATION

Over the last forty years, developing countries have been exploring various approaches to cooperate and provide aid to each other. The formation of the Group of 77 (G77)¹ within the UN system has provided the means for developing countries and emerging nations of the South to articulate and promote their collective economic interests. Furthermore, it has helped to enhance their joint negotiating capacity on all major international economic issues within the UN system and to promote South-South cooperation (SSC) for development. The G77 network has also enabled developing countries to share solutions to common problems and to learn from successful peers.

The philosophy behind SSC is that developing countries can work together to find solutions to common development challenges by (1) promoting closer technical cooperation among developing countries; (2) employing experts from the South; (3) sharing best practices from the South; and (4) helping to develop a mutual sense of ownership of the development process. The operational environment of SSC takes advantage of economic complementarities among developing countries. The experience of developing countries has varied widely. Some developing countries have demonstrated strong achievements in various domains of development, while on others setbacks have also been registered in different spheres of economic and social fields. SSC also entails the proactive engagement of the private sector and civil society so to broaden the initial economic and technical cooperation agenda to include social and cultural initiatives.

SSC promotes initiatives in favour of LDCs through triangular mechanisms to better benefit the LDCs. SSC not only provides the avenue for LDCs to enhance and expand exchange of resources, experiences and know-how in areas including information and communication technology, trade, investment, finance, debt management, food, agriculture,



¹ The Group of 77 (G77) at the United Nations is a loose coalition of developing nations, designed to promote its members' collective economic interests and create an enhanced joint negotiating capacity in the United Nations. There were 77 founding members of the organization, but it has since expanded to 130 member countries.

water, energy, health and education and transit transport to make SSC contribute to economic growth and sustainable development. It also enables LDCs to work together to deal with North-South issues.

Technical cooperation among developing countries is important to develop and expand economic and technical links within the South, so that countries of the South can progressively improve their position as individual countries as well as collectively as a grouping of presently disadvantaged players in the world economic system. In today's world of globalisation, SSC is more needed than ever. It is acknowledged that no single country, even the most advanced among developing countries, has much hope of reaching individually expected growth and development and influencing outcomes of international agenda. However collectively, developing countries can play a more effective role in achieving development objectives and in shaping international relations.

All these are summed up in the 2003 Marrakech Declaration on South-South Cooperation, which acknowledges that "South-South cooperation is not an option but an imperative to complement North-South cooperation in order to contribute to the achievement of the internationally agreed development goals, including the Millennium Development Goals". At the same time, it also recognises North-South cooperation as fundamental for development and expects solidarity, understanding, cooperation and real partnership from the North.

1.2. REVIEW OF OVERALL POLICY AND STRATEGY CONTEXT OF SOUTH-SOUTH COOPERATION IN THE MALAYSIA CONTEXT

As a former recipient of technical cooperation as well as a rapidly emerging nation, Malaysia has a wealth of development experience to share with other developing countries, especially specific areas in which Malaysia has strengths and expertise. SSC provides a "smart partnership" framework for Malaysia to share her development experience and expertise under the Malaysia Technical Cooperation Programme (MTCP) with other developing countries in line with the policy of "prosper thy neighbour". This policy is the philosophical basis of Malaysia's bilateral technical cooperation programme.

The objectives of the MTCP are:

- To share development experience with other countries;
- To strengthen bilateral relations between Malaysia and other developing countries;
- To promote South-South Cooperation; and
- To promote technical cooperation among developing countries.

Malaysia's objective in initiating the programme is to strengthen its relationship with other developing countries through trade and industry and to provide assistance in selected areas. To reflect the spirit of partnership and cooperation among developing countries, the MTCP

which changed its name in 1983 from the Malaysian Technical Assistance Programme (MTAP), signalled a departure from donor-recipient relationship to a partner-in-development approach. This is consistent with Malaysia's strong support of SSC and Technical Cooperation among Developing Countries (TCDC), based on the principle of equality and mutual benefit. Furthermore, Malaysia recognises that TCDC can play a significant role in achieving the international development goals, including the Millennium Development Goals (MDGs).

The MTCP is premised on the belief that the development of a country depends on the quality of its human capital. In the true tradition of SSC, it provides a channel for developing countries to study each other's experience in nation building.

At its inception, the MTCP was confined to ASEAN, OIC and Pacific Island countries. The programme was later expanded to include many other developing countries, particularly those that are categorised as economies in transition. The number of participating countries expanded to cover 138 countries in 2008.

The identification and prioritisation of countries to be participants of the MTCP's technical cooperation is based on three major considerations, i.e. political, economic and humanitarian. When MTCP was first launched, countries which had friendly diplomatic relations with Malaysia and in which Malaysia had a political interest such as ASEAN and OIC countries, Pacific islands and other developing countries in the Asia Pacific region, were targeted to enhance bilateral relations between Malaysia and these countries through development cooperation. Apart from diplomatic and political considerations, countries considered as potential new markets for Malaysia's goods and services were identified as the MTCP recipient countries. MTCP's assistance was also based on humanitarian in nature, to provide emergency relief assistance to countries that have experienced calamities and turmoil such as Mali, Bosnia & Herzegovina and Timor Leste.

1.3. REVIEW OF THE EXPERIENCES OF MALAYSIA IN TECHNICAL COOPERATION AND COUNTRY DEVELOPMENT IN GUIDING ITS SSC POLICY AND STRATEGY

Like many other developing countries, Malaysia has been a recipient of various forms of Official Development Assistance (ODA). The ODA was in the form of capital assistance and technical assistance from both bilateral and multilateral sources and these ranged from development projects and human resource development to advisory services, studies and volunteers from developed countries.

Historically, the ODA supplemented the country's domestic resources and enabled Malaysia to tackle its two-pronged challenges of poverty and redistribution under the ambit of its New Economic Policy, 1970 - 1990. Furthermore, the ODA assisted Malaysia to create employment opportunities and enhance productivity, thus improving the general living standards and quality of life for Malaysians. Towards the late 1980s as Malaysia entered its

strong growth phase under the industrialisation policy, the focus of the ODA shifted to support the transformation through the provision of expertise, technology and knowledge.

Over the years, the ODA had been significant in the agriculture, infrastructure and utilities, communications, health and education sectors. With the assistance from the multilateral agencies, Malaysia has been successful in addressing the challenges especially in education, rural health and poverty. More importantly, the assistance has also enabled Malaysia to increase its human capital skills in project planning, implementation and evaluation, policy analysis, institutional development as well as in technology/R&D. For the period 1970-2000, the total amount of ODA received by Malaysia was RM49.5 billion. This represented 17 per cent of the country's development allocation for the same period. Since then, ODA received under the Eighth and Ninth Malaysia Plans amounts to about 5 per cent of Malaysia's development budget.

Although Malaysia is at the stage of moving from being a recipient of ODA to becoming a development partner, the Government is still seeking technical assistance from international donors and organisations. This is to support the country's development programmes and projects in priority sectors where Malaysia does not have the expertise or in areas where Malaysia can benefit from cross-country experiences of international experts. Technical assistance from bilateral donors and multilateral agencies is still need to enable Malaysia address specific areas of concern like HIV/AIDS, gender development, health, social welfare, environment management and conservation.

Today Malaysia is one of the world's most open economies and has achieved sustained economic growth, poverty reduction and progress in human development. The Malaysian economy grew at an annual average of 5.3 percent between 2000 and 2006 while the national poverty rate has dropped from 16.5 percent in 1990 to 5.7 percent in 2004. Furthermore, Malaysia has achieved all of its Millennium Development Goals (MDGs), except for HIV/AIDS².

In Malaysia, national development planning is addressed in two policy initiatives: the ten-year Outline Perspective Plans (OPP) and the five-year Malaysia Plans, which set out the broad policy objectives for the overall development of the country. The Third Outline Perspective Plan, 2000-2010 (OPP3) provides the platform for the implementation of the National Vision Policy (NVP) which focuses on *building a resilient and competitive nation* through efforts "to raise the quality of development and generate high sustainable growth, bringing prosperity for all".³ The Ninth Malaysia Plan, 2006-2010 (9MP) in turn recognises the importance of development through international cooperation through initiatives to

² Source: UNDP Country Programme Document – Malaysia (2008-2012), 19 July 2007.

³ Source: Third Outline Perspective Plan, 2000-2010.

enhance regional cooperation and cooperation with development partners “towards expanding Malaysia’s global outreach”.⁴

Traditionally, Malaysia’s foreign policy emphasised on cooperation in the political, cultural and security fields. At the same time, since independence 50 years ago, Malaysia pursues the “principles of respect for the independence, sovereignty, territorial integrity and non-interference in the affairs of other nations,” and these have enhanced Malaysia’s international standing. Yet, given the openness of Malaysia’s economy and with increasing challenges of globalisation, economic imperatives tend to feature significantly in Malaysia’s foreign policy too. Thus, for Malaysia, the quest for new partners is a never-ending one as the country views assisting others to progress as a way to help Malaysia to grow too.

Although Malaysia had always supported the role of multilateral cooperation for international peace, progress and security, during the period of the Sixth Malaysia Plan, 1991-2000, Malaysia started to play a modest role to assist developing countries and to foster South-South cooperation. Malaysia recognise that there are vast trade and investment opportunities to tap in the developing countries while at the same time there is a need to enhance self-reliance among the South countries too.

During the second half of the nineties, Malaysia continued to strengthen cooperation with both developed and developing countries. In addition, special efforts were placed to draw upon the economic complementarities of developing countries to arrive at common stands on regional and global issues. As an active partner in regional groupings like ASEAN and APEC, Malaysia remains cognisant of the importance of enhancing intra-regional trade and investment opportunities among countries in the region. Together with other APEC member countries, Malaysia works to sustain the region’s dynamic economic growth through its commitment to open trade, investment and economic reform.

While Malaysia has continued to cooperate with bilateral, regional and multilateral partners to address these regional and global issues, the country has also advocated SSC through the sharing of development experiences.

Since the Eighth Malaysia Plan (8MP) period, 2001-2005, Malaysia has emphasised on the development of human capital and enhancement of institutional capacity in order to achieve the MDGs. As such, technical cooperation focussed on human resource development through the provision of training and the provision of experts. The MTCP also expanded its focus to build the institutional capacities of South countries as a group towards the goal of collective self-reliance.

Malaysia’s conscious policy decision to promote collective self-reliance, partnership, and mutual benefit within the framework of SSC and TCDC has helped to change the traditional donor-recipient relationship to one of partnership-in-development. In addition, it has led to

⁴ Source: Chapter 27, Ninth Malaysia Plan, 2006-2010.

increasing development cooperation among South countries in order to face the new global and regional challenges that have emerged.

1.4. SUMMARY OF THE OVERALL FINDINGS

A review of the thrust and direction of Malaysia's experience in technical cooperation reveals SSC as one of its significant features, and the role of the MTCP in promoting cooperation among developing countries. The creation of the MTCP is seen as a vehicle for sharing Malaysia's development experience with other developing countries, especially specific areas in which Malaysia has strengths and expertise. The Programme was part of the strategy and commitment of the Government to promote TCDC, strengthen bilateral, regional and sub-regional cooperation, and nurture collective self-reliance among developing countries. The establishment of the MTCP is a big step forward for Malaysia, as it signifies the country's willingness to assist other developing countries in their efforts at developing their economies. It has provided the Malaysian government with an instrument to further Malaysia's commitment in the international arena to play a leading role among developing countries.

"We want to share the benefit of our experience with our friends throughout Asia and Africa because we have found that our national development work has paid great dividends."

Tunku Abdul Rahman

First Prime Minister of Malaysia

At the opening of the First Seminar on Development on 24 October 1966

2. OVERALL SITUATION OF MTCP

“.... the time has arrived when development must be looked upon regionally, if not internationally. All the new countries of the world have development in the forefront of their own national goals. Their successes as well as ours are interdependent. The success of one touches upon the success of another, and likewise, the problems and even failures affect each of us.”

*Tun Abdul Razak
Deputy Prime Minister of Malaysia
at a Press Conference on 26 July 1966.*

2.1. REVIEW OF MTCP TRENDS AND PATTERNS

Malaysia's own development experience and experience as a recipient of ODA puts the country in good stead to implement SSC under the Malaysian Technical Cooperation Programme (MTCP). Launched in 1980, the MTCP aims to promote technical cooperation between Malaysia and other developing countries based on the concept of self-reliance. Bilateral in nature, the MTCP is designed to assist developing countries through the sharing of the development experiences of Malaysia in areas where it has a comparative advantage. The Programme is mainly aimed at improving national capacity, human resource development, policy reform and governance. More importantly, the Programme encourages the exchange of relevant experience, pooling and sharing of resources and development of complementary capabilities.

The main modalities of the MTCP are:

- Provision of long-term fellowships and scholarships for studies at various institutions in Malaysia;
- Provision of short-term specialised training for participants at various training institutions and government agencies in Malaysia;
- Study visits and practical attachments at various government agencies in Malaysia;
- Advisory services by the dispatch of Malaysian experts and advisors; and
- Project type assistance, including socio-economic projects and provisions of supplies and equipment on a very selective basis.

2.1.1. LONG-TERM TRAINING

In the past, Malaysians have benefitted from long-term training in various fields under various ODA. Of special relevance are the education opportunities offered, such as the

Colombo Plan scholarships, which have enabled Malaysians to pursue degree and post-graduate courses in various disciplines. This has helped the country to develop its human capital.

Since 1992, the MTCP has offered long-term training to about 300 participants to pursue post-graduate degrees at the Masters and PhD levels at seven local universities. These scholarships have been awarded to participants in areas such as economics, computer science, social science, accounting, business administration, chemistry, biology studies, biophysics, pharmacy, education and engineering. In addition, the MTCP also supports long term training attachments with Malaysian agencies. In addition, PETRONAS, Malaysia's national oil company, has provided scholarships for international students from South Africa, Sudan, Vietnam and Turkmenistan to attend technical degree courses at the PETRONAS Technology University.

2.1.2. SHORT-TERM COURSES

Malaysians have been beneficiaries of short-term training programmes provided by developed countries as part of ODA. These courses range from management to technical programmes and has contributed towards capacity development and transfer of technology. One of the largest providers of this training for Malaysians is Japan. Even today, Malaysians continue to benefit from the opportunities from the training in Japan, especially in the technical fields.

The MTCP offers short-term courses in specialised fields for public officials from developing countries. The courses are normally less than three months duration. The training institutions involved in the delivery of the MTCP short-term training courses are mainly public institutions or public training institutions. Currently 43 Malaysian public agencies and training institutions are involved in the implementation of MTCP courses.

In 2007, 136 scheduled courses were offered by 39 training providers. The National Institute of Public Administration (INTAN) has the biggest training capacity and conducts 16 courses annually under the MTCP programme. These MTCP courses can be broadly classified into nine (9) sectors, namely: Agriculture, Trade and Industry, Information Technology, Foreign Relations, Management and Services, Human Resource Development (HRD) and Education, Finance and Banking, Poverty Alleviation, and Science, Technology & Engineering (STE). However, a course theme may cover more than one sector as shown in the matrix in *Annex 1*.

2.1.2.1. AGRICULTURE

The MTCP course themes categorised under the agriculture sector are mainly technical courses that entailed technology transfer. In addition, the courses also focus on business development aspects of agriculture. For some of the agriculture training courses as in the

course on veterinary laboratory technology, participants are attached to the relevant laboratories, thus giving them hands-on experience too.

2.1.2.2. TRADE AND INDUSTRY

The MTCP courses that are related to trade and industry are focussed on sharing good practices, productivity improvement and enhancing the SME sector. In most cases, the courses include attachment programmes at industries and organisations. The programmes of the National Productivity Corporation include practical attachment in local industries while the Royal Customs Academy Malaysia (AKMAL), attachment programmes were arranged to share Malaysia's practices on customs procedures and facilitation. Under the MTCP, AKMAL also designed a special attachment programme as in the case of the programme on "Sharing Good Practices on Customs Procedures and Facilitation" for officials from the Afghanistan Customs Administration.

2.1.2.3. INFORMATION TECHNOLOGY

The MTCP IT-related courses provided by various implementing agencies are to enhance the IT skills and knowledge of participants. The IT topics range from webpage designing and desktop publishing to "developing multimedia applications for managers and IT management in the public sector" by INTAN and "integrating ICT in language teaching by the International Languages Teacher Training Institute.

2.1.2.4. FOREIGN RELATIONS

One of the key themes under the MTCP is to assist participants from developing countries to upgrade their skills and knowledge in diplomacy and international relations. Through the Institute of Diplomacy and Foreign Relations (IDFR), the MTCP courses cover topics on globalisation, international crisis management, international negotiations, international strategic analysis and diplomatic training.

2.1.2.5. MANAGEMENT AND SERVICES

A large number of the MTCP courses are categorised as management and services. The main implementing agency for these courses is INTAN, which conducts courses on topics ranging from enhancing the management of the public sector to privatisation. Management topics covered include enhancing administrative capabilities of government officials, management of technology as well as courses related to business management.

2.1.2.6. HRD AND EDUCATION

The MTCP courses on HRD and education include language and communication courses that are conducted largely by the International Languages Teacher Training Institute (IPBA).

In addition, INTAN also provides courses on human resource management in the public sector and on training methodology.

2.1.2.7. FINANCE AND BANKING

The Central Bank of Malaysia (BNM) conducts courses aimed at providing participants with basic knowledge on banking supervision and on main areas on central banking. In addition, the Securities Commission (SECCOM) provides a training programme for emerging markets, which exposes participants to the role of policy-makers and regulators to deal with new demands and global challenges.

2.1.2.8. POVERTY ALLEVIATION

To share Malaysia's experience on dealing with poverty issues, since 1998 the Institute for Rural Advancement (INFRA) has been conducting courses related to poverty alleviation. In addition, INTAN has also conducted a course on national economic management and poverty eradication.

2.1.2.9. SCIENCE, TECHNOLOGY AND ENGINEERING

A large number of the MTCP courses categorised under the theme of science, technology and engineering (STE) are in fields in which Malaysia has the development experiences and expertise to share with the developing countries. Although these STE courses are largely aimed at technology transfer and providing hands-on experiences, some of the programmes also encompass subjects pertaining to management and business development aspects too.

2.1.3. MTCP STUDY VISITS AND ATTACHMENTS

As a recipient of ODA, Malaysia appreciates the experiences gained from study visits and attachments as these have contributed significantly to capacity development in the country. The study visits and attachments have enabled Malaysians to learn by seeing for themselves and interacting with their counterparts.

Having benefitted from the impact of "seeing is believing", another modality of the MTCP technical cooperation is through study visits and attachments of officials from requesting countries at participating Malaysian Government agencies. These study visits and attachments provide beneficiaries with the Malaysian experience in areas including macroeconomic planning, development planning, central banking and financial management, poverty eradication, investment promotion, privatisation, public administration and project planning.

While most of the study visits are funded by the MTCP, some of these are conducted in cooperation with third parties including the UNDP and the Islamic Development Bank (IDB).

2.1.4. MTCP ADVISORY SERVICES

Malaysia has benefitted from the many ODA experts, advisors and volunteers that have supported the various development and social programmes. In addition to human resource development, they also provided the much needed expertise to move the development process. Even today, Malaysia is benefitting from experts and volunteers from Japan in specialised areas.

Based on the country's positive experience as recipient of ODA advisory services, in the 1990s, the MTCP started a new modality to provide technical cooperation to developing economies through the dispatch of experts to several requesting countries. The MTCP has dispatched experts to Africa, the Central Asian Republics, South and South-East Asia and West Asia. Some examples of the advisory services are as follows:

In August 1994, the MTCP dispatched a technical cooperation mission to Tashkent, Uzbekistan, to identify cooperation programmes between Malaysia and Uzbekistan. Led by the Deputy Director General (Macro) of the EPU, the mission, which included officials from various agencies, identified 11 programmes in the fields of agriculture, monetary policy, economic planning, foreign investment, privatisation and tourism. Following this mission, MTCP sponsored two officials from INTAN to conduct a socio-economic course in Tashkent in April 2000.

In 1996, a special assistance was accorded to the Government of the Kyrgyz Republic by way of a Joint Economic Study (JES) to assist the Republic to make the transition to a market-based economy. For this JES, the MTCP dispatched a team of experts led by officers from the EPU to draw up a development framework for the Kyrgyz Republic. In 2000, the MTCP dispatched another team of experts to review the JES as well as to assist the Kyrgyz Republic to focus on promoting foreign direct investment.

In response to the request for assistance from the Pakistan Planning Commission, in March 2005, the MTCP sent a mission led by the Director General of EPU comprising officials from the EPU and the Public Services Department (PSD) to assist in the review of the State Planning Commission.

While the costs of most of the advisory services are funded by MTCP, in some cases the host country funded the local costs as in the case of the TC to assist Namibia to redesign the Vendor Development Programme⁵.

2.1.5. MTCP PROJECT-TYPE ASSISTANCE

Malaysia has also benefitted from ODA in development projects especially in education and human resource development. Suffice to mention here that many of the technical training

⁵ This is discussed in greater detail in Section 3.2.4.

institutions e.g. the Japan-Malaysia Technical Institute (JMTI) and the German-Malaysian Institute (GMI) were supported by ODA.

In the case of the MTCP, this type of TC is provided on a selective basis. However, the Programme has been providing project-type assistance to countries that are facing difficulties in transition or need humanitarian aid.

The Kyrgyz Republic was one of the largest recipients of project-type assistance activities. The projects include the setting up of a polysilicon plant in Tash-Kymr with technical expertise from MIMOS; the development of Plasma Spray Ceramic Coatings and Plasmatrone Head as a joint project between SIRIM and the Kyrgyz Republic Institute of Physics to jointly research, develop, refine and enhance the existing plasma technology at SIRIM; and the development of a Certification System for the Implementation of ISO9000 Quality Management System to assist the Kyrgyz Standard establish a credible certification body for providing ISO9000 quality system certification services.

In 2000, the MTCP provided assistance to the agriculture sector in Malawi by training nine officers from Malawi in several fields of agriculture production and by dispatching a team of experts to implement an integrated agricultural development project there⁶.

As part of the Smart School Project, the MTCP funded the setting up of computer laboratories in Cambodia, Lao PDR, Myanmar and Vietnam to support the training of the teachers in these countries.⁷

Malaysia also provided assistance to countries that are undergoing reconstruction and rehabilitation including Timor Leste⁸ and Bosnia and Herzegovina (B&H). More recently, Malaysia cooperated with NGOs to assist countries that were affected by the December 2004 tsunami. This collaboration entailed organising capacity building courses on disaster management in cooperation with MERCY Malaysia as well as providing humanitarian aid.

2.2. REVIEW OF MTCP DESIGN AND CAPACITY ASSESSMENT PROCESS

Broadly, the identification and prioritisation of countries to be participants of MTCP's technical cooperation is based on three major considerations:

- **Political:** Countries which has friendly diplomatic relations with Malaysia and in which Malaysia has a political interest such as ASEAN and OIC countries, Pacific islands and other developing countries in the Asia Pacific region, were targeted to enhance bilateral relations between Malaysia and these countries through development cooperation.

⁶ This is discussed in greater detail in Section 3.2.6.

⁷ This is discussed in greater detail in Section 3.2.4.

⁸ This is discussed in greater detail in Section 3.2.1.

- **Economic:** Countries considered as potential new markets for Malaysia's goods and services such as Indo-Chinese countries (Vietnam) and African countries (South Africa, Ghana, Kenya, Namibia and Tanzania) were identified as the MTCP recipient countries.
- **Humanitarian:** MTCP provides emergency relief assistance to countries that have experienced a calamity such as Iraq, B&H and Timor Leste.

All requests for MTCP assistance are channelled through the respective Governments who will then submit the requests either to the Government of Malaysia missions/ representatives or directly to the Malaysian Ministry of Foreign Affairs (*Wisma Putra*). In addition, Malaysia also field missions to the targeted countries to assess the development needs to support its planning for technical cooperation.

The International Cooperation Section⁹ of the Economic Planning Unit of the Prime Minister's Department coordinates and manages the MTCP in its capacity as the national focal point for technical co-operation. Implementation of the programmes is carried out with the co-operation of other government agencies, training institutions, universities and private sector agencies.

In terms of funding, the MTCP is financed through the following modalities:

- **Full funding by the Malaysian Government:** Most of the funding of the MTCP activities are fully-funded by the Malaysian Government. This is the major source of funding for short-term specialised training as well as for long-term programmes. Under this arrangement, in addition to the training provided, the MTCP covers the cost of return air fare, food and lodging, study allowances and medical and dental treatment.
- **Cost-sharing:** MTCP activities can be implemented on a cost-sharing basis involving the Malaysian Government, participating governments and third parties. Under this cost-sharing arrangement, the more advanced developing countries or third parties share the cost of training with MTCP. This funding arrangement usually applies to requests for assistance from participating countries. Under this arrangement, the international costs are borne by the requesting country or third party, while the local costs are borne by MTCP. The main advantage of this funding modality is its flexibility to implement unscheduled activities for which funds are not allocated under the MTCP budget.
- **Full funding by the participating country:** Under this funding arrangement, countries can sponsor their officials to undergo on-the-job training or for study visits

⁹ Formerly the External Assistance Section.

under the MTCP. However, this modality of full funding by participating countries is rarely used.

- **Third party funding:** Training and study visits can be financed by third parties, with donor countries and multilateral organisations bearing related costs while Malaysia provides the training. Increasingly, MTCP activities funded by third parties have become a popular funding option.

Since the inception of the MTCP, a total budget of RM600 million has been allocated for the Programme. As in the case of programmes under the Five Year Malaysia Plans, the MTCP budget operates on a rolling plan. This enables the Programme to be flexible, responsive and adjustable. Although small when compared to donor budgets, the MTCP budget has steadily increased from RM45 million during the Fourth Malaysia Plan period (1980-85) to RM200 million under the current Ninth Malaysia Plan, a more than four-fold increase. Of this, three-quarters of the budget has been allocated for human capital development.

Rapid changes in the global environment mean that the MTCP have to be relevant to the needs of the times. This is especially so for the short-term courses which need to be planned in advance. While the programmes of the short courses usually run for a period of three years, the implementing agencies take into consideration feedbacks from participants at the end of each course to improve the programme. In addition, there has been constant revision and expansion of its existing courses and regular designing of new courses particularly in the technological fields to meet the changing needs of the developing countries. Apart from the planned training courses, the MTCP has been able to design and offer specially-tailored courses to address the specific needs of countries as in the case of the economies in transition. These special courses are based on the priorities of the requesting countries.

While MTCP interventions focus primarily on capacity building and human resource development, these are made available at all levels: for individual (through long-term and short-term courses); for organisations (through attachment of officials with relevant agencies and assignment of experts to assist organisations); and for institutional policy (through advisory services in response to requests). This broad approach has enabled the Programme to reach out to a large number of developing countries.

Overall the MTCP initiatives have been well-received by a large number of developing countries. The Programme has also attracted the positive interest of donor countries and multilateral organisations. Despite its limited budget, the MTCP has managed to reach out to a large number of developing countries. Since its inception, the MTCP has grown in depth as well as in coverage. Starting with the five ASEAN countries¹⁰, the MTCP currently services 138 countries in 10 different regions (ASEAN, Other South East Asia and Asia, the SAARC Asia, the CIS, East and Central Europe, North and West Africa, Africa, Pacific

¹⁰ The five ASEAN countries were Brunei, Indonesia, Philippines, Thailand and Singapore.

Islands, South America, and the Caribbean). As at end of 2007, more than 18,000 participants have undergone training under the Programme.

2.3. REVIEW OF MTCP IMPLEMENTATION, MANAGEMENT AND MONITORING

Overall, the response and interest for all the modalities of MTCP have been positive. However, the MTCP recognises that the impact and sustainability of the programmes have been variable. In terms of output, the modality that was the most successful has been the human resource development programmes through the short-term and long-term courses.

The key success factors for the training programmes are largely attributed to the experience of the Malaysian training institutions and their ability to design and implement programmes that meet the priorities and needs of the developing countries. These implementing agencies are usually the primary/leading agencies in their respective fields, carrying out activities in the domestic environment and they have been able to design appropriate programmes/courses to meet the needs of the participating countries. In fact, some of the implementing agencies are ranked high and well-regarded by their regional peer organisations. Malaysia's own experience of addressing issues pertaining poverty reduction and economic growth puts the country in a good position to share them with other developing countries.

Feedback from many beneficiaries of training courses, i.e. ex-participants and sending agencies from beneficiary countries, has been generally positive¹¹. It has been acknowledged that the MTCP training has made a difference in many developing countries. Overall, while most ex-participants found the courses relevant to their current needs and that they are utilising the knowledge and skills acquired, the lack of equipment, budget and trained personnel in their respective organisations has limited the impact, effectiveness and sustainability of the training. The sending agencies also acknowledged that courses had resulted in the introduction of new technology, improvement in human resource and capacity development. The training attended by their staff was relevant to the daily needs of the organisations and that the skills and knowledge acquired were being transferred to other staff members through seminars, workshops and daily job functions.

Although the MTCP sets stringent criteria for applicants to the training programmes, in reality, the participants have different backgrounds or levels of economic, social or political development and different agencies, from central government offices to local organisations. Their levels of technical understanding as well as their English proficiency are also varied. This poses challenges to many of the implementing agencies. The issue of language has limited the benefits of many participants, especially those from the non-English speaking

¹¹ Source: PE Research (2002), IC Network (2005), Lim (2006), MTCP Alumni newsletters (various issues), course evaluations.

communities, as they were unable to follow the courses or participate effectively in the discussions. This issue has arisen despite the emphasis placed by MTCP on the language criteria.

Evaluation by the participants has been included at the end of every course conducted under the MTCP. However, there is a lack of mechanism to follow up on the impact of the training, (1) to ensure that the training offered to the participants is relevant; (2) that participants use the knowledge and skills acquired to improve their respective organisation and society; and (3) that the resources allocated for training programmes are used optimally for maximum benefit to the targeted countries. Other issues of concern include the question of supply-driven or demand-driven courses; lack of impact evaluation; post-course activities; knowledge creation; capacity development; and ownership or commitment by the parties concerned.

Despite the obstacles, MTCP has initiated a joint evaluation mechanism with its biggest partner, Japan. In 2002, EPU and JICA launched the first Joint Evaluation Mission to Cambodia, Laos, Myanmar and Vietnam (CLMV) with the objective to assess the needs of recipient countries and formulate courses in response to the needs. Resulting from the mission, new courses were formulated under the country-focused or regional-focused modality. The country-focused courses were for a specific country while those which were regional-focused were especially dedicated for CLMV countries only. Two of the country-focused courses for Cambodia and Vietnam were based on the echo-training mechanism, i.e. training of trainers for the first year in Malaysia, while the trainers will train their trainees in their respective countries in years 2 and 3.

The success of the first joint evaluation mission spurred the second mission to South Africa, Kenya, Zimbabwe and Zambia in 2004. Following this mission to assess the needs of the African countries, two courses were offered to participants from ten African countries. These courses were in the areas of poverty alleviation and policy framework for SME development. As a result of the visit to Zambia, a new project called "Triangle of Hope Zambia" was conceived, utilising Malaysian expertise to assist in the creation of an enabling environment for investments. This is an example of triangular cooperation between Malaysia, JICA and a recipient country.

In 2006, a third joint mission to Uzbekistan and Kazakhstan was conducted. Following the mission, it was suggested that the courses for the Central Asian Republics (CAR)¹² should be customised courses in the areas identified, as language is the main limiting factor in offering courses for these countries. Three courses in the fields of E-Government, Project Planning and Management and Regional/Community Development are in formulation and will be

¹² Geographical region covering the territory of five nation-states: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. These republics were part of the Soviet Union before gaining their independence in 1991.

tailor-made for the CAR. In addition, it was also proposed that collaboration between MTCP, JICA, and UNDP will be strengthened through study visits/attachments programme for young Uzbek officials.

At the country-level, the EPU, through the International Cooperation Section, conducts quarterly monitoring of the MTCP. Implementing agencies also required to submit completion reports for projects and activities under their ambit. These periodic reports are used as a tool to feedback into the design of future courses. Although the course contents are reviewed every two to three years, this mechanism enables incremental changes to be made to the courses too.

2.4. REVIEW OF MTCP PARTNERSHIP AND NETWORKING STRATEGY AND APPROACHES

To strengthen South-south cooperation, the MTCP collaborates with donor countries and multilateral organisations to implement Third Country Training Programmes (TCTP). This North-South partnership enriches SSC and has enabled cutting-edge trilateral cooperation modality to be implemented. The TCTP is implemented under the basic understanding that Malaysia will bear the manpower and operation costs while the international partner will bear the international cost of training. MTCP has been organising programmes with international partners such as Japan International Cooperation Agency (JICA), the United Nations and its agencies, Islamic Development Bank (IDB), the Commonwealth Secretariat under the Commonwealth Fund for Technical Cooperation (CFTC) and the Colombo Plan.

MTCP is planning to extend this modality with donor country like Denmark, under the Danish International Development Agency (DANIDA). TCTP is considered a way to sustain bilateral cooperation with a donor country which is on its exit phase of the technical assistance. This modality of cooperation will become the main form of cooperation in the future as Malaysia is expected to play the role of a development partner in the form of cost-sharing.

The MTCP partnership and networking also includes Malaysian private sector which supports SSC through various initiatives such as study visits and international business forums. Most of the private sector SSC activities are implemented through two South-South organisations set up by the private sector, namely the Malaysian South-South Association (MASSA) and the Malaysian South-South Corporation (MASSCORP).

The large number of participants in the MTCP has enabled Malaysia to develop a network of alumni to contribute towards a more effective SSC. This alumni network is being managed largely through ICT (website) as well as through the Alumni Newsletters. The alumni network has proven to be useful to MTCP and to Malaysian businesses especially when Malaysia undertakes visits and business forums to the South countries and has also helped to strengthen ties between Malaysia and the South countries.

This is demonstrated by the fact that some of the alumni have returned with study visit delegations of high level officials and diplomats from their countries to learn more from Malaysia's development experience.

While there is limited evidence of institutional twinning between Malaysia and recipient countries, there has been increased networking between some Malaysian agencies and their counterpart agencies in the developing countries. A good example of the institutional networking is that which has developed between INTAN and the National Institute of Public Administration (INAP) of Timor Leste.

The partnerships built between Malaysia and the recipient South countries have also benefitted the private sector. As a result of the networking that has developed, key decision makers from the South countries such as Cambodia, Libya and Syria have sought/recommended professional expertise of Malaysian private consultants and firms for projects in their countries.

2.5. REVIEW OF THE ROLE AND APPROACHES OF DEVELOPMENT AGENCIES IN SSC/ MTCP PARTNERSHIP

In many ways, much of the design of MTCP has been developed from the approaches/programmes of other donors. Malaysia has learned much from the modalities used by donors, especially Japan, and has adopted and adapted them for the context of SSC. Like other donor programmes, the MTCP sees capacity development through training of human resources as the key to addressing many of the challenges of South countries. However, the Programme has evolved some features and some of these are highlighted below:

- The Programme actively involves the implementing agencies in formulating the courses. In addition to the generic courses, the MTCP also customises courses for targeted countries as in the case of the courses designed for the newly independent countries and for the newer ASEAN countries.
- The Programme does not impose any conditionality on the TC given to the South countries.
- Unlike donor programmes, the MTCP operates on a very small budget. Yet it has the breadth and the outreach and has managed to reach out to 138 South countries.
- Having gone through the challenges of development, Malaysia empathises with the South countries that are undergoing the change process. The Programme is thus built upon the Malaysian experience and has proven to be relevant and applicable to other South countries

Malaysia's good track record in managing its own development process has been acknowledged by many development agencies. Furthermore, the success of Malaysia in moving the SSC agenda through the MTCP has been recognised by development agencies.

Acknowledging the impact of “seeing is believing”, development agencies have found it relevant to familiarise government officials from other developing countries with the Malaysian experience. Development agencies like the UNDP and the IDB have been working together with the MTCP to arrange for study visits for delegations from South countries to learn by seeing Malaysia’s experience.

Over the years, Malaysia has entertained requests from official delegations from developing countries to learn more about the Malaysian approach. Many of these programmes are on a conducted on a cost-sharing basis through the TCTP.

Since 1987, the development agencies have been cooperating with MTCP as a partner to deliver programmes under the TCTP. One of the steady partnerships of the MTCP has been the cooperation with JICA to implement various training programmes and utilising various programmes of cooperation, including the TCTP as the main modality, the Third Country Expert (TCE) and the Japan-ASEAN Tripartite Cooperation Project. In 2001, following an agreement reached between EPU and JICA, all TCTP courses are implemented on a 50:50 cost-sharing basis. TCTP courses utilise Malaysian experts and training facilities to train officials from the developing countries.

More recently, Malaysia has also been applying the cost-sharing mechanism as in the expert attachment to Namibia, whereby the local costs were borne by the requesting country.¹³

2.6. ASSESSMENT OF COMPARATIVE STRENGTHS AND WEAKNESSES OF MTCP

2.6.1. STRENGTHS

An assessment of the MTCP shows that the comparative strengths are as follows:

Political and Administrative Support: The key factor behind the success of the MTCP has been attributed to the **political and administrative support** to the Programme. The fact that the Programme is placed under the central agency – the Economic Planning Unit of the Prime Minister’s department – has enabled MTCP to achieve its prominence. Other key government agencies, i.e. the Public Services Department as well as the Ministry of Foreign Affairs, also recognise the role and importance of this programme for SSC through showcasing and sharing of Malaysia’s success with other South countries.

Experienced Implementing Agencies: It has been noted that the MTCP training activities are largely attributed to the **experience of the Malaysian training institutions**. Great experience is the key success factor of the agencies to design and implement programmes that meet the priorities and needs of the developing countries. The training institutions are lead training institutions in Malaysia and in the region. While most of these institutions are public

¹³ This is discussed in greater detail in Section 3.2.4.

agencies, they often include qualified practitioners as resource persons to share their experience to increase the relevance to the activities.

Track Record in Managing Development Process: Malaysia's own **track record and experience** in addressing issues pertaining poverty reduction and economic growth puts the country in a good position to share them with other developing countries. Besides, Malaysia's track record in poverty reduction and economic growth, MTCP participating countries have benefited from training courses in technical, managerial and financial management fields to meet the changing needs or demands of recipient countries.

Relevance to Needs of Developing Countries: The MTCP activities are well received and respected. Ex-participants, sending agencies and country focal point showed great enthusiasm and support for the MTCP. On the whole, they are positive about their experiences of the MTCP. The ex-participants are satisfied with the theoretical studies and the practical work conducted. In addition, the sectors covered by the MTCP are in accordance to the participants' needs from the development stage of the participating countries.

2.6.2. WEAKNESSES

Managing the MTCP has been a challenge for the International Cooperation Section of the EPU and these are discussed below:

Limited resources: As a whole, the **budget allocated to MTCP is limited**. As discussed in the section above, the funding of the MTCP activities are largely fully-funded by the Malaysian Government. A total of RM600 million had been allocated to the MTCP since its inception. The programme started with an allocation of RM45 million during the Fourth Malaysia Plan period (1980 to 1985) expanded to RM 200 million under current Ninth Malaysia Plan (2006 to 2010). The increasing demand for TC from developing countries whose numbers have been increasing through the years, has put a strain on the Programme resources. All these pose a challenge for the EPU to manage the MTCP.

Besides the budget, the MTCP is a heavy user of not only the resources of the EPU, Ministry of Foreign Affairs, Malaysian embassies in the beneficiary countries and implementing agencies. The cost of travel and accommodation has also been increasing, especially over the last decade. Analysis of the cost of the training showed that in many cases travel expenses account for almost half of the total cost.

With the limited resources and growing needs from recipient countries, the MTCP is having difficulties to match the needs of all member countries while making allocations to those more in needs, such as the countries facing calamities or those in conflict situations. At the same time, MTCP has to balance between responding to the demands of certain countries in developing country-focus and custom-made courses to developing generic courses which could cater to the needs of a larger pool of participants instead of concentrating on a country or a region.

Capacity constraints: Due to the increased challenges that developing countries face today, the MTCP has been receiving new demands for TC. While new courses have been designed and introduced to meet the development needs of the MTCP member countries, the increasing number of courses offered has strained the infrastructure in some of the implementing agencies due to **capacity constraints**. This is especially evident for technical training courses which require the use of equipment.

Language barriers: Another weakness of the MTCP is the **issue of language**. Malaysia lacks foreign language experts and thus the MTCP is able only to provide training in English. However, in many of the developing countries like the CIS and even some ASEAN countries, English is not even a second language. Poor English language skills have limited the ability of the participants to take full advantage of the courses as well as limited the absorption of information given.

Cultural differences: Trying to cater for countries with cultural differences has been a challenge for the MTCP. It must be admitted that there have been instances on the lack of sensitivity of cultural differences to cope with cross-cultural participants.

Coordination challenges: In view of the many ministries and departments involved, there is a need to coordinate all major activities of the MTCP smoothly and effectively. In general the EPU has succeeded in doing this, although there have been instances when the coordination was not fully effective. The focus on implementing the MTCP meant that the available manpower could not give equal attention to other aspects of managing the MTCP. Currently the challenge is to maintain a comprehensive and updated data-bank on all important aspects of the MTCP activities for monitoring and coordinating purposes as well as carrying out post-evaluation studies.

Lack of post evaluation mechanism: While the MTCP courses have been successful in creating a lot of interest from the participating countries every year, the impact in terms of benefits is not gauged. The follow-up or post-course mechanism is not fully in place and this limits the ability to assess the impact of the training. Tracer studies have not been initiated to gauge impact of the courses.

Needs analysis: The MTCP is being examined to ensure its continued relevance as well as to ensure its cost effectiveness and efficiency in programme delivery. This is in relation to the demand-driven approach which emphasises on the current needs of SS countries. This is also in response to the changes in the global environment to ensure that MTCP courses are relevant to the needs of the times. To be relevant, constant revision and expansion of its existing courses and regular designing of new courses has to be carried out so that course curricula are kept abreast with changes in the global environment.

2.7. SUMMARY OF OVERALL FINDINGS ON MTCP

The MTCP has grown in many ways. It has been well-received by a large number of developing countries. It has also attracted the positive interest of developed nations and

multilateral organisations and this has given breadth to the Programme. However, there is still room for improvement in the planning, implementation, monitoring, coordination and evaluation of the MTCP.

Through the networking and partnerships with other international and multilateral agencies, it is anticipated that the MTCP will continue to evolve and incorporate good practices while at the same time the sharing of experiences and ideas would spur the positive actions which best suits the management of the MTCP. This, in turn, will increase the capability of MTCP in offering programmes of relevance with respect to the aspiration of Malaysia to be the hub for human capital and capacity development. Malaysia will continue to extend technical cooperation to other South countries in line with the 'prosper thy neighbour policy' as a strong advocate of the SSC.

3. OPERATIONAL ANALYSIS OF GOOD PRACTICES AT THE SECTOR/ THEMATIC LEVEL

3.1. REVIEW OF THE OVERALL POLICY & STRATEGIC CONTEXT IN THE SELECTED SECTOR/THEMATIC AREA

Traditionally, developing countries tend to look towards the North for development assistance and technical cooperation. However, since the formation of G77 and other South-South fora, developing countries have committed themselves to self help and helping each other through the modality of SSC. Unlike the North-South approach where development assistance is a one-way flow from multilateral and bilateral donors to developing countries, South-South approach challenges developing countries to utilise and share knowledge and experiences as well as success stories and lessons learned with each other.

As developing countries today are facing increased challenges, particularly towards achieving the eight Millennium Development Goals (MDGs) for 2015, the potential of SSC has never been greater. To address these challenges, the leaders from developing countries have continually expressed their commitments to SSC to help themselves work towards achieving MDGs. In fact, SSC has demonstrated to be an effective approach in strengthening partnership and collective self-reliance among developing countries. The SSC approach not only enables the transfer of appropriate technology in a more cost-effective way, but also allows for sharing of knowledge and experience to address development issues of mutual interest and concerns like trade and investment, the use of ICT for development, science and technology and HIV/AIDS.

The strong economic performance of many developing countries has expanded opportunities for collaboration between them. This trend has been reinforced by increased efforts at regional integration, as well as a shared agenda to meet the MDGs. Recent statistics show that intra South exchanges have been steadily increasing. In fact, trade among developing countries is growing faster than other trade flows, while capital transfers between South-South are also rising at a higher rate than North-South flows. There has also been increased technical cooperation and economic support by and among developing countries. In addition, the areas of cooperation have been expanded from economic cooperation to include security, good governance, health and the environment too.

From the evaluation of the implementation of SSC through MTCP, Malaysia's experience has proven that cooperation between countries in similar stages of economic development had resulted in greater impact on developing countries than the conventional North-South approach. Having gone through the development path puts Malaysia in a good position to share her experiences with other developing countries through the SSC framework.

Some of the good practices examples are discussed in the following section.

3.2. GOOD PRACTICE EXAMPLES

3.2.1. COUNTRY-LED TC PLANNING - TIMOR LESTE

As discussed in the earlier section, Malaysia has benefited from the capacity development programmes from various donor countries. However, much of the benefit is largely due to the institutional arrangements that have been put in place to adopt the capacity development plans. This example demonstrates that TC works best for achieving capacity development when necessary conditions are in place to ensure a willingness and ability for country-led planning of a realistic capacity development plan.

3.2.1.1. BACKGROUND

During the visit by the Malaysian Minister of Foreign Affairs and a team of Malaysian Technical Experts to Timor Leste in May 2001, the United Nations of Transitional Administration in Timor Leste (UNTAET) applied for technical assistance from Malaysia. In line with Malaysia's commitment to South-South cooperation and to contribute towards the development of Timor Leste, Timor Leste was included in the Malaysian Technical Cooperation Programme (MTCP).

Under the MTCP, a special Human Resource Development (HRD) Package was planned and implemented for Timor Leste officials from October 2000 - December 2003, with a total budget of RM1.2 million. This Special Package includes training in scheduled courses and specially-arranged courses as well as study visits and attachments.

To assist in identifying specific training needs of Timor Leste, several fact-finding missions had taken place since July 2002. These included two fact-finding missions to Timor Leste by JICA Malaysia in July and December, 2002; a video conferencing meeting among JICA Malaysia, JICA Timor Leste and INTAN (National Institute of Public Administration, Malaysia) via JICA-Net and Dili Distance Learning Center (DDLCC) in February, 2003; a visit by JICA Timor Leste to INTAN in October 2003; a visit by the Minister of State Administration, Timor Leste to INTAN in January, 2004; a visit by JICA Timor Leste to INTAN in April, 2005; and a visit by INTAN and JICA Malaysia to Timor Leste in December 2005 to formalise cooperation between INTAN, JICA Malaysia and the Government of Timor Leste. Four fact-finding missions had also been dispatched under the MTCP from the Department of Civil Aviation, National Archives, Police Department, and the Department of Human Resource.

3.2.1.2. EMPIRICAL EVIDENCE

Since Timor Leste joined the MTCP as a member country in 2001, Malaysia has provided assistance to the country in the area of human resource development through various training programmes. From 2001 until December 2007, a total of 278 officials from Timor

Leste had been trained under the MTCP, including nine trained in 2000. This total included eight officials who participated in the Third Country Training Courses in 2005.

Since 2001, 33 training organisations and universities had provided short and long term training as follows (numbers trained, in brackets):

- 2001 (23); 2002 (13); 2003 (29); 2004 (33); 2005 (54); 2006 (56); 2007 (53)

Various study visits and attachments had also taken place since 2001 and these contributed towards improving performance in several organisations:

- *Establishment of Archives, Timor Leste:* Based on the fact-finding mission in January 2001, two officers from the National Archives, Malaysia were sent for an attachment to Timor Leste for 6 months each for a year. They assisted in establishing the Department of Archives Timor Leste as well as developing the classification and registration systems in the Timor Leste Public Administration Department.
- *Timor Leste Public Administration Office of Inspector General:* In September 2002, a study visit was arranged under the MTCP for six Timor Leste officials from the Office of Inspector-General on its training needs and the preparation of its long-term strategic plan. The delegation visited the Legal Affairs Department, Anti Corruption Agency, MAMPU, EPU, Public Service Department, Public Complaints Bureau, and the Auditor General's Office.
- *Business Management Development:* The World Assembly of Youth sent two trainers and two event organisers to Dili in 2003 under the MTCP to assist the Government of Timor Leste in business management development.
- *Training Needs Analysis:* In April 2003, two officers from INTAN went to Timor Leste to train the officials there on Training Needs Analysis and Training Methodology.
- *Socio-Economic Development:* In February 2006, four officers from Timor Leste visited the Economic Planning unit to learn from the socio-economic development experience in Malaysia. The request for an Economic Policy Advisor to be attached to the Office of the President is currently being considered and draft Terms of Reference has been prepared by the EPU.
- *Supply of Equipment to Timor Leste Prisons Department:* Under the MTCP, the Malaysian Prisons Department supplied equipment to the Timor Leste Prisons Department. In addition to the supply of equipment, ten officers from the Malaysian Department of Prisons were sent on attachment to the Timor Leste Prisons Department under the MTCP, to conduct training on capacity development, drafting prison internal rules and procedures, administration and management, and impact evaluation.

3.2.1.3. IMPLEMENTATION ARRANGEMENTS AND PROCESS

The whole TC planning process had started in 2002 with several Fact Finding Missions to Timor Leste and Malaysia. These involved officials from various government organisations, JICA Malaysia and JICA Timor Leste. In an effort to meet the training needs of Timor Leste, the MTCP funded four Fact Finding Missions to Timor Leste involving two officials from the Malaysian Civil Aviation Department (January, 2001); two officials from the National Archives of Malaysia (January, 2001); two officials from the Human Resource Department (March, 2001); three officials from the Anti-Corruption Agency (November, 2005). In September, 2002, two officers from the Training Division of the Malaysian Police Department were also sent to Timor Leste to conduct a Training Needs Analysis under the MTCP.

Several fields of assistance identified for technical cooperation under the MTCP included Public Administration, Crisis Management/Diplomacy, Airport Management, Micro-Finance, Prison Administration and Management, Community Nursing, Agriculture, Road Construction and Management, and Training of Trainers for the Timor Leste Police Academy. In response to the above training needs, a special on-going Human Resource Development Package was implemented under the MTCP. They included a Diploma for Medical Assistants (3 years) and a Community Nurse Certificate (30 months) to be conducted by the Ministry of Health; Prisons Training Courses; Police Training Courses; Micro Finance Courses at *Amanah Ikhtiar Malaysia* (AIM); and TCTP jointly sponsored by MTCP/JICA on Diplomatic Training for 19 officials from Timor Leste at the Institute of Diplomacy and Foreign Relations (IDFR) in 2001 to provide the participants with more advanced knowledge and expertise in the field of diplomacy and international relations.

3.2.1.4. ANALYSIS OF COUNTRY CONDITIONS THAT HELPED ACHIEVE SUCCESS

Since achieving Independence in 2002 and as a young nation, Timor Leste badly needed training and human resource development for its administration in order to assist in its efforts to eradicate poverty and develop the nation. The UNTAET had asked for technical assistance from Malaysia through the MTCP and a special HRD package was planned and implemented for Timor Leste officials. There was therefore, strong government commitment and support from Timor Leste as well as Malaysia.

The various fact-finding missions by officials from both the public and private sectors from Timor Leste and Malaysia since 2002, ensured that the training needs of Timor Leste were well planned, and that relevant training programmes were designed to meet those needs.

Financial support amounting to RM1.2 million was provided fully by the MTCP for the period 2000–2003. Under the TCTP, JICA co-sponsored the training of diplomats at IDFR in 2001 on a cost-sharing basis.

The participation of a large number of training organisations and universities in Malaysia (33 of them) to carry out the training programmes and activities under the MTCP for Timor Leste made it possible to implement all the planned training programmes and activities.

Similar social and cultural traditions and practices, and the use of the Malay language as a medium of communication and instruction enabled an ease of understanding of the lessons taught in the classroom and outside the classroom.

3.2.1.5. SUMMARY OF MTCP'S ROLE

Apart from joint sponsorship by JICA under the TCTP for the training of diplomats, the Malaysian government had fully funded all the human resource development activities in Timor Leste since 2000. Malaysia remains committed to South-South cooperation and will continue to extend technical assistance to Timor Leste under the MTCP. It will continue with the current arrangement of providing full sponsorship for short term and long term degree courses under the MTCP. However, Timor Leste will need to finance the international costs required for the implementation of other technical cooperation programme/activities such as study visits, attachments and services of experts.

3.2.1.6. FACTORS LIMITING SUCCESS

Timor Leste is constantly facing the danger of political instability and violent civil strife (as was seen in 2006). Key institutions that were slowly strengthening and stabilising up to April 2006 were hard hit, including in the security sector and the judiciary. It is difficult to undertake effective and sustainable development operations in such an environment.

3.2.1.7. LESSONS LEARNED

Overall, the MTCP experience has benefited the participants of the training courses as well as the study visits to build up their knowledge and skills in their respective areas through technology transfer as well as to learn from Malaysia, a country that has undergone the developmental growth path. Furthermore, the ex-participants have also enhanced their networking thus enabling them to share their knowledge and exchange ideas. The MTCP has also enabled sending agencies and the recipient countries to build up their human resource capacity as well as to strengthen networking between like agencies in Malaysia in particular and with other South countries in general. The implementing agencies have also gained invaluable experience and recognition in their respective areas of specialisation. It has also enabled them to share their knowledge with developing countries as well as to put their capacity to the test.

Malaysia also gained valuable experience of working in a country with challenging environment. This experience will be useful and relevant for future TCs in other countries.

3.2.2. FLEXIBLE AND RESPONSIVE TC DESIGN - REGIONAL TRAINING TO COMBAT THE AVIAN INFLUENZA

In 1999, Malaysia had to grapple with an outbreak of the Nipah Virus which affected the swine industry and resulted in human deaths. Although the disease was brought under control, Malaysia sought TC from Japan for more research and training to ensure that there is better understanding of the virus so to put in place a control programme of the disease. This example demonstrates that TC works best for achieving capacity development when necessary conditions are in place to allow for sufficient flexibility in TC design and provision to secure expected results.

3.2.2.1. BACKGROUND

Avian Influenza is endemic in the Asian and South East Asian Region. Since the turn of the century, the Highly Pathogenic Avian Influenza (HPAI) infection has hit many ASEAN countries resulting in economic losses to the poultry sector in the region and also the loss of several hundreds of lives.

During the December 2005 East Asia Summit, a Declaration on Avian Influenza Prevention, Control and Response was adopted. The Declaration recognises that the prevention and control of avian influenza is a global responsibility that requires coordinated efforts among governments and active participation of appropriate regional and international mechanisms. Thus, there should be increasing cooperation among ASEAN member countries and other partners in the areas of surveillance and capacity development, research and development, risk communications and assessments, supply and access to, as well as, the production of vaccine and antiviral drugs. It was agreed that the necessary follow-up actions will be undertaken through the existing ASEAN mechanisms in close consultation with other partners and the ASEAN Secretariat in coordinating efforts to ensure effectiveness in stamping out the avian influenza. The avian influenza issue was also highlighted as one of the regional issues in the 5th Japan-ASEAN Regional Cooperation Meeting (JARCOM) in Myanmar in 2006, calling for response among ASEAN countries.

Although Malaysia was not spared the HPAI, the country has been successful in preventing the spread of the disease to humans. This was due to the strict surveillance and enforcement that has been in place. The Malaysian success in managing the epidemic and removing the risk of human infection was recognised. As such, JICA Malaysia office sought the assistance of the MTCP to provide TC through regional training in combating the avian influenza through the TCTP modality. Although the avian influenza topic was not in the original planned training programme offered under the MTCP, Malaysia recognised the urgency of the issue and responded to the call by proposing to design a training programme to share the country's experiences to control and eradicate the disease.

3.2.2.2. EMPIRICAL EVIDENCE

Malaysia managed to eradicate the disease in poultry population and subsequently remove the risk of human infection. This invaluable experience was shared with the neighbouring countries through the two training programmes that were specially designed. The training courses were conducted so that all the ASEAN countries (together with China and Mongolia) could share their experiences and learn to formulate effective policies to control and eradicate the HPAI disease. The programme that was developed exposed the participants to recognise the threats and impacts of the zoonotic diseases such as Avian Influenza or bird flu, on public health risks, the country's political and economical risks.

The first course was conducted in March 2007 for a week for the management course and two weeks for the technical course. The courses were attended by 50 participants from all ASEAN countries plus from China and Mongolia. The courses were well received by the participants with a quarter of the participants rating the training as excellent. The courses and will be repeated in 2008 and 2009.

3.2.2.3. IMPLEMENTATION ARRANGEMENTS AND PROCESS

Since 1985, the Malaysian Department of Veterinary Services (DVS) has been conducting MTCP training programmes for participants from developing countries to provide technology transfer at both the management and technical levels. Thus to respond to the need, the DVS tailored their existing training modules into two special courses for the HPAI: one on "Strategy in Prevention, Control and Eradication Programme of Avian Influenza in Southeast Asian region" for the management level, and another on "Diagnosis of Avian Influenza at Source" for the technical level. This TC was supported by JICA using the existing modality of TCTP, for a three-year cycle from 2007-2009.

3.2.2.4. ANALYSIS OF COUNTRY CONDITIONS THAT HELPED ACHIEVE SUCCESS

Malaysia had experienced two epidemic waves of the HPAI; the first in August 2004 and the second in February – March 2006. However, since 2000, Malaysia has put in place before-outbreak passive and active surveillance measures and has managed to combat the problem thus preventing the spread of the virus to humans. In addition to the extensive active and passive clinical and laboratory surveillance on migratory birds, commercial poultry and pet birds, the DVS also worked with other agencies especially the Department of Wildlife to conduct regular surveillance of important wetlands for wild bird deaths.

Malaysia thus has the experience and ready plans in place to handle the situation in case of any outbreak. Furthermore, the DVS has five regional veterinary diagnostic laboratories with trained technicians to help prevent or contain any outbreaks. This places Malaysia in a good position to share her experience with other countries to make that the poultry industry is safe from such epidemics.

3.2.2.5. SUMMARY OF MTCP'S ROLE

The implementation of this training programme was conducted on a 50:50 cost-share basis with JICA under the TCTP. Malaysia, through the DVS is committed to share the country's experience to assist other South countries to combat this regional issue. The regional training courses will be repeated in 2008 and again in 2009 for participants from the ASEAN countries as well as for other countries that are facing the HPAI issue.

3.2.2.6. FACTORS LIMITING SUCCESS

Many of the developing countries lack facilities and support infrastructure to implement what they have learned under the TC. Furthermore, they also lack the legal framework to enable culling of domestic poultry in the affected areas. The porous borders and lack of enforcement has resulted in the spread of the HPAI through trans-boundary poultry.

3.2.2.7. LESSONS LEARNED

The sharing of the Malaysian experience in dealing with the HPAI through the training course has benefited the participants from the countries in the region to help them to deal with the epidemic. Malaysia's response to the call for assistance shows that TCs need to be flexible to meet current needs and situational issues.

3.2.3. ORGANIZATIONAL CHANGE MANAGEMENT - EFFECTIVE CAPACITY BUILDING FOR SENIOR SUDANESE OFFICIALS

This example demonstrates that TC works best for achieving capacity development when necessary conditions are in place to sustain an organisational change management process and expected results.

3.2.3.1. BACKGROUND

This programme, organised by the International Institute of Public Policy and Management (INPUMA), University of Malaya under the sponsorship of the MTCP was initiated in 2002 as part of the Malaysian Government's efforts in enhancing the knowledge and skills of senior Sudanese officials in effective capacity development. By 2007, this two-week programme had been held in Malaysia for the fifth time.

The programme was aimed at enhancing the administrative capacity of senior Sudanese public officials and strengthening the relationship between Sudan and Malaysia via the following objectives:

- (i) To enhance the knowledge and skills of Sudanese senior officials in the dynamics of capacity building.

- (ii) To learn from the experiences of Malaysia in politics, public administration, good governance and economic development.
- (iii) To establish professional networks between Malaysian and their Sudanese counterparts.
- (iv) To provide exposure to samples of successful Malaysian experiences in both the Public and Private sectors.

Apart from classroom sessions comprising lectures, open discussions, group discussions and presentations, the programme also included study visits to various Malaysian agencies such as the Ministry of Education, Ministry of Human Resources, Ministry of Agriculture and Agro-Based Industry, Ministry of Health, Ministry of Higher Education, Ministry of Foreign Affairs, Multimedia University, Multimedia Development Corporation, *Petroleum Nasional Berhad* (PETRONAS), and the Department of Unity and National Integration. Study visits were also been made to several states such as Pahang, Terengganu, and Penang.

3.2.3.2. EMPIRICAL EVIDENCE

Several significant changes in capacity development in governance, politics, management, social development, religion, economics, education, health, and public administration were achieved through this programme. They included a deeper understanding and appreciation of issues related to multiculturalism, territoriality, federal-state relations, ethnic-religious divide, peace keeping, and ethics and governance. Through lectures and discussions by Malaysian experts, and learning from the Malaysian experience, the participants were able to bring home useful ideas to bring about change in their home country.

Among some of the improvements made at the organisational level were: (1) the introduction of the Local Government Act of 2005 to provide clear guidelines for federal-state relations; (2) the introduction of an Office System for the Ministry of Health and the Council of Ministers; (3) the initiation of the North South Peace Agreement; (4) improved Governance through better management of time and the reduction of corruption; and (5) developing and strengthening bilateral cooperation (regional and international) with other regions and countries in various economic areas. On the individual level, the participants had obtained a better understanding of multiculturalism and ethnic-religious issues which made them more aware of the barriers to peace efforts among the Muslims and Christians in their country; the north-south divide; ethnic-religious divide; federal-state conflicts; and ethics and governance issues. This has also led to a more open-minded attitude towards giving training and learning opportunities to people from other cultures, regions and religions.

3.2.3.3. IMPLEMENTATION ARRANGEMENTS AND PROCESS

The participants learned from Malaysia's success stories and gained tremendous insights by exchanging ideas, sharing experiences and gathering valuable materials from the programme. For the lecture sessions, INPUMA had invited distinguished speakers who were notable experts or senior practitioners in their field. During the study visits, the participants had the chance to meet distinguished CEOs in various fields relevant to the programme. INPUMA had ensured detailed arrangements with the state authorities concerned to provide memorable learning experiences for the participants during their state visits. INPUMA provided the participants with a comprehensive set of learning materials for their future reference. The INPUMA organising committee had shown great dedication and commitment to ensure success for the programme.

The selection of the participants is a crucial aspect of success for the programme. For this purpose, INPUMA had recommended to the Embassy involved in the selection of the participants that they should follow the stated criteria, particularly the participants' proficiency in the English Language. This was necessary to ensure an advanced level of understanding and active participation in the class discussions. The participants were also given complete information about the programme to prepare them mentally for it. In 2006, INPUMA also included an official from the Malaysian Ministry of Foreign Affairs to participate in the programme to provide an opportunity for a more personal contact between the participants and the relevant public official from Malaysia.

The programme schedule was comprehensive and tight to maximise the learning opportunities for the participants. INPUMA were also concerned about the discipline of the participants during the programme, and took the necessary actions to ensure punctuality. All the other administrative and logistical arrangements were carefully planned to support the learning process and ensure the comfort of the participants.

3.2.3.4. ANALYSIS OF COUNTRY CONDITIONS THAT HELPED ACHIEVE SUCCESS

The programme has the strong support of the Malaysian Government and the Government of Sudan. The programme is sponsored by the Economic Planning Unit under its Malaysian Technical Cooperation Programme. There is also direct involvement by the Ambassadors and relevant Ministers of both countries in the programme, through formal and/or social encounters with the participants. The Government of Sudan, through their Council of Ministers is supportive of new ideas and change resulting from the programme. The Alumni Network of former participants from this programme has helped to sustain the success of the programme by recommending other relevant officials to participate in the programme.

3.2.3.5. SUMMARY OF MTCP'S ROLE

The MTCP plays a direct and active role in supporting the Malaysian Government's efforts to enhance the knowledge and skills of senior Sudanese officials in effective capacity development for change in their country. The whole programme was totally funded by the MTCP.

3.2.3.6. FACTORS LIMITING SUCCESS

The multicultural, diverse socio-economic and political landscape of Sudan can make it difficult to ensure full implementation of all the ideas learned from the programme.

3.2.3.7. LESSONS LEARNED

The enhancing of effective diplomatic and administrative capacity of senior Sudanese officials is an essential first step towards bringing about positive change in nation building in Sudan. Various issues related to multiculturalism, ethnic-religious sensitivities, federal-state conflicts, peace-keeping and good governance can be resolved or promoted through good leadership and competent management. The learning process is a two-way process for Sudan and Malaysia for mutual benefit. The MTCP plays a key role in ensuring that such a change process will continue to be sustained and strengthened for the benefit of the people of Sudan.

3.2.4. COUNTRY-LED TC IMPLEMENTATION AND MANAGEMENT - REDESIGNING THE VENDOR DEVELOPMENT PROGRAMME FOR NAMIBIA

Malaysia has benefited from the many ODA experts and advisers that have been sent to work with Malaysian agencies. These experts and advisers were attached with the agencies and worked closely with the counterparts that were assigned to them. The identification of counterparts has proven to be effective as it has ensured capacity development and sustainability of the project even after the experts and advisers have completed their assignments. This example demonstrates that TC works best for achieving capacity development when necessary conditions are in place to ensure country-led control and management of TC.

3.2.4.1. BACKGROUND

In 2004, Namibia launched its Vision 2030 which defines the framework to improve the quality of the people of Namibia to the level of counterparts in the developed world. This entails focusing on wealth creation and growth, creation of employment, reducing regional disparities and eradicating poverty. The manufacturing and services sectors have been identified to generate new sources of wealth through value creation industries. To assist the development of these sectors, the Ministry of Trade and Industry (MTI), Namibia made a

special request for Malaysia to assist Namibia by providing short-term expert with experience in the SME field to re-design and customise a Vendor Development Programme (VDP) to benefit the SME sector in Namibia.

The objective of the TC was: (1) to assist the MTI Namibia to redesign the VDP into a comprehensive and practical programme to address the needs of SMEs; (2) to design and develop supportive schemes to assist enterprise development; (3) to develop a framework for SMEs to participate in government procurement at all levels; (4) to design a business support service programme to enhance to capabilities of SMEs; and (5) to assist in developing a database of SMEs and to develop and train counterparts to manage the VDP. In response to the request, the MTCP identified a Malaysian expert to assist MTI Namibia to redesign the VDP. During the six-month assignment in Namibia, the Malaysian expert worked closely with his counterparts at MTI.

3.2.4.2. EMPIRICAL EVIDENCE

During the assignment in Namibia, the Malaysian expert redesigned and expanded the VDP into an Enterprise Development Programme (EDP). In addition, he provided inputs into the development of the Business Support Services Programme (BSSP) based on the 1997 SME Policy Programme of Namibia.

To support the EDP programme, networks were establish with two banks, namely Bank Windhoek and First National Bank to start joint programmes to assist and mentor local enterprises who are account holders of the respective banks. A draft Memorandum of Understanding was prepared by the Malaysian expert for consideration.

The Enterprise Development Programme (EDP) developed by the Malaysian expert was found to be very useful to MTI in strategising its action plan for developing and enhancing the capabilities of the local enterprises. Since then, the BSSP has been well sought after by the local enterprises. More enterprises have been requesting for BSSP to develop new businesses and improve existing ones. Although these were outside the original scope of works, the Malaysian expert helped to develop a framework for enterprise development and trained officers to implement the programme. The skills and knowledge transferred has enabled the officers to carry out the BSSP and has given them exposure to opportunities for enhancing enterprises' productivity.

The TC has also helped to advance the SME unit in the MTI while the Entrepreneurial Development and Promotion Division has been restructured with new posts. MTI is planning to set up a SME bank to assist local enterprise in assessing funds and financial support and has managed to find investors who are interesting in being partners in the proposed SME bank.

Furthermore, the expert assisted MTI in the selection of local consultancy firms to assist MTI to provide mentoring, consultancy and conduct business feasibility studies for local enterprises under the BSSP. The expert also briefed the senior partners and consultants of all

the appointed consultancy firms on their roles, responsibilities and the approach to provide the services under the Programme.

3.2.4.3. IMPLEMENTATION ARRANGEMENTS AND PROCESS

The Namibian MTI submitted a special request for Malaysia's assistance to provide a short-term expert with experience in the SME field to re-design and customise a Vendor Development Programme (VDP) to benefit the SME sector in Namibia. The TOR of the TC was drawn up by MTI based on their needs.

Although the Malaysian expert was attached to the MTI and worked closely with the counterparts assigned to the project, the expert also worked with other ministries related to SME development, the Treasury, as well as with commercial banks, the Namibian Manufacturers' Association, NGOs, other international donors (e.g. GTZ).

3.2.4.4. ANALYSIS OF COUNTRY CONDITIONS THAT HELPED ACHIEVE SUCCESS

Since 1991, Namibia has been a member country of the MTCP and over the years, good relationships have been established between both countries. Prior to this TC, Namibia has been sending various study visits and attachments of its officials to Malaysian agencies to learn from the Malaysian development experience.

The success of this TC was also largely due to the commitment of the MTI to promote SMEs and entrepreneurship in Namibia. In 2004, Namibia's manufacturing sector contributed about 11% of GDP. Historically the Namibian manufacturing has been inhibited by a small domestic market, dependence on imported goods, limited supply of local capital, widely dispersed population, small skilled labour force and high relative wage rates, and subsidised competition from South Africa. To address some of these challenges, the MTI has drawn up the MTI 2010 Mid Term Strategic Plan which outlines facilitative and supportive strategies to grow the local enterprises especially the Small and Medium Enterprises (SMEs). One of the programmes of the MTI 2010 is the entrepreneurship development programme which aims at nurturing the local entrepreneurs to be more resilient and competitive. Having these policies and strategies in place demonstrates the commitment of the country to address the challenges thus making the TC more effective.

3.2.4.5. SUMMARY OF MTCP'S ROLE

The MTCP dispatched an expert to Namibia for a period of six months on a cost sharing basis, with Malaysia bearing the international costs while the other costs were borne by Namibia.

3.2.4.6. FACTORS LIMITING SUCCESS

The attachment period of the Malaysian expert under the TC was only for six months and although the MTI wanted the attachment to be extended, the expert had other commitments.

The MTI then planned to submit a follow request for a follow-up TC, but that did not materialise.

Furthermore, although there have been organisation changes and restructuring of the MTI to manage the expanded role of the SME unit and the BSSP, the budget allocated was still small.

3.2.4.7. LESSONS LEARNED

This TC demonstrates that programmes that fall within the larger policies and strategies of a country are more effective and can garner the support from other stakeholders within the country. Having the expert to work closely with counterparts has helped to ensure capacity development and sustainability after the conclusion of the TC.

3.2.5. COMPLEMENTARITY OF TC AND OTHER SUPPORT - SMART SCHOOL PROJECT

A large proportion of the TC received by Malaysia has been part of a larger programme which included infrastructure and equipment to complement the capacity development provided. This has enabled the projects to be sustainable. This example demonstrates that TC works best when necessary conditions are in place to ensure that TC provision complement various forms of CD support and development assistance in achieving expected results.

3.2.5.1. BACKGROUND

As part of Malaysia's pledge to support the Initiative for ASEAN Integration (IAI) and the initiative to promote the application of ICT in neighbouring ASEAN countries and to narrow the digital divide through capacity building projects, in 2002, the MTCP launched a special TC, the Smart School Project, to assist Cambodia, Laos, Myanmar and Vietnam (CLMV). Through the Smart School Project, Malaysia is able to share its experience in developing smart schools with the CLMV countries.

The Smart School Project has the following objectives:

- (i) To develop nation building in line with the E-ASEAN Initiative;
- (ii) To promote selected schools as experimental test beds, making the educational transition from a traditional model to the smart school model, in tandem with the knowledge-based economy;
- (iii) To promote selected schools as community centres for the diffusion of ICT to neighbouring communities and as a model for the recipient country's educational enhancement; and

- (iv) To provide a platform for the establishment of global linkages at the school level via the use of ICT and multimedia tools.

3.2.5.2. EMPIRICAL EVIDENCE

Phase 1 of the Smart School Project was implemented between 2002 and 2004, and involved two schools in Lao PDR and three schools in Myanmar. Their computer laboratories were equipped with PCs, other computer peripherals and courseware.

During the implementation period, teachers from Lao PDR and Myanmar were sent to Malaysia and trained in ICT and appropriate pedagogical skills to help implement and develop the smart schools in their respective countries. The training exposed the teachers to a workshop approach on how to effectively use ICT in teaching methods according to the subjects taught, specialised topics, year group and level of students and teachers' competencies. In addition, the training enabled the teachers to produce lesson plans that effectively incorporated technology-enhanced teaching and learning materials and activities, and plan the management of the classroom environment to maximise the potential of their ICT enriched lessons¹⁴.

In Myanmar, the smart schools have also set up a special arrangement to allow the general public access to the computers after school hours for a nominal fee, thus enabling the local communities to benefit from the diffusion of ICT.

Subsequently, there has also been a follow up to the project, with ten officers from Lao PDR coming to Malaysia for ICT training at MDeC in 2005, funded by the EU.

3.2.5.3. IMPLEMENTATION ARRANGEMENTS AND PROCESS

Although the majority of the activities under the MTCP take the form of training, in this case example, the training component of the TC is supported by another form of development assistance. The TC comprises two components: (1) the human resource development package via the provision of training of teachers in ICT; and (2) the infrastructure package via the setting up of computer laboratories in the selected schools. The implementing agency of this TC is the Malaysian Multimedia Development Corporation (MDeC)¹⁵.

Prior to the implementation of the project, MDeC had conducted fact-finding missions to the CLMV countries and had met with the relevant authorities to get their support and buy-in for the project.

¹⁴ Source: <http://www.msc.com.my/smartschool/events/clmv.asp> downloaded on February 25, 2008

¹⁵ The Multimedia Development Corporation (MDeC) was established by the Malaysian Government to oversee the development of the multimedia super corridor, aiming at building Malaysia's ICT capacities and exporting growth. One of the flagship applications of the MSC is the smart school initiative which has revolutionised education in terms of teaching-learning, management systems and training.

For instance, in Vietnam, the mission met with the Ministry of Education and Training, the Department of International Cooperation of the Ministry of Post and Telematics and the ASEAN Department of the Ministry of Foreign Affairs. In Cambodia, the mission met with the Ministry of Education, Youth and Sports. Visits were also made to potential schools and technical assessments were conducted to determine the hardware infrastructure to be supplied.

The Smart School Project was conducted in two phases:

- (i) The first phase of the Smart School project was implemented between 2002 and 2004 for Lao PDR and Myanmar.
- (ii) Under the second phase of this project, the Smart School project was introduced to Cambodia and Vietnam. This phase is still under implementation and will run from 2006 to 2008. Much of the approach under Phase 2 adopts the implementation features of Phase 1, with necessary modifications from lessons learned, taking into consideration relevant requirements of the respective countries.

In each of the schools selected for the pilot project, a classroom was set aside for conversion into a computer laboratory. The installation of the hardware was carried out while the teachers were being trained so that they would be able to implement the new skills and knowledge transferred once they were back in their home country. This approach has contributed to the success of the Smart School Project.

3.2.5.4. ANALYSIS OF COUNTRY CONDITIONS THAT HELPED ACHIEVE SUCCESS

The success of this project is largely due to the political and administrative support pledged during the ASEAN summit. Furthermore, in December 2005, during the 11th ASEAN Summit in Kuala Lumpur, the Malaysian Prime Minister had announced that "Malaysia will provide an additional grant of up to USD500,000 for the period 2006-2008 to support the Smart School Projects for Cambodia, Laos, Myanmar and Vietnam (CLMV), which will provide these countries with ICT facilities and a human resource development programme package".

3.2.5.5. SUMMARY OF MTCP'S ROLE

The implementation of the Smart School Project was totally funded by the MTCP, while the recipient countries provided the classrooms to be converted into computer laboratories.

The project is closely monitored and reported to the ASEAN Secretariat as it falls under the IAI.

3.2.5.6. FACTORS LIMITING SUCCESS

Although the CLMV countries have been supportive of the project, the ICT infrastructure in those countries has been hampered by the lack of connectivity. This limits the expansion of the project after the pilot project.

3.2.5.7. LESSONS LEARNED

This case study shows that in some situations, for TC to be sustainable there is a need for other support. The provision of equipment, working hand-in-hand with training, helps to ensure that the transfer of knowledge and skills can be enhanced with other TC support in the beneficiary countries. The TC has set the ICT standard for the newer ASEAN countries to adopt in order to bridge the digital gap. The TC is a good example of using technology to assist developing countries. It is also a good example of the MTCP working with the private sector to deliver services under TC.

3.2.6. ORGANIZATIONAL LEARNING AND SUSTAINED CHANGE - INTEGRATED AGRICULTURAL DEVELOPMENT PROJECT IN MALAWI

The TC interventions in Malaysia are largely with existing institutions/agencies. This is to ensure sustainability after the completion of the projects. This example demonstrates that TC works best for achieving capacity development when necessary conditions are in place to ensure that organisations can learn and change in order to achieve expected results.

3.2.6.1. BACKGROUND

Like many other African countries, agriculture production in Malawi could not expand rapidly to keep up with population demands largely due to limitations such as availability of quality seeds and animal breeds, availability of cheap fertilisers and quality animal feeds, lack of health and disease prevention and control programmes, high cost of feeds and marketing channels. Although Malawi had a strategy to develop the agricultural sector, the focus has not been in areas that can increase the income of farmers. This is further aggravated by the lack of coordination.

As a follow-up from the bilateral meeting between the Prime Minister of Malaysia and the President of Malawi, this Integrated Agricultural Development Project was proposed to help improve Malawi's agriculture sector. Under the Memorandum of Understanding (MoU) between Malaysia and Malawi signed on 11 February 2000, the Government of Malaysia, through the MTCP provided technical cooperation to Malawi to assist them in improving agricultural practices, diversification of agricultural activities and human resource capacity development.

The project entailed developing an effective integrated farm model for demonstration and effective technology transfer to farmers. Farmers were trained in the various agricultural

practices such as an organised crop, livestock and fish production, soil fertility management and others. More importantly, the farmers were organised into a farmers' cooperative to ensure the sustainability of the project beyond the timeline of the TC.

The project, which was officially launched in July 2000, was coordinated by the Malaysian Agricultural Research and Development Institute (MARDI) and was implemented with the collaboration of the Ministry of Agriculture and Irrigation of Malawi.

3.2.6.2. EMPIRICAL EVIDENCE

The achievement from the technology transfer activities was significant. After the project was implemented, it was demonstrated that the yield of the hybrid maize and soya bean variety crops increased significantly (see table below). The increase in crop production had solved the problem of food shortage, while the surplus was sold and or converted into quality animal feed.

Table 1: Crop, Livestock and Fish Production at Chakakala Village

| | Before Project | After Project | % Increase |
|--------------------------|----------------|---------------|-------------------|
| Livestock (units) | | | |
| - Chickens | 363 | 38,000 | More than 10,000% |
| - Feedlot Cattle | 0 | 10 | - |
| - Goats | 35 | 78 | 122% |
| - Cultured Fish | 0 | 10,000 | - |
| Crops (kg/ha) | | | |
| - Maize | 537 | 2,530 | 365.5% |
| - Soya Bean | 178 | 1,300 | 630.0% |

Source: Completion Project on Integrated Agriculture Development Project in Malawi, December 2003.

To ensure the sustainability and continuity of the project, a farmers' cooperative society (Kafulu Producers and Marketing Cooperative Society Limited) was established in October 2003. The cooperative with nine members as Board of Directors held its first general meeting on 16th November 2003. A management team consisting five officers was also appointed to assist with the administration. At the initial stage, the cooperative provided credit facilities and social services to its members. The cooperative generated income from investment in the banking institution, money collected from loan of farm machinery and facilities, agro processing, member fees and share holding. The income derived from the farms was accumulated into a revolving fund managed by the cooperative.

The final project evaluation held at the end of 2003, concluded that the MTCP project has succeeded in its main objectives to develop an integrated farming system for improvement

of agriculture production. It has also established a cooperative society and improved the incomes as well as livelihood of the people involved. This project has become as a model farm for agriculture production and farming community development in Malawi.

3.2.6.3. IMPLEMENTATION ARRANGEMENTS AND PROCESS

Initially, nine officers from Malawi were trained in several fields of agriculture production in Malaysia for three weeks. Three experts from Malaysia were then posted to Malawi, at Chitedze Agriculture Research Station, Lilongwe and the Project Management Office (PMO) was established in Chakakala, one of the poorest areas in the Central Region of Malawi. The project site was owned by ten farmers. The PMO started the integrated crop-livestock-fish farming project on the farmers' land.

The integrated farming project was managed by the farmers with supervision by officers from the PMO. The farm families work on the land on the activities of the integrated project. The ten farmers were organised to form the Chakakala Farmers Club and they were responsible for all the farm activities.

Meanwhile the fish farming project comprised of grow-out units. Fingerlings collected from the natural water bodies in Malawi were raised on land-based support units at Lake Malawi. The introduced species (Red Tilapia) were however only reared at the quarantine station.

Initially, the project was scheduled to end in July 2002 but was extended for another year before the project was officially handed over to the government of Malawi in 26 February 2004. Since project completion, the project has been managed by the farmers' cooperative that was established.

3.2.6.4. ANALYSIS OF COUNTRY CONDITIONS THAT HELPED ACHIEVE SUCCESS

Malawi is an agricultural country with agriculture accounting for 40% of the country's GDP and 85% of its export and employment. Even the manufacturing sector is largely based on processing of agriculture commodities. Per capita income was low with an average of USD160 (1997). More than 90 per cent of the population lives in rural areas

In 1995, Malawi launched its Agricultural and Livestock Development Strategy and Action Plan. This strategy was aimed at improving food security through increase smallholder production by adopting high yielding maize varieties and increasing use of fertilisers. In addition, it also focused on crop diversification to broaden the agriculture commodity base while providing the small-scale farmers with alternative sources of food and income.

The success of the project was also largely attributed to the support by the Government of Malawi as well as the capability of the local staff at the PMO.

3.2.6.5. SUMMARY OF MTCP'S ROLE

The Government of Malaysia, through the MTCP, bore all the costs of the project including the cost of running the PMO, purchase of equipment, project implementation, allowances for the PMO staff (including the local staff), travel expenses and housing rentals. The total cost for the 3-year project was RM4.8 million.

The MTCP also arranged to send three experts to be attached to the project.

3.2.6.6. FACTORS LIMITING SUCCESS

Out of the initial nine Malawi officers that were trained in Malaysia, only two officers reported for duty when the project started. This seriously affected the start-up phase of the project. Furthermore, the fish farming project was affected by floods and vandalism.

3.2.6.7. LESSONS LEARNED

The key success factor of this project was the establishment of the farmer's cooperative to ensure continuity. The establishment of the cooperative also showed that with a dedicated and trustworthy management team, the project was able to continue to operate and benefit the farming community after the conclusion of the TC.

The project is a good approach to demonstrate and introduce integrated agricultural development to other locations in Malawi.

3.3. OVERALL SUMMARY OF LESSONS LEARNED

The MTCP has been effective in promoting South-South ties by enabling Malaysian Government agencies as well as research and training institutions and experts to share their knowledge and skills with other developing countries and by fostering networking between government agencies, NGOs, and, to a lesser extent, the private sector. The MTCP has also enabled the transitional economies that often lack knowledge of and exposure to market practices and norms to develop a better understanding of market processes to deal with the challenges of globalisation.

The six MTCP case examples of (1) providing training for Timor Leste officials, (2) responding to the demand for regional training to combat the Avian Influenza, (3) providing capacity building to senior Sudanese officials, (4) redesigning the Vendor Development Programme for Namibia, (5) introducing the SMART School project, and (6) developing an integrated agricultural development project in Malawi shows how TC works best for achieving capacity development in different situations.

4. OVERALL CONCLUSIONS, ISSUES IDENTIFIED AND RECOMMENDATIONS

4.1. OVERALL CONCLUSIONS

As a former recipient of technical cooperation as well as a rapidly emerging nation, Malaysia has a wealth of development experience to share with other developing countries. SSC provides a “smart partnership” framework for Malaysia to share her development experience and expertise under the Malaysia Technical Cooperation Programme (MTCP) with other developing countries in line with the policy of “prosper thy neighbour”. This policy is the philosophical basis of Malaysia’s bilateral technical cooperation programme.

The creation of the MTCP is seen as a vehicle for sharing Malaysia’s development experience with other developing countries, especially in specific areas where Malaysia has strengths and expertise. The MTCP was part of the strategy and commitment of the Government to promote TCDC, strengthen bilateral, regional and sub-regional cooperation, and nurture collective self-reliance among developing countries. The establishment of the MTCP is a big step forward for Malaysia, as it signifies the country’s willingness to assist other developing countries in their efforts at developing their economies. It has provided the Malaysian government with an instrument to further Malaysia’s commitment in the international arena to play a leading role among developing countries.

The success of Malaysia in moving the SSC agenda through the MTCP has also been recognised by development agencies who have found it relevant to familiarise government officials from other developing countries with the Malaysian experience. Development agencies have been working together with the MTCP to arrange for study visits for delegations from South countries to learn by seeing Malaysia’s experience. Many of these programmes are on a conducted on a cost-sharing basis through the TCTP. Malaysia’s experience has proven that cooperation between countries in similar stages of economic development had resulted in greater impact on developing countries than the conventional North-South approach. Having gone through the development path puts Malaysia in a good position to share her experiences with other developing countries through the SSC framework.

The MTCP has been effective in promoting South-South ties by enabling Malaysian Government agencies as well as research and training



institutions and experts to share their knowledge and skills with other developing countries and by fostering networking between government agencies, NGOs, and, to a lesser extent, the private sector. The MTCP has also enabled the transitional economies that often lack knowledge of and exposure to market practices and norms to develop a better understanding of market processes to deal with the challenges of globalisation.

The six MTCP case examples of (1) providing training for Timor Leste officials, (2) responding to the demand for regional training to combat the Avian Influenza, (3) providing capacity building to senior Sudanese officials, (4) redesigning the Vendor Development Programme for Namibia, (5) introducing the SMART School project to CLMV countries, and (6) developing an integrated agricultural development project in Malawi shows how TC works best for achieving capacity development in different situations.

4.2. ISSUES IDENTIFIED

The key factor behind the success of the MTCP has been attributed to the political and administrative support to the Programme. The key government agencies recognise the role and importance of the programme for SSC through showcasing and sharing of Malaysia's success with other South countries. The success of the MTCP training activities are largely attributed to the experience of the Malaysian training institutions. Great experience is the key success factor of the agencies to design and implement programmes that meet the priorities and needs of the developing countries. While most of these institutions are public agencies, they often include qualified practitioners as resource persons who share their experiences to make learning relevant and useful.

Malaysia's own track record and experience in addressing issues pertaining to poverty reduction and economic growth puts the country in a good position to share them with other developing countries. MTCP participating countries have also benefited from training courses that include topics such as economic planning and development, poverty alleviation, and central banking to meet the changing needs and demands from the recipient countries.

However, managing the MTCP is not without its challenges. The overall budget allocated to the MTCP is limited. The funding of the MTCP activities is largely fully-funded by the Malaysian Government. A total of RM600 - RM640 million has been allocated to the MTCP since its inception in 1980. While the number of MTCP participating countries started with five³⁵ countries in 1980, the number has expanded to 138 countries in 2007. The increasing range of programmes available to the increasing number of participating countries has put a heavy strain on the financial resources of the MTCP.

The increasing challenges faced by developing countries today have created new demands on the MTCP resulting in increasing the number of courses offered. This has in turn, strained the infrastructure of some of the implementing agencies due to capacity constraints.

Other issues of concern in relation to the MTCP include the issue of language. Malaysia lacks foreign language experts and thus the MTCP is able only to provide training in English. However, in many of the developing countries such as the CIS and some ASEAN countries, English is not even a second language. The lack of English language skills have limited the ability of the participants to take full advantage of the courses as well as limited the understanding and absorption of the information given. Trying to cater for countries with cultural differences has also been a challenge for the MTCP. There have been instances of lack of sensitivity for cultural differences because Malaysians are not trained to cope with cross-cultural participants.

Coping with the rapidly increasing number of participating countries have created some strains on the budget and manpower allocated and assigned to the MTCP. While the EPU has managed to cope with such demands successfully, the manpower could not give equal attention to other aspects of managing the MTCP, such as the creation and maintenance of a comprehensive and current data-bank on all important aspects of the MTCP programmes for the purpose of monitoring and coordinating them as well as carrying out post-evaluation studies to ascertain the impact of the programmes. The follow-up or post-course mechanism is not fully in place and this has limited the ability to assess the impact of the training and to make training more cost effective and efficient in its programme delivery.

4.3. KEY RECOMMENDATIONS

Malaysia's role in providing technical cooperation for SSC and the role of the MTCP in promoting cooperation among developing countries should be continued and strengthened with strong political and administrative support. However, improvements should be made in terms of the processes of planning, implementation, monitoring, coordination and evaluation of the MTCP. This will ensure its continued relevance with global developments and the growing needs and demands of the recipient countries.

To ensure relevancy with global trends, constant revision and expansion of its existing courses and regular designing of new courses should be carried out so that course curriculum is kept abreast with changes in the global environment. With the limited resources and growing needs from recipient countries, the MTCP has to balance between responding to the demands of certain countries in developing country-focus and custom-made courses, to developing general courses that could cater to the needs of a larger pool of participants instead of concentrating on a country or a region.

In view of its limited resources to cope with increasing demands, the ability to cost-share programmes with international partners will be an important option for the MTCP in the future. The MTCP will need to explore suitable modalities of cooperation with its international partners as well as increase collaboration with these partners to enable further outreach of the MTCP's activities. Through the networking and partnerships with other international and multilateral agencies, it is anticipated that the MTCP will continue to evolve and incorporate good practices while ensuring that the sharing of experiences and

ideas would spur positive actions that will best suit the management of the MTCP. This will in turn increase the capability of the MTCP in offering programmes of relevance with respect to the aspiration of Malaysia to be the hub for human capital and capacity development. Malaysia will thus continue to extend technical cooperation to other South countries in line with the “prosper thy neighbour policy” as a strong advocate of the SSC.

The MTCP experiences gained from the TCs in Timor Leste, Sudan, Namibia, Malawi, the CLMV countries of Cambodia, Laos, Myanmar and Vietnam, regional training to combat the Avian Influenza, and other TCs carried out through the auspices of the MTCP should be continued and shared with other developing countries. This will ensure the expansion of learning opportunities and knowledge-sharing through the MTCP’s main modalities of: (1) the provision of long-term fellowships and scholarships for studies at various institutions in Malaysia; (2) provision of short-term specialised training for participants at various training institutions and government agencies in Malaysia; (3) study visits and practical attachments at various government agencies in Malaysia; (4) advisory services by the dispatch of Malaysian experts and advisors; and (5) project type assistance, including socio-economic projects and provisions of supplies and equipment on a very selective basis.

MTCP has been acknowledged internationally as having the expertise and institutional capacity, which will promote a better understanding among the South countries as well as reinforce mutual support in addressing international issues with a view to advance South collaboration for a better future for all.

ANNEX 1: MTCP COURSES BY IMPLEMENTING AGENCY AND SECTOR

| MTCP Courses | Implementing Agency | Sector | | | | | | | | | |
|--|---------------------|-------------|------------------|----|-------------------|----------------|-----------------|-------------------|---------------------|-----|---|
| | | Agriculture | Trade & Industry | IT | Foreign Relations | Mgt & Services | HRD & Education | Finance & Banking | Poverty Alleviation | STE | |
| 1a S&T Management Training Course for Researchers in OIC Countries | ASM | | | | | | | x | | | x |
| 2a Financial Regulations Forum on Islamic Finance | BNM | | | | | | | x | | x | |
| 2b 2nd Insurance Regulation and Supervision Course | BNM | | | | | | | x | | x | |
| 2c 6th Banking Supervision Foundation Course | BNM | | | | | | | x | | x | |
| 2d Islamic Banking & Finance for Central Bankers | BNM | | | | | | | x | | x | |
| 2e 25th Central Banking Course | BNM | | | | | | | x | | x | |
| 3a Web Page Design and Dynamic Web Page Design | FOSEE | | | x | | | | | | | |
| 3b Multimedia Enhanced Instruction System for Technical Edu & Training | FOSEE | | | x | | | | x | | x | |
| 3c Managing E-University; Study Visit for Sr Officials | FOSEE | | | x | | | | x | | | |
| 3d Networking Applications and Operations and Hardware Technology | FOSEE | | | x | | | | | | | x |
| 3e Instructional Design and Multimedia Content Development | FOSEE | | | x | | | | | | | x |
| 4a Plastic Injection Moulding Technology | CIAST | | | | | | | | | | x |
| 5a Approach Control (Non-Radar) | DCA | | | | | | | | | | x |
| 5b Approach Radar Control | DCA | | | | | | | | | | x |
| 6a Policies & Strategies for Sustainable Tourism Devt: | CTC | | | | | | | x | | | |

| MTCP Courses | Implementing Agency | Sector | | | | | | | | | |
|--------------------------|---|-------------|------------------|----|-------------------|----------------|-----------------|-------------------|---------------------|-----|---|
| | | Agriculture | Trade & Industry | IT | Foreign Relations | Mgt & Services | HRD & Education | Finance & Banking | Poverty Alleviation | STE | |
| The Malaysian Experience | | | | | | | | | | | |
| 7a | Certificate in Co-operative Management | MKM | | | | | | x | | | |
| 7b | Certificate in Co-operative Auditing | MKM | | | | | | x | | x | |
| 7c | Certificate in Co-operative Human Resource Management | MKM | | | | | | x | x | | |
| 7d | Certificate in Poverty Reduction Programme | MKM | | | | | | x | | | x |
| 8a | Macrobrachium ROSENBERGII Aquaculture Management | DOF | x | | | | | x | | | x |
| 8b | Brackishwater Aquaculture Management Course | DOF | x | | | | | x | | | x |
| 8c | Fisheries Management Course | DOF | x | | | | | x | | | x |
| 8d | Shrimp Hatchery Management Course | DOF | x | | | | | x | | | x |
| 9a | Flood Mitigation and Stormwater Mgt | DID | | | | | | x | | | x |
| 9b | International Course on Irrigation System Management | DID | | | | | | x | | | x |
| 10a | Animal Feed Production and Quality Assurance | DVS | x | | | | | | | | x |
| 10b | Animal Quarantine Management | DVS | x | | | | | x | | | x |
| 10c | Artificial Breeding in Cattle | DVS | x | | | | | | | | x |
| 10d | Modern Farming System in Broiler Production | DVS | x | | | | | | | | x |
| 10e | HACCP- Based Inspection System | DVS | x | | | | | | | | x |
| 10f | Information and Communication Technology | DVS | x | x | | | | | | | |

| MTCP Courses | Implementing Agency | Sector | | | | | | | | | |
|--------------|--|--------------------------|------------------|----|-------------------|----------------|-----------------|-------------------|---------------------|-----|---|
| | | Agriculture | Trade & Industry | IT | Foreign Relations | Mgt & Services | HRD & Education | Finance & Banking | Poverty Alleviation | STE | |
| | | in Veterinary Services | | | | | | | | | |
| 10g | Veterinary Laboratory Technologies | DVS | x | | | | | | | | x |
| 10h | Management of Veterinary Services | DVS | x | | | | x | | | | |
| 11a | Environmental Management and Pollution Control for OIC and Asia-Pacific Countries | EiMAS | | | | | x | | | | |
| 12a | Road Traffic Accident (RTA) Rescue | BOMBA | | | | | | | | | x |
| 12b | International Structural Fire Fighting for Developing Countries | BOMBA | | | | | | | | | x |
| 12c | Technical Rope Rescue (TRR) | BOMBA | | | | | | | | | x |
| 13a | International Course on Building Construction & Maintenance for CLMV Countries | ITIDI | | | | | x | | | | x |
| 13b | International Course on Integrated Housing Project Development for ASEAN Countries | ITIDI | | | | | x | | | | x |
| 13c | International Course on Road Construction & Maintenance for African Countries | ITIDI | | | | | x | | | | x |
| 13d | International Course on Road Construction & Maintenance for ASIA & SAARC Countries | ITIDI | | | | | x | | | | x |
| 14a | Epidemiological Intelligence and Management Programme (EIMP) | Institute for Health Mgt | | | | | x | | | | |
| 15a | Poverty Alleviation: Localising The Anti-Poverty Agenda - The Malaysian Experience | INFRA | | | | | x | | | x | |

| MTCP Courses | Implementing Agency | Sector | | | | | | | | | |
|--------------|--|-------------|------------------|----|-------------------|----------------|-----------------|-------------------|---------------------|-----|---|
| | | Agriculture | Trade & Industry | IT | Foreign Relations | Mgt & Services | HRD & Education | Finance & Banking | Poverty Alleviation | STE | |
| 15b | Poverty Alleviation: Localising The Anti-Poverty Agenda - The Malaysian Experience | INFRA | | | | | | x | | | x |
| 16a | Diplomatic Training Course for International Participants 1/2007 | IDFR | | x | | x | x | | | | |
| 16b | English for Diplomacy (Francophone and Russian Speakers) | IDFR | | | | x | x | | | | |
| 16c | Crisis Management for International Participants | IDFR | | | | x | x | | | | |
| 16d | Multilateral Diplomacy | IDFR | | | | x | x | | | | |
| 16e | Diplomatic Training Course for International Participants 2/2007 | IDFR | | | | x | x | | | | |
| 16f | Course on Negotiations for International Participants | IDFR | | | | x | x | | | | |
| 16g | Strategic Analysis for International Participants | IDFR | | | | x | x | | | | |
| 16h | Orientation Course for Heads of Mission from Afghanistan, Iraq & Timor Leste | IDFR | | | | x | x | | | | |
| 17a | Diploma in Applied Parasitology & Entomology (DAP&E) | IMR | | | | | | | | | x |
| 17b | Diploma in Medical Microbiology (DMM) | IMR | | | | | | | | | x |
| 18a | Peace Building & Human Security for Timor Leste and Afghan Senior Officials | INPUMA | | | | x | x | | | | |
| 18b | International Policies and Economics for CLMV Public Officials V | INPUMA | | | | x | x | | | | |
| 18c | Effective Capacity Building for Senior Sudanese Officials | INPUMA | | | | x | x | | | | |

| MTCP Courses | Implementing Agency | Sector | | | | | | | | | |
|--------------|--|-------------|------------------|----|-------------------|----------------|-----------------|-------------------|---------------------|-----|---|
| | | Agriculture | Trade & Industry | IT | Foreign Relations | Mgt & Services | HRD & Education | Finance & Banking | Poverty Alleviation | STE | |
| V | | | | | | | | | | | |
| 19a | Developing Classroom Skill I | IPBA | | | | | | | x | | |
| 19b | Exploring Language Teaching Through Literature | IPBA | | | | | | | x | | |
| 19c | Developing Classroom Skill II | IPBA | | | | | | | x | | |
| 19d | English for Effective Communication I | IPBA | | | | | | | x | | |
| 19e | English for Effective Communication II | IPBA | | | | | | | x | | |
| 19f | Integrating ICT into Language Teaching | IPBA | | | x | | | | x | | |
| 19g | Testing and Evaluation in Second Language Teaching | IPBA | | | | | | | x | | |
| 20a | Drafting, Investigation and Prosecution Course | ILKAP | | | | | | x | | | |
| 21a | Familiarization Programme for Officials of Investment Promotion Agencies | MIDA | | x | | | | x | | | |
| 22a | Emergency Response and Rescue Operation | ALAM | | | | | | x | | | x |
| 22b | Maritime Environmental Conservation | ALAM | | | | | | x | | | x |
| 22c | Inland Waterways Management | ALAM | | | | | | x | | | x |
| 22d | Transportation of Natural Gas | ALAM | | | | | | x | | | x |
| 23a | Printing Technology | PNMB | | | | | | | | | x |
| 24a | Palm Oil Familiarization Programme | MPOB | x | | | | | | | | x |
| 24b | Oil Palm Plantation Management Course | MPOB | x | | | | | x | | | |
| 25a | Tax Enforcement Course | APM | | | | | | x | | | |
| 25b | General Tax Administration | APM | | | | | | x | | | |

| MTCP Courses | | Implementing Agency | Sector | | | | | | | | |
|--------------|--|-------------------------------|-------------|------------------|----|-------------------|----------------|-----------------|-------------------|---------------------|-----|
| | | | Agriculture | Trade & Industry | IT | Foreign Relations | Mgt & Services | HRD & Education | Finance & Banking | Poverty Alleviation | STE |
| Course | | | | | | | | | | | |
| 25c | Tax Treaty Course | APM | | | | | | x | | | |
| 26a | Computing & Evaluation on Networking for CLMV | MMC | | | x | | | | | | |
| 26b | Advanced Computing & Mobile & Satellite Communications System for CLMV | MMC | | | x | | | | | | |
| 26c | Managing Network & Mastering Technology to Create Digital Environment for CLMV | MMC | | | x | | | | | | |
| 26d | Computing and Evaluation on Networking | MMC | | | x | | | | | | |
| 26e | Advanced Computing & Mobile & Satellite Communications System | MMC | | | x | | | | | | |
| 26f | Managing Network & Mastering Technology to Create Digital Environment | MMC | | | x | | | | | | |
| 27 | Course in Record Management | National Archives of Malaysia | | | | | | x | | | |
| 28a | Performance Audit | NAA | | | | | | | x | | |
| 28b | ICT Auditing | NAA | | | x | | | | x | | |
| 29a | Training Methodology | INTAN | | | | | | | x | | |
| 29b | Leadership and Organizational Mgt | INTAN | | | | | | x | | | |
| 29c | HR Management in the Public Sector | INTAN | | | | | | x | x | | |
| 29d | IT Management in the Public Sector | INTAN | | | x | | | x | | | |
| 29e | Quality Service in the Public Sector | INTAN | | | | | | x | | | |

| MTCP Courses | Implementing Agency | Sector | | | | | | | | | |
|--------------|---|------------------------------|------------------|----|-------------------|----------------|-----------------|-------------------|---------------------|-----|--|
| | | Agriculture | Trade & Industry | IT | Foreign Relations | Mgt & Services | HRD & Education | Finance & Banking | Poverty Alleviation | STE | |
| 29f | Project Planning and Management | INTAN | | | | | | x | | | |
| 29g | Managing Privatization | INTAN | | | | | | x | | | |
| 29h | Integrated Environmental Planning & Management | INTAN | | | | | | x | | | |
| 29i | Managing Agriculture System | INTAN | x | | | | | x | | | |
| 29j | Strategic Management | INTAN | | | | | | x | | | |
| 29k | Developing Multimedia Applications for Managers | INTAN | | | x | | | x | | | |
| 29l | IT Management in the Public Sector | INTAN | | | x | | | x | | | |
| 29m | Urban Planning and Management | INTAN | | | | | | x | | | |
| 29n | ASEAN Case Study Workshop | INTAN | | | | | | x | | | |
| 29o | Economic Planning and Management | INTAN | | | | | | x | | | |
| 29p | Senior Executive Development Programme | INTAN | | | | | | x | | | |
| 30a | International Course in Property Valuation | INSPEN | | | | | | x | | | |
| 30b | International Course in Property Taxation | INSPEN | | | | | | x | | | |
| 30c | International Course: IT in Real Estate Business | INSPEN | | | x | | | x | | | |
| 30d | International Course: Valuation of Special Properties | INSPEN | | | | | | x | | | |
| 31a | Senior Executive Workshop on Leadership Development for Senior Management of National Libraries in Developing Countries | National Library of Malaysia | | | | | | x | | | |
| 32a | System Development for Small Medium Enterprises | NPC | | x | | | | x | | | |

| MTCP Courses | Implementing Agency | Sector | | | | | | | | | |
|--------------|--|-------------|------------------|----|-------------------|----------------|-----------------|-------------------|---------------------|-----|---|
| | | Agriculture | Trade & Industry | IT | Foreign Relations | Mgt & Services | HRD & Education | Finance & Banking | Poverty Alleviation | STE | |
| | Programme | | | | | | | | | | |
| 32b | Work Study for Productivity Improvement Programme | NPC | x | | | | x | | | | |
| 33a | Breakthrough Supervisory Techniques in Oil, Gas and Petrochemical Industry for ASEAN Countries | PMTSB | | | | | | | | | x |
| 33b | Maintenance and Safety in the Oil, Gas and Petrochemical Industry for Sudan, Egypt, Oman, Ethiopia, Yemen and Mozambique | PMTSB | | | | | x | | | | x |
| 33c | Technical Training for Engineers from CLMV, Timor Leste and Indonesia in the Oil, Gas and Petrochemical Industry | PMTSB | | | | | | | | | x |
| 34a | Training Programme on Management Consultancy for Libya | PSDC | | | | | x | | | | |
| 34b | Training Programme on Mixed Development for Iran, Libya & Saudi Arabia | PSDC | | | | | x | | | | |
| 34c | Training Programme on Legal Framework for Land Requisition & Islamic Finance for Bangladesh, Cambodia, Indonesia, Lao PDR & Saudi Arabia | PSDC | | | | | x | | x | | |
| 34d | Training Programme on Water Resources for Bangladesh, Indonesia, Iran & Saudi Arabia | PSDC | | | | | x | | | | x |
| 34e | Training Programme on Highways for Iran, Lao PDR & Saudi Arabia | PSDC | | | | | x | | | | x |

| MTCP Courses | | Implementing Agency | Sector | | | | | | | | | |
|--------------|---|---|-------------|------------------|----|-------------------|----------------|-----------------|-------------------|---------------------|-----|---|
| | | | Agriculture | Trade & Industry | IT | Foreign Relations | Mgt & Services | HRD & Education | Finance & Banking | Poverty Alleviation | STE | |
| 34f | Training Programme on Independent Power Producer for Indonesia, Iran & Lao PDR | PSDC | | | | | | x | | | | x |
| 35a | International Course for Senior Officers of Customs on Commercial Fraud | AKMAL | | | | | | x | | | | |
| 35b | Chief Secretary General Fellowship Programme for Senior Officers of Customs | AKMAL | | | | | | x | | | | |
| 35c | Attachment Programme for CLMV Senior Officers on Customs' Automation | AKMAL | | | | | | x | | | | |
| 35d | International Course for Senior Officers of Customs on Narcotic Identification & Narcotic Law Enforcement | AKMAL | | | | | | x | | | | |
| 35e | International Course for Senior Officers of Customs on Passenger Examination | AKMAL | | | | | | x | | | | |
| 35f | Attachment Programme for CLMV Senior Officers on CEPT Products & Procedures | AKMAL | | | | | | x | | | | |
| 36a | Islamic Markets Programme | SIDC | | | | | | x | | x | | |
| 36b | Emerging Markets Programme | SIDC | | | | | | x | | | | |
| 37a | Professional Development Course for Science/Mathematics Educators | SEAMEO Regional Centre for Education in Science and Maths | | | x | | | | | x | | |
| 38a | International Workshop on Standards & Quality | SIRIM Berhad | | | | | | | | | | x |
| 38b | Training Programme on Industrial Automation | SIRIM Berhad | | x | | | | | | | | x |

| MTCP Courses | Implementing Agency | Sector | | | | | | | | | |
|--------------|---|--------------|------------------|----|-------------------|----------------|-----------------|-------------------|---------------------|-----|---|
| | | Agriculture | Trade & Industry | IT | Foreign Relations | Mgt & Services | HRD & Education | Finance & Banking | Poverty Alleviation | STE | |
| 38c | Training Programme on Quality Improvement Framework for SME Development | SIRIM Berhad | | | | | | x | | | |
| 38d | Training Programme on Enhancing Competitiveness Through CAD/CAM Application | SIRIM Berhad | | | | | | | | | x |
| 38e | Training Programme on CP Technology for Sustainable Development | SIRIM Berhad | | | | | | | | | x |
| 38f | Senior Mgt Programme on Managing (RTOs) | SIRIM Berhad | | | x | x | x | | | | |
| 39a | Digital Radio Studio | IPTAR | | | | | | | | | x |
| 39b | Video Editing System | IPTAR | | | | | | | | | x |
| 39c | Radio Jingle Production | IPTAR | | | | | | | | | x |
| 39d | TV Documentary Production | IPTAR | | | | | | | | | x |

Academy Of Sciences Malaysia (ASM)

Central Bank of Malaysia (BNM)

Central for Foundation Studies and Extension Education (FOSEE), Multimedia University

Centre for Instructor and Advanced Skill Training (CIAST)

Civil Aviation College Malaysia (DCA)

Commonwealth Tourism Centre (CTC)

Cooperative College of Malaysia (MKM)

Department of Fisheries (DOF)

Department of Irrigation and Drainage (DID)

Department of Veterinary Services (DVS)

Environmental Institute of Malaysia (EiMAS)

Fire and Rescue Department of Malaysia (BOMBA)

Ikram Training and Infrastructure Development Institute (ITIDI)
Institute for Rural Advancement (INFRA)
Institute of Diplomacy and Foreign Relations (IDFR)
Institute of Medical Research Malaysia (IMR)
International Institute of Public Policy and Management (INPUMA)
International Languages Teacher Training Institute (IPBA)
Judicial and Legal Training Institute (ILKAP)
Malaysian Industrial Development Authority (MIDA)
Malaysian Maritime Academy (ALAM)
Malaysian National Printers Limited (PNMB)
Malaysian Palm Oil Board (MPOB)
Multimedia College (MMC)
National Audit Academy (NAA)
National Institute of Public Administration (INTAN)
National Institute of Valuation (INSPEN)
National Productivity Corporation (NPC)
Petronas Management Training Sdn Bhd (PMTSB)
Professional Services Development Corporation Sdn Bhd (PSDC)
Royal Customs Academy Malaysia (AKMAL)
Securities Industry Development Centre (SIDC), Securities Commission
Tun Abdul Razak Broadcasting Institute (IPTAR)

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