

**Kingdom of Cambodia
Ministry of Education, Youth and Sport**

**PREPARATORY SURVEY ON
JAPANESE GRANT AID FOR
HUMAN RESOURCE DEVELOPMENT SCHOLARSHIP
IN THE KINGDOM OF CAMBODIA

FINAL REPORT**

March 2014

**Japan International Cooperation Agency (JICA)
Japan International Cooperation Center (JICE)**

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Summary

1. Summary of the Preparatory Survey

Background of the Survey

The Japanese Grant Aid for Human Resource Development Scholarship (hereinafter referred to as “JDS”) Program¹ was first launched in Uzbekistan and Laos in fiscal 1999 as part of the “100,000 International Students Plan” of the Japanese government, with the aim of developing human resources who can play core roles in the formulation and implementation of social and economic development policies in developing countries. The program has later been introduced to other countries as well, and the number of target countries has reached 14 by fiscal 2013.

JDS has introduced a new system (hereinafter referred to as “the new system”) gradually for further effectiveness and efficiency since 2008, and it has been introduced in Vietnam, Kingdom of Cambodia (hereinafter referred to as “Cambodia”), Bangladesh, and Sri Lanka, in which the dispatch of participants to Japan in 2013 marked the completion of the dispatch of JDS participants in the six-year project cycle.

Under such circumstances, this Preparatory Survey was decided to be conducted with the aim of verifying the appropriateness of continuing with this project and properly reflecting the Country Assistance Policy for Cambodia, relevant JICA programs, etc. in the formulation of the project based upon the results of reviewing the needs of the Cambodian government.

Objectives of the Survey

The main objectives of the survey are as follows:

- For the survey team and the JDS Operating Committee of Cambodia to discuss and agree on target priority areas (Sub-Programs)/development issues (Components) based on national development plans of Cambodian government, such as the Rectangular Strategy and National Strategic Development Plan, and the Country Assistance Policy for Cambodia by the Japanese government and allotted number of participants per Sub-Program. Also to consider the contents and the budget of Special Programs provided by the Accepting Universities, and figure out the program scale design (draft) for acceptance of the JDS participants for the next four batches.
- To conduct the selection for the applicants nominated by the Target Organizations and select the final successful candidates. To finalize the Basic Plan for each Sub-Program, with involvement from the Accepting Universities, based on the information through the discussion between the survey team and Target Organizations and meetings between faculty members of the universities and the Operating Committee members.

¹ Japanese Grant Aid for Human Resource Development Scholarships (JDS) Program: A human resource development (overseas education) scheme provided to currently 12 countries through Japanese grant aid.

Method of the Survey

As part of the Preparatory Survey, the survey in Cambodia has been conducted from August 2013 to March 2014.

- August 2013: Confirmation of the principle/policy for the survey
 - (1) to set Sub-Programs and Components in accordance with Country Assistance Policy for Cambodia by Japanese government and development needs of Cambodia
 - (2) to select and determine the Accepting Universities of Japan which would provide the educational programs corresponding to each Sub-Program/Component
 - (3) to select Target Organizations corresponding to each Sub-Program/Component
 - (4) to select Managing Organizations corresponding to each Sub-Program/Component
 - (5) to confirm the implementation system
- September 2013 to February 2014: Recruitment and Selection of the JDS applicants of the 1st batch
- October 2013: Estimation of the program scale
- December 2013: Formulation of the drafts of Basic Plans for each Sub-Program
- March 2014: Confirmation of the Basic Plans for Sub-Programs

Results of the Survey

Sub-Programs/ Components in Cambodia set in this Preparatory Survey are shown in the next page.

Framework of JDS Cambodia (2014-2017: 2nd Phase of the New System)

Sub-program (Target Priority Area)	Component (Development Issues)		Target Organization (Applicants who belong to the target organizations are eligible to apply for corresponding component)	Accepting University	Graduate School (GS)	Slot
1. Strengthening of Economic Basis	1-1. Economic Infrastructure Development	Social Infrastructure	Ministry of Public Works and Transport / Ministry of Industry, Mines and Energy / Ministry of Post and Telecommunications / Ministry of Land Management, Urban Planning and Construction / Ministry of Rural Development / Ministry of Environment / Ministry of Tourism / Ministry of Labor and Vocational Training / Electricity of Cambodia / Phnom Penh Autonomous Port / Phnom Penh Water Supply Authority / Sihanouk Ville Autonomous Port / Phnom Penh Department of Public Works and Transport / Siem Reap Water Supply Authority / Siem Reap Department of Public Works and Transport / Lecturers of National University (faculty of science and engineering field only)**	Nagoya University	GS of Environmental Studies	3
		Electrical Infrastructure		Tokai University	GS of Engineering	2
	1-2. Private Sector Development	Machinery Industry Development	Ministry of Industry, Mines and Energy / Ministry of Post and Telecommunications / Ministry of Labor and Vocational Training / Ministry of Public Works and Transport / Electricity of Cambodia / Telecom Cambodia / National Information Communications Technology Development Authority (NiDA) / Lecturer of National University (faculty of science and engineering field only)**	Tokai University	GS of Engineering	2
		ICT Industry Development		International University of Japan (IUJ)	GS of International Management	2
	1-3. Economic Development		Ministry of Economy and Finance (Including General Department of Taxation, and Department of Customs) / Ministry of Commerce / Ministry of Industry, Mines and Energy / Council for the Development of Cambodia (CDC) / Ministry of Labor and Vocational Training / Ministry of Women Affairs / National Bank of Cambodia / Cambodia's Leading Independent Development Policy Research Institute (CDRI) / Lecturers of National University**	Kobe University	GS of International Cooperation Studies	3
	1-4. Agriculture and Rural Development		Ministry of Agriculture, Forestry and Fisheries (Including Provincial Departments) / Ministry of Water Resource and Meteorology / Ministry of Rural Development / Ministry of Environment / Lecturers of National University (faculty of science and engineering field only)**	Tokyo University of Agriculture and Technology	GS of Agriculture	2
2. Enhancement of Social Development	2-1. Improvement of Education Quality		Ministry of Education Youth and Sport (Including trainers of PTTC and RTTC) / National Institute of Education (NIE) / Lecturer of National University (faculty of science and engineering field only)**	Hiroshima University	GS for International Development and Cooperation (IDEC)	3
3. Enhancement of Governance	3-1. Improvement of Administrative Functions		Ministry of Planning / Ministry of Interior / Ministry of Economy and Finance / Office of the Council of Ministers / Secretariat of Council for Administrative Reform (CAR) / Ministry of Women Affairs / National Committee for Sub-national Democratic Development (NCDD) / Ministry of Civil Service / Provincial Cabinets in 23 provinces.	International University of Japan (IUJ)	GS of International Relations (GSIR)	3
	3-2. Legal and Judicial Development		Ministry of Justice (including courts) / Council for Legal and Judicial Reform / Royal school for Judges and prosecutors (Including active judges and prosecutors) / Lecturers of Royal University of Law and Economics**	Nagoya University	GS of Law	2
	3-3. Building of International Relations		Ministry of Foreign Affairs and International Cooperation / Council for the Development of Cambodia (CDC) / Ministry of Commerce / Ministry of Economy and Finance / Ministry of Environment / Ministry of Agriculture Forestry and Fisheries / Lecturers of National University**	Waseda University	GS of Asia-Pacific Studies	2

Evaluation of the JDS

Through the evaluation of the JDS, the Sub-Programs and Components, which were set in line with the human resource development needs of Cambodia, were found to be consistent with the challenges facing the country in its development efforts and the priority areas of the Country Assistance Policy for Cambodia by the Japanese government.

As the effects of human resource development projects should be considered from a long-term point of view, Project Designs, particularly the Project Purpose, which is the goal to be achieved by the time of completion of the project, can be nothing more than to improve the abilities of human resources working for the formulation of policies and other tasks in respective Target Organizations through getting them to learn the knowledge required to resolve relevant development issues. Ultimately, however, this is expected to lead to “contribution to resolving development issues facing one’s country” through effective utilization of the knowledge acquired by JDS participants in respective organizations back in their countries and provision of appropriate opportunities and duties to these former participants that will allow them to make good use of their knowledge.

The following indicators are used to measure the achievement of Project Purposes, and in light of the above perspective they are applied to all Components:

- Ratio of JDS participants who obtain Master’s degree
- Ratio of JDS participants assigned to a workplace which has good relevance to their research/expertise after their return from Japan

With respect to the indicator, “Ratio of JDS participants who obtain Master’s degree,” a high completion rate has been achieved as a result of the steady implementation of the following: 1. Encouraging applications by appealing to persons in charge of personnel in the Target Organizations of each Sub-Program and Component as well as the human resources that match the intent of the program at the time of recruitment; 2. Selecting JDS participants on the basis of, among others, academic knowledge, relevant work experience, basic training, and potential for contribution after returning home; and 3. Offering various types of support and periodic monitoring (namely, understanding and advising on academic, lifestyle, and health issues in the form of interviews) to JDS participants in Japan.

As for an indicator “Ratio of JDS participants assigned to a workplace which has good relevance to their research/expertise after their return from Japan” many governmental ministries and agencies voluntarily sign with the JDS participants a contract specifying the minimum period of work after returning home, in addition to the contract required by the JDS Project, as described in 2-5. This contributes to higher rate of reinstatement and retention of the JDS returned participants. Results of questionnaire survey with Target Organizations also have revealed that they arrange to have the JDS returned participants assigned to departments that allow them exercise their expertise.

Through introduction of the new system in FY2009, more and more Target Organizations comprised of Cambodia's governmental ministries and agencies are beginning to consider the JDS to be a scholarship program focusing on the development of administrative officers. In light of this, it is expected that the number of organizations to use the JDS Project for human resource developments will gradually pick up.

2. Recommendations

Cambodia is provided with scholarship programs from multiple countries. In order to achieve the JDS objectives and to maximize its effects under such a situation, it is important to make more people become interested in applying for the program at first and also to secure the quality of applicants.

Japanese government policies to further encourage the acceptance of students from overseas countries and unified efforts by related organizations across Japan would be desirable for securing the certain number of applicants. At the same time, as part of approaches to attract more people to the JDS Project, it would be necessary to continue to advertise distinctive characteristics of the JDS Project that set it apart from many other scholarship programs. Targeting public officers, the JDS is a well-designed program suitable for developing human resources who contribute to resolving development issues facing Cambodia. Relevant parties of Target Organizations are expected to deepen their understanding that the JDS Project benefits medium- to long-term development of their country. Specifically, the JDS Project has the following features that should be showcased: (i) Accepting Universities are positioned as project partners; (ii) a comprehensive system covering provision of advices and acceptance of participants is put in place where the JDS participants can receive curriculum that meet the situation of their countries through the Special Programs in addition to the existing programs; and (iii) generous support including regular monitoring is provided to the JDS participants throughout their stay in Japan.

In order to increase effects of the JDS Project it would be necessary to strengthen cooperation with other JICA projects, focus more on public relations activities through establishing and utilizing continual cooperation with 248 returned participants, and recruit personnel who could be a counterpart in future projects.

The concerns and recommendations obtained through the Survey are as follows:

(1) Setting of Target Organizations

Target Organizations were decided upon based on the results of discussions/consultations with the JDS Operating Committee members in Cambodia by reviewing the roles and mandates of individual organizations, and their relevance to Sub-Programs/Components, etc. Although many of them are those selected also in the 1st phase, part of Target Organizations were organized in this survey from the perspective of "focusing on governmental organizations" and in consideration of "which organizations should be defined as governmental organizations." Specifically, governmental organizations and

public corporations, etc.² which had been defined as “private” bodies in the 1st phase have been re-defined as those equivalent to governmental organizations, while the Bar Association of the Kingdom of Cambodia from which an indefinite number of private civilians may apply was excluded from the Target Organization list.³

It has been agreed with the Cambodian side that if further review of the list is required in the future a supplementary survey on Target Organizations in question or other approaches should be conducted in order to determine their inclusion in/exclusion from the list after consultation with the Cambodian side.

(2) Selection of Accepting University

The selection of accepting universities was conducted by JICA and the Embassy of Japan in Cambodia in a fair manner based on the well-defined selection guidelines during the Preparatory Survey this year. The Cambodian side has confirmed its appropriateness and issued their statement indicating their basic consent on the proposal made by the Japanese side. Based upon four-year project experience, selected as accepting universities were universities that have a structure in place to accept and provide guidance to Cambodian students with the understanding that their academic levels of English and math are lower compared with students of other countries.

As it is assumed that direct communication and cooperation between accepting universities, Operating Committee members and related parties, and Target Organizations will be strengthened further in the process of formulating the framework of the future project including accepting universities, it would be desirable that the accepting universities work on initiatives effective to help resolving development issues in Sub-Programs/Components throughout the period of accepting the JDS participants ranging from “before coming to Japan” to “staying in Japan for studies” and “after returning home.”

(3) Application Requirements

With regard to application requirements, age limit for application was raised in the 1st phase⁴ and no changes were made as a result of the survey this time. As the JDS Project requires a minimum two-year work experience at a Target Organization, there are many people who are interested in applying for the project but cannot do it only because of their lack of work experience. However, in consideration of the project’s main aim to create a study plan based upon the understanding of issues facing the workplace (Target Organization) applicants belong to which are directly connected to development issues and accumulated experience and to make use of what they have learned from their

² In the new system 1st phase, for instance, applicants from electric power corporation, waterworks bureau, the National Bank, autonomous port were classified as “private” (from the perspective of not being public officers) in accordance with the JDS rules and therefore there was a limit on the number of applicants passing the screenings from these organizations. A question had arisen among accepting universities why they were defined as “private sector.”

³ The Bar Association of the Kingdom of Cambodia is important from the perspective of operation and spread of laws. However, many of lawyers registered with this association are freelancers and private lawyers belonging to companies or NGO. In light of the aim of the JDS project, which is focusing on governmental human resource development, therefore, it was agreed to exclude this association from the Target Organization list at the survey conducted in August 2013.

⁴ In the 1st phase, the age limit was raised from “under 34 years of age (and at least 22 years of age)” to “under 40 years of age.”

studies in Japan to resolve the issues, the above job-experience requirement is necessary to be maintained.

One of the requests from accepting universities is the strengthening of applicants' English skills for English examinations. According to faculty members in charge of interviews at accepting universities, there are some applicants who are underrated in TOEFL in comparison to their practical English communication skills because they are unaccustomed to take examinations for screening and thus it is required that examination scores of those applicants should be improved. For such applicants, therefore, it is desirable to work more on the existing approaches to encourage them to prepare for English examinations when recommending an application and to give them feedback of screening results as much as possible.

(4) Period for application and the number of applicants

For this fiscal year, the period of application was 56 days due to the survey timing. Actually, however, there were approximately 50 days for application because the period was moved back in comparison with the previous fiscal years and as a result, a part of the period was overlapped with consecutive national holidays of Cambodia. As the Operating Committee normally requires a minimum two months of period for application, sufficient recruitment period for application should be secured in the next fiscal year and onward.

With respect to the number of applicants, the JDS Project obtained 119 applicants as of the closing time of application, hitting a record high under the new system. However, a second-stage recruitment was conducted in order to make the number of applicants better balanced between Components, resulting in total of 138 applicants in the end.⁵ It is important to continue to improve methods to recommend applications targeting Components with fewer applicants. On the other hand, for Components such as "Improvement of Education Quality" with an extremely large number of applicants, some cases were found where research plans formulated by applicants were not in line with those expected for their target Component, though application requirements were satisfied.⁶ In order to eliminate these cases, it might be better to consider putting some limits on application while hearing with accepting universities in the future.

⁵ For instance, there were 37 applicants in Component "Improvement of Education Quality," while there were only two applicants each for "Legal and Judicial Development" and "Building of International Relationships."

⁶ Although the "Improvement of Education Quality" gives weight to strengthening of engineering or science education, there were many applicants who submitted their study plans with a theme of the teaching of English, etc. For application from schools under the Ministry of Education, Youth and Sport, limitation of applicants only from engineering or science teachers would be included in the matters to be considered.

Table of Contents

Chapter 1. Background of the Japanese Grant Aid for Human Resource Development Scholarship (JDS).....	1
1-1. Present Situations and Issues of JDS.....	1
1-2. Background and Overview of the Grant Aid.....	9
1-3. Trend of the Japanese Official Development Assistance (ODA)	10
1-4. Trend of Other Donor's Aid	13
Chapter 2. Contents of the JDS	15
2-1. Outline of JDS.....	15
2-2. Four-year Program Scale Design.....	26
2-3. Obligations of Recipient Country.....	27
2-4. JDS Implementation Schedule	28
2-5. Follow-ups of the Project	28
Chapter 3. Evaluation of the JDS and Recommendations.....	31
3-1. Evaluation by JDS Participants in Cambodia and the Accepting Universities.....	31
3-2. Expected Effect of JDS	38
3-3. Implementation of Supplementary Surveys for Evaluation at the End of the Project.....	39
3-4. Issues and Recommendations.....	41
3-5. JDS and Development Issues, and Conformity with the Country Assistance Policy	44
3-6. Conclusion.....	47

[Appendix]

1. Member List of the Survey Team
2. Flowchart of the Preparatory Survey for JDS
3. List of Contact Persons during the First Survey in Cambodia
4. Minutes of Discussions (M/D)
5. The numbers of JDS participants to be accepted for the next four years under the JDS Project in Cambodia
6. Basic Plan for the Sub-Programs
7. Summary of the Result of Supplementary Survey of Target Organizations
8. Selection and Recruitment of the First Batch of Candidates of the New System Second Phase Coming to Japan in FY 2014 (The Kingdom of Cambodia)

List of Abbreviations

ABBREVIATION	DESCRIPTION
ASEAN	Association of Southeast Asian Nations
CDRI	Cambodia's Leading Independent Development Policy Research Institute
CMDGs	Cambodia Millennium Development Goals
E/N	Exchange of Notes
G/A	Grant Agreement
GDP	Gross Domestic Product
JDS	Japanese Grant Aid for Human Resource Development Scholarship
JICA	Japan International Cooperation Agency
JICA-AC	JICA Alumni of Cambodia
JICE	Japan International Cooperation Center
KOICA	Korea International Cooperation Agency
MDGs	Millennium Development Goals
MEXT	Ministry of Education, Culture, Sports, Science and Technology
MoEYS	Ministry of Education, Youth and Sport
NGO	Non Governmental Organization
NPRS	National Poverty Reduction Strategy
NSDP	National Strategic Development Plan
ODA	Official Development Assistance
SEDP	Socio-Economic Development Plan
TOEFL	Test of English as a Foreign Language
YLP	Young Leader's Program

Remarks:

In this report, JDS Project before introduction of the new system (system which accepts 4-batch participants under the same field, Target Organization and Accepting University) is mentioned as “JDS old system”. In addition, it is distinguished acceptance of 4-batch participants since Preparatory Survey in 2009 as “the 1st phase of the new system” and acceptance of next 4-batch participants since this Preparatory Survey as “the 2nd phase of the new system”.

Chapter 1. Background of the Japanese Grant Aid for Human Resource Development Scholarship (JDS)

1-1. Present Situations and Issues of JDS

1-1-1. Present Situations and Issues

The Japanese Grant Aid for Human Resource Development Scholarship (hereinafter referred to as “JDS”) Project⁷ was first launched in Uzbekistan and Laos in fiscal 1999 as part of the “100,000 International Students Plan” of the Japanese government. JDS aims to develop human resources who can play core roles in formulating and implementing social and economic development plans in developing countries. The project has later been introduced to other countries as well, and the number of target countries has reached 14 countries⁸ by fiscal 2013. The total number of JDS participants who had come to Japan exceeded 2,900 by fiscal 2013.

Government employees in the target countries highly evaluate the overall achievements that the JDS Project has made in the past years, stating that “JDS participants contribute significantly to the development of their own countries, taking advantage of what they have acquired through their studies in Japan in various ways.” At the same time, however, they recognize the need to review the following items for further effectiveness and efficiency:

- Narrowing down of target fields of study based on the Country Assistance Policy by the Japanese government
- Selection of target candidates and Target Organizations to be developed
- Continuous acceptance of JDS participants by the same universities to improve quality

This is the background against which it was decided that a new system for JDS (hereinafter referred to as “the new system”⁹) would be introduced. The Preparatory Survey for the introduction of the new system was conducted first in Uzbekistan, Laos, Mongolia and Tajikistan in fiscal 2008, and then in Vietnam, Kingdom of Cambodia¹⁰ (hereinafter referred to as “Cambodia”), Bangladesh and Sri Lanka in fiscal 2009. In fiscal 2010, Kyrgyz and the Philippines also became target countries of the new system. In fiscal 2011, Ghana became the first in Africa to participate in the JDS Project, and the Preparatory Survey was implemented in the country.

⁷ Japanese Grant Aid for Human Resource Development Scholarships (JDS) Project: A human resource development (overseas education) scheme provided to currently 12 countries through Japanese grant aid.

⁸ 14 countries: Uzbekistan, Laos, Vietnam, Cambodia, Bangladesh, Mongolia, Myanmar, China, the Philippines, Indonesia, Kyrgyz, Tajikistan, Sri Lanka and Ghana. The Project terminated with the dispatch in 2006 in Indonesia and the dispatch in 2012 in China.

⁹ New system: Under the new system, Sub-Programs/Component are established in each target country based on Japanese ODA policy (target priority areas, etc.), the target country's issues and human resource development needs, Target Organizations (central government agencies, etc.) and Japanese Accepting Universities are selected, and participants are dispatched to universities which are suitable for the efforts for the Sub-Programs/Components. While the prime purpose of the JDS Project was originally to improve the abilities of individual international students, the new system aims to develop human resources who will be able to formulate policies to resolve issues facing their countries in the future, by making the administrative capacity enhancement of each country its major purpose in 2009. In the new system, four years are regarded as one package. JDS participants are dispatched under the same schemes, with the same Sub-Programs/Components, Target Organizations and Accepting Universities for four years. This results in improvement in the core human resources' abilities to make policies and manage projects, which leads to improvement of Target Organizations' ability in policy-making. In addition, Accepting Universities can provide education through programs suitable for target countries through the acceptance of JDS participants from the same countries and Target Organizations for four years.

¹⁰ JDS Project in Cambodia originally started in 2000 (dispatch in 2001).

In Vietnam, Cambodia, Bangladesh, Sri Lanka, to which the new system was introduced in 2009, the dispatch of participants to Japan in 2013 marked the completion of the dispatch of JDS participants in the six-year project cycle. Under such circumstances, this Preparatory Survey was decided to be conducted with the aim of verifying the appropriateness of continuing with this project, reviewing the needs of the Cambodian government, and properly reflecting the Country Assistance Policy for Cambodia, relevant JICA programs, etc. in the formulation of the project. As of January 2014, a total of 296 JDS participants from Cambodia have been accepted by Japanese organizations since 2001, in which the JDS Project was launched in the country (shown in Table 1). Also, retention rate of the JDS participants to their original organization is shown in Figure 1.

Table 1: Number of JDS participants from Cambodia (As of January 2014)

Batch	Year (dispatched)	Number of Participants	Field of Study
1st Batch	2001	20	Law, Business Administration, Economics, International Relations, Agriculture/Rural Development, Infrastructural Management
2nd Batch	2002	20	Law, Business Administration, Economics, International Relations, Agriculture/Rural Development, Infrastructural Management
3rd Batch	2003	20	Law, Economics, International Relations, Agriculture/Rural Development, ICT ¹¹ , Infrastructural Management
4th Batch	2004	20	Law, Economics, International Relations, Agriculture/Rural Development, ICT, Infrastructural Management
5th Batch	2005	20	Law, Economics, International Relations, Agriculture/Rural Development, ICT, Infrastructural Management, Health administration
6th Batch	2006	25	Law, Public Policy/public Administration, Economics, International Relations, Agriculture/Rural Development, ICT, Infrastructural Management, Health Administration, Educational Administration
7th Batch	2007	25	Law, Public Policy/public Administration, Economics, International Relations, Agriculture/Rural Development, ICT, Infrastructural Management, Health Administration, Educational Administration
8th Batch	2008	25	Law, Public Policy/public Administration, Economics, International Relations, Agriculture/Rural Development, ICT, Infrastructural Management, Health Administration, Educational Administration
9th Batch	2009	25	Law, Public Policy/public Administration, Economics, International Relations, Agriculture/Rural Development, ICT, Infrastructural Management, Health Administration, Educational Administration
10th Batch	2010	24	Law, Public Policy/public Administration, International Relations, Social and Economic Infrastructure, Economics, Agriculture/Rural Development, Health Administration, Education
11th Batch	2011	24	Law, Public Policy/public Administration, International Relations, Social and Economic Infrastructure, Economics, Agriculture/Rural Development, Health Administration, Education
12th Batch	2012	24	Law, Public Policy/public Administration, International Relations, Social and Economic Infrastructure, Economics, Agriculture/Rural Development, Education, Mining and Manufacturing Industry
13th Batch	2013	24	Law, Public Policy/public Administration, International Relations, Social and Economic Infrastructure, Economics, Agriculture/Rural Development, Education, Mining and Manufacturing Industry
Total		296	

¹¹ ICT : Information and Communication Technology

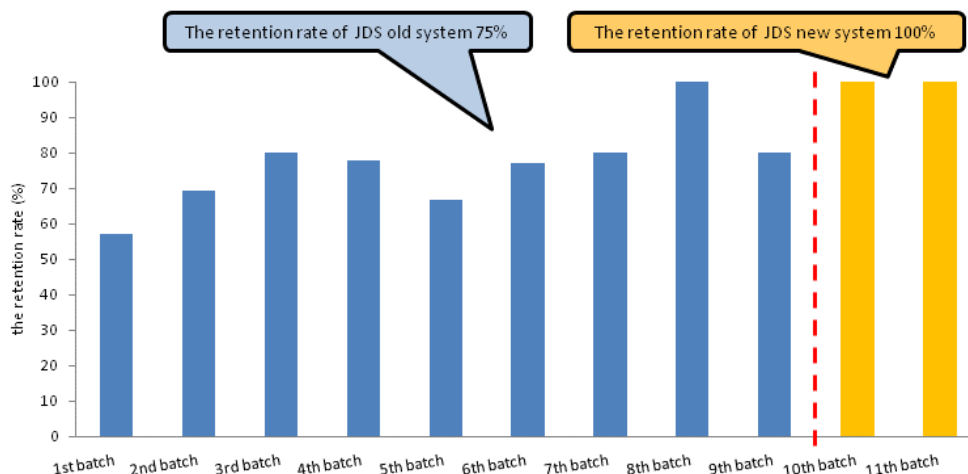


Figure 1: Retention rate of JDS participants to original organizations

In order to achieve the “development of young government officers” which is the objective of the JDS, the appropriate appointments must be made during the selection of JDS participants. JDS in Cambodia was open to private sector when it started, but it has limited its main target to government employees since 2009 upon introduction of JDS new system, and has been recruiting and selecting with a focus on the development of young government officers. In addition, from the point of view of producing effects with the project, basically for four years placements in the same fields and of the same numbers should be continued after the introduction of JDS new system, with the participants from the 10th Batch to the 13th Batch being carried out in 8 fields such as “Law,” “Public Administration,” “International Relations,” “Infrastructure,” “Economics,” “Agriculture and Rural Development,” “Educational Administration,” and “Promotion of Industry and Mining Development.”¹²

Also, since introduction of JDS new system, the recognition that “it is necessary to aim at the maximization of effect by creating a ‘critical mass,’ meaning a group of graduates in target organizations with similar background without subdividing the fields of acceptance to be targeted by this project, in order to effectively utilize the limited number of 24” has been shared between the Operating Committee members. In order to achieve a higher effect of the project, sub-programs were set up (see Figure 2).

¹² To accommodate the needs for developing human resource in engineering, field of “Health Administration” was replaced to “Promotion of Industry and Mining Development” from 2012 (12th Batch).

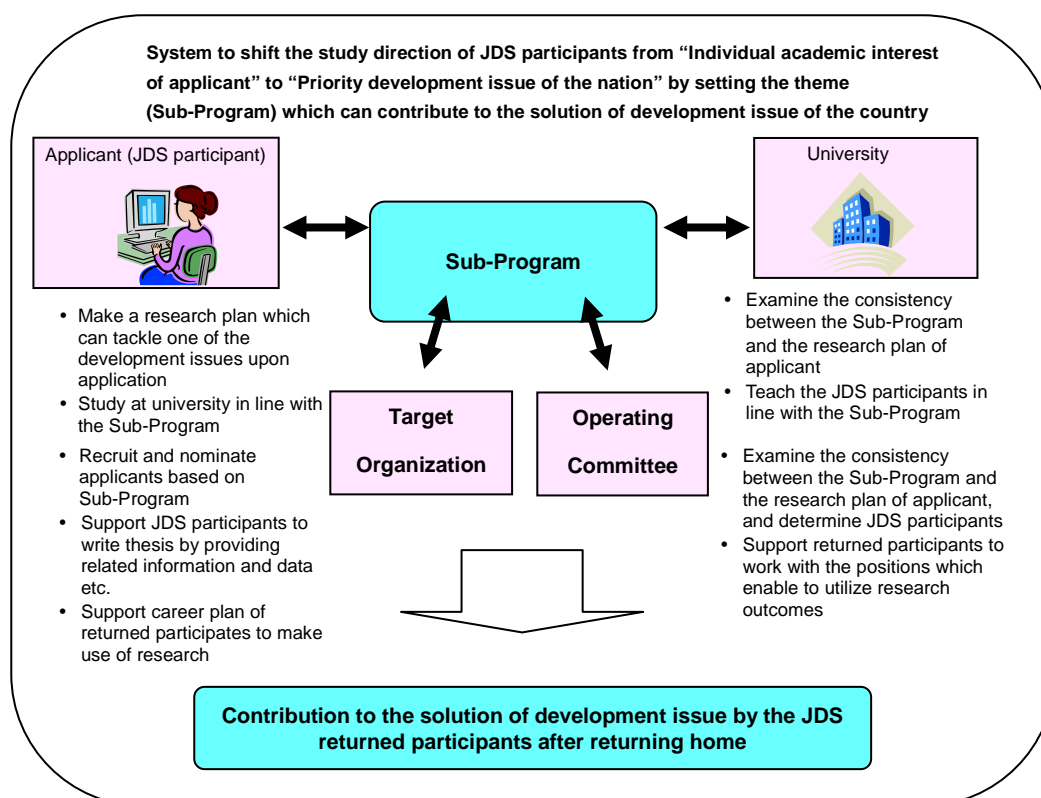


Figure 2: Structure of Sub-Program

In addition, there have been discussions between the Operating Committee members with regards to the improvement of the retention rate after returning home, which becomes a necessary condition in order for the young government officers who receive a scholarship to contribute to solve the challenges of the social and economic development of their home countries. Efforts have been made so that a JDS participant will be able to return to work at the previous organization he or she used to belong to after returning home, by signing a pledge addressing to the Ministry of Education, Youth and Sport (hereinafter referred to as “MoEYS”), which is the executing agency of the JDS Project, before coming to Japan stating that the organization is to assure a position when a JDS participant returns, while the JDS participant also promising to return to the previous organization after study in Japan.

On the other hand, challenges for the project have been revealed, such as securing applicants with the qualification that match the field of acceptance and with enough English proficiency to study in the master’s program, securing applicants that will be able to contribute with a high degree of probability after returning home, and the strengthening of matching the accepting universities and the research plans of the applicants.

1-1-2. Development Plan

The national development plans previously formulated in Cambodia to promote development of the country include the Socio-Economic Development Plan II 2001-2005 (SEDP II)¹³ and the National

¹³ The Socio Economic Development Plan I implemented between 1996 and 2000.

Poverty Reduction Strategy 2003-2005 (NPRS). The recent national development plans or strategies include the Rectangular Strategy and the National Strategic Development Plan (NSDP) and currently development is led by the government agencies.

(1) Rectangular Strategy

The Rectangular Strategy was announced by the Prime Minister Hun Sen in the first meeting of the national assembly when his third legislature was established in July 2004 (See Figure 3). This strategy evolved into Phase II in September 2008 under the Royal Government of the fourth legislature, and the Rectangular Strategy Phase III was presented by Prime Minister Samdech Hun Sen in September 2013 under the fifth legislature.

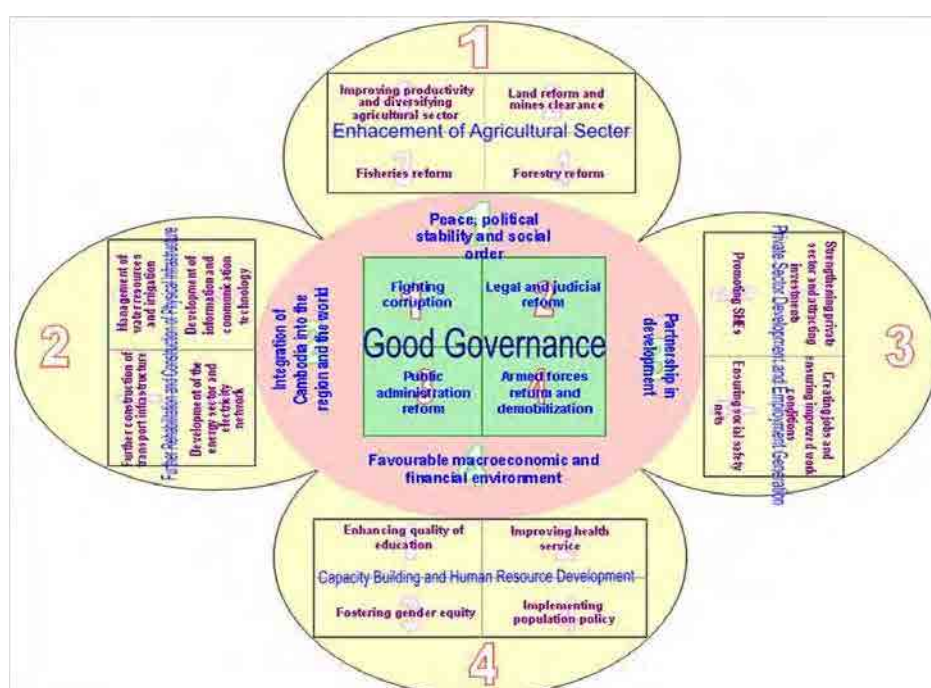


Figure 3: Rectangular Strategy¹⁴

A characteristic of this strategy is the representation of its challenges likened to a diagram. With “Good governance” as the core of a rectangle, the strategy places special emphasis on the following four challenges which support the core: anti-corruption; legal and judicial reform; administrative and fiscal reforms; and reform of armed forces (reduction in armed forces). In addition, the four sides comprising the rectangle are as follows: agricultural development; rehabilitation and construction of physical infrastructure; private sector development and employment; and capacity building and human resource development.

At the launching of the Rectangle Strategy Phase III during the first Cabinet meeting under the Royal

¹⁴ Cambodia Rehabilitation and Development Board (CRDB) Council for the Development of Cambodia (CDC) “Rectangular Strategy” http://www.cdc-crdb.gov.kh/cdc/8cg_meeting/national_strategic/rectangular.htm

Government of the fifth legislature (in September 2013), Prime Minister Hun Sen said that deep reforms would be focused on legal and judicial reforms, anti-corruption, good governance, and land and forest management while it was confirmed that Cambodia would in principle continue developments from the same perspective as before.¹⁵

(2) NSDP: National Strategic Development Plan

In 2006, the Government of Cambodia formulated the NSDP comprehensively inheriting the SEDP III in 2006 onwards and the next NPRS with a view to hammering out the development plan based on the Rectangular Strategy. Considering poverty reduction as the largest goal, the NSDP sets the goals such as achieving the indicators of the Cambodia Millennium Development Goals (CMDGs), playing a role as a strategy to shape the Rectangular Strategy.

In conjunction with the establishment of the new legislature in July 2008, the NSDP was extended until 2013. As of December 2013 under the Royal Government of the fifth legislature in September 2013 after the National Assembly election, necessary revisions are currently being made to a next five-year plan “NSDP2014–2018.”¹⁶

1-1-3. Socio-economic Situation¹⁷

The Cambodia is a country of monarchy located in the center of the Indochina Peninsula, bordered by Thailand to the west and Vietnam to the east. Triggered by coups by Lon Nol in 1970, the country had long been plunged into a state of civil war and a large number of lives were claimed by a series of purges, etc. under the Pol Pot dictatorship. In the late 1980's voices calling for peace dialogues began arising, which grew into active moves to realize peace in Cambodia through negotiations among countries involved in disputes and relevant countries. Finally, the moves led to the signing of the Paris Peace Accords in October 1991. To date, five general elections were held in Cambodia and the Royal Government of the fifth legislature started in September 2013, headed by Prime Minister Hun Sen who received public mandate in the general election held in the said month.

In terms of economic aspects, Cambodia is a least developed country among ASEAN members. After signing the 1991 Paris Peace Accords, Cambodia began working on its initiatives to rebuild the country into full gear with cooperation from international society, and joined ASEAN in 1999. Although Cambodian economy was forced into severe conditions due to a decrease in tourism revenues, support and investment from overseas countries caused by the armed conflict in July 1997 on top of the Asia Financial Crisis, it turned into an upward trend after the political stability brought in by the launch of Hun Sen's administration in 1998. Between 1998 and 2007, yearly GDP growth averaged 9.4%, with a remarkable growth of over 10% in consecutive years between 2004 and 2007.

¹⁵ Xinhuanet “Cambodian PM unveils 5-year strategy, vowing deep reforms,” 2013-09-25 16:29:36.
http://news.xinhuanet.com/english/world/2013-09/25/c_132749682.htm

¹⁶ In April 2013, “Guideline for NSDP 2014-2018” for formulating NSDP 2014-2018 was issued by the Ministry of Planning of Cambodia. As of January 2014, revisions to NSDP are being made.

¹⁷ Source: The Ministry of Foreign Affairs of Japan “Country Data book (Cambodia)”
http://www.mofa.go.jp/mofaj/gaiko/oda/region/e_asia/cambodia/index.html

The growth fell down to 7.0% in 2008 due to soaring crude oil and food prices in addition to negative impact of the global economic crisis, and in the succeeding year, a slowdown in sewing industry (one of Cambodia's major industries) and a decrease in direct investments contracted the growth to 0.1%. However, the economy got itself back on a recovery path with 6.0% in 2010 and 6.9% in 2011 (the World Bank).

Major development issues facing Cambodia are as follows: (1) inadequate level of social and economic infrastructure in place; (2) a high dependence on tariff and value-added tax (VAT) for tax income because of insufficient capability to collect national taxes; (3) few export products with globally competitive advantages other than sewing products; and (4) labor shortages caused by an effect of civil wars. Resolving these issues would require domestic/overseas private sector-led industrial developments and technological transfers in addition to support from donor countries.

1-1-4. Situation of Higher Education and Human Resource Development of Government Officials

According to a report for FY2011 and FY2012 issued by the MoEYS¹⁸, there are 101 higher education institutions (public: 39, private: 62) in Cambodia. With the MoEYS and the Ministry of Labor and Vocational Training as the main players, 11 governmental ministries and agencies and other organizations are in charge of higher education. 61 schools (public: 9, private: 52) are under the jurisdiction of the MoEYS. Earning bachelor's degrees of arts and science (such as engineering) require four- and five-year university education respectively. Approximately 220,000 students are enrolled in bachelor courses, up by approximately 25% from 170,000 remarked in the previous report.¹⁹

As pointed out in the aforementioned report, Cambodia's higher education programs are facing the following issues: (1) gaps between skills learned through school programs and those required from the actual labor markets and for national developments; (2) shortages of highly-skilled teachers and school management staff; and (3) insufficient implementation of minimum standard curriculum. Bothered with these issues, students who want to receive world-class higher education have no choice but to study abroad.

(2) System of Public Administration/Government Employees

The central government organization of Cambodia consists of 25 ministries and 2 agencies under the Office of the Council of Ministers, led by Prime Minister and other cabinet members (10 Deputy Prime Ministers and 17 Senior Ministers). With respect to regional system, administrative divisions have been changed to "capital and provinces"—"wards, cities, and districts"—"area and village" from the three-level hierarchical structure "provinces and municipalities"—"districts and wards"—"villages

¹⁸ Ministry of Education, Youth and Sport (2012) "Summary Report on the Education, Youth and Sport Performance in the Academic Year 2011–2012"

¹⁹ 31 schools (public: 8, private: 23) of all higher education institutions have master's courses, while 1 public school and 14 private schools have doctoral courses.

and areas” with a constitutional amendment after 2008.²⁰

In Cambodia, Royal School of Administration is the only educational organization involved in national services and engages in recruitment of senior public officers, provision of training courses and enhancement of expertise. After being rebuilt with support of France in 1995, the school was granted a position as an autonomous government organization engaged in administrative affairs in 2003 under the technical supervision and financial supervision of the Office of the Council of Ministers and the Ministry of Economy and Finance respectively. In 2005, it became “Royal School of Administration” by the royal decree.

This school provides existing public officers with renewal training (9 to 12 months) outsourced from administrative agencies, in addition to recruiting personnel through competition examinations and providing midlevel and senior public officers with preparatory training (2 years). During the two-year preparatory training, senior public officers learn a variety of subjects including administration and science, general laws, public finance and economics, and also experience fieldwork inside and outside of the governmental ministries and agencies. Currently 60 to 80 senior public officers and 80 midlevel public officers participate in renewal training.

(3) Situation of Target Priority Area/Development Issue and Human Resource Development in the Administrative Organization

In this Preparatory Survey, a supplementary survey was conducted in order to identify the current situation of 44 Target Organizations (human resource development needs for target priority areas/development issues, roles, the number of staff members and its compositions, and the number of JDS candidates of respective Target Organizations) as well as to collect comments and requests regarding the JDS Project (For details, see 2-1-1(2)).

The survey results revealed that there were gaps in the progress of human resource development among governmental ministries and agencies due to their budgets and availability of scholarship and training programs, while human resource development needs for target priority areas/development issues are clearly shared within each governmental ministry and agency.

Some governmental ministries and agencies have no access to overseas scholarship programs, while others (e.g., the Ministry of Rural Development, the National Bank of Cambodia, and the Cambodia Development Resource Institute (CDRI)) are provided such programs by more than one donor. There are some governmental ministries and agencies that prepare budget for human resource development to have their own training courses. (For details, see 1-4.)

²⁰ Source: Official website from the Embassy of Japan in Cambodia <http://www.kh.emb-japan.go.jp/political/gaikyo.htm>

Cambodia's National Plan Involving the Development of Administrative Officers and Its Issues

As described in 1-1-2, the Rectangle Strategy Phase III was presented by Prime Minister Hun Sen in September 2013 under the Royal Government of the fifth legislature. With “Growth, Employment, Equity and Efficiency in Cambodia” as its slogan, this strategy has the following four pillars in place: (1) agricultural development; (2) private sector development and employment; (3) continual rehabilitation and construction of physical infrastructure; and (4) capacity building and human resource development. At the heart of the strategy is “Good governance.” As Cambodia does not have in place an adequate level of human resource management system in terms of training courses, salaries and evaluation of public officers, the “Public Administration Reform” section in the National Strategic Development Plan “NSDP2009-2013” requires effective management of human resources and administration and securing of human resources.

In Cambodia the Royal School of Administration is in place as the only educational organization involved in national services. In reality, however, there is still an overall shortfall in the human resource, organizational, institutional and financial capacities of governmental organizations and related governmental ministries and agencies involved in respective areas of development issues, given the scale of issues facing them. Therefore, the afore-mentioned national plan, NSDP2009–2013, puts repeated emphases on human resource development needs in descriptions of issues facing respective sectors. As there is still a shortfall in skilled people in the areas involved in promoting Cambodia’s development plan, human resource development will continue to be a priority issue.

1-2. Background and Overview of the Grant Aid

Cambodia had five general elections after the peace agreement in 1991, making steady steps toward rehabilitation and development. Having said that, the country is still one of the poorest country in ASEAN region, with per-capita GDP of \$931 (in 2012), and bothered with acute shortage of skilled workers in most of the areas necessary for nation building due to effects of the past civil wars.

In such a situation, the Japanese government started the Japanese Grant Aid for Human Resource Development Scholarship (JDS) Program in Cambodia in 2000, which as aimed at the “development of young government officials who are expected to engage in the formulation and implementation of social and economic development plans” with respect to developing countries with a demand for human resource development in the fields of development of law, economy and business administration that are essential for the transition to a market economy.

When compared to the challenges it should tackle, Cambodia in general is in short of the personnel, organizational, institutional and financial capabilities and systems at the government organizations and

the relevant ministries and agencies that are dealing with development issues. Therefore the improvement of administrative capacity and institution-building are the biggest challenges for any of the aid priority areas, and great expectations are held for the development of government officers, etc. which will form the core of these efforts.

1-3. Trend of the Japanese Official Development Assistance (ODA)

Since the 1991 Paris Peace Accord, Japan has been actively involved in rehabilitation and development of Cambodia through various activities such as Japan's first dispatch of PKO.

Placing a weight on Japan-Mekong regional partnership from the perspective of elimination of gaps among ASEAN members and unification of them, Japan announced expanding its official development assistance (ODA) activities in Cambodia and overall ASEAN region. This policy has promoted the development of hardware and software infrastructure, cooperation between public and private sectors and led to the signing of the Japan-Cambodia Investment Agreement that took effect in 2008. As an important base for Japanese companies operating in Cambodia, in particular for manufacturers, infrastructure development is currently proceeding with.²¹

On December 15, 2013, a Japan-Cambodia summit meeting was held between Prime Ministers of these two countries. They reached an agreement on closer coordination and cooperation on regional and international issues and upgrading of the bilateral relations from an existing "new partnership" to a "strategic partnership." With the establishment of ASEAN community in 2015 in their minds, it was decided that Japan will provide additional 13.8 billion yen of ODA yen loans for three projects (road construction support for strengthening connectivity such as the Southern economic corridor, development of power transmission and distribution networks in the metropolitan area, which would contribute to investment promotion, and renovation/improvement of irrigation and sewage systems as measures to reduce poverty), in addition to signing of three grant aids.

Government of Japan has been the biggest aid donor for Cambodia since 1992, and its cumulative total of financial aid at the end of 2011 is 63.659 billion Yen for technical aid, 156.531 billion Yen for grant aid, and 42.727 billion Yen for loan aid, as shown in the Table 2.

²¹ Ministry of Foreign Affairs of Japan (MOFA), "Japan's ODA policy for Cambodia"
[http:// www.mofa.go.jp/mofaj/gaiko/oda/seisaku/hoshin/pdfs/cambodia.pdf](http://www.mofa.go.jp/mofaj/gaiko/oda/seisaku/hoshin/pdfs/cambodia.pdf)

Table 2: Record of Japanese Official Development Assistance²²

Unit: billion yen

Aid scheme	FY2007	FY2008	FY2009	FY2010	FY2011	Total
Yen loan	4.651	3.513	7.176	-	14.430	42.727
Grant Aid	6.892	5.311	10.667 (0.006)	10.752	7.336 (0.814)	156.531 (0.820)
Technical cooperation	4.175 (3.784)	4.610 (3.978)	4.742 (4.446)	4.368 (3.894)	4.267	63.659

(remarks)

1. Classification of the year: Yen Loan and Grant Aid - based on Exchange of Notes, Technical Cooperation - based on budget year.
2. "Amount": Yen Loan and Grant Aid - based on Exchange of Notes, Technical Cooperation - based on JICA expense and actual Technical Cooperation expense of each organization and prefectural government. For the grant aid through international organizations (shown in parentheses from FY 2009 as detail) - based on Exchange of Notes, or based on the date of project approval or of date of remittance. Grant Assistance for Grass-roots Human security Projects, Grant Assistance for Japanese NGO Project and Cultural Grant Assistance- based on Grant Agreement.
3. Total of Yen Loan - Excluding debt rescheduling and debt cancellation.
4. Technical Cooperation from 2007 to 2010: performance of Japanese whole Technical Cooperation Projects, and amount shown in parenthesis from 2007 to 2010: performance of Technical Cooperation Projects by JICA. The performance of 2011 - only the performance of JICA is shown and the total is that of performance of Technical Cooperation projects done by JICA because whole total is being calculated.
5. Totals may not always add up due to rounding.

The following are similar projects for studying abroad targeting Cambodia by the Japanese government.

- (1) The Japanese Government (Ministry of Education, Culture, Sports, Science and Technology: MEXT) Scholarship

This system was established in fiscal 1954. At present the scholarship has seven categories are being accepted and "Research students" as well as the "Young Leaders Program" (YLP) are at the postgraduate level.

Details of the "Research Students" are as follows. Number of scholars from Cambodia has not been disclosed, it is estimated that around seven scholars have been accepted every year on average, while in recent years it has been increasing to around ten scholars a year.

- 1) Objectives: To promote the international cultural exchange between Japan and other countries, promote mutual friendship and goodwill, while contributing to the development of human resources in other countries.
- 2) Field of study: A field that is related to the field of study at the university, and can be studied in Japan
- 3) Language used: Generally Japanese

²² MOFA, Country Data Book for Cambodia http://www.mofa.go.jp/mofaj/gaiko/oda/region/e_asia/cambodia/index.html

- 4) Length of study: standard course period (the time required to complete the standard course of studies)
- 5) Main qualifications and requirements:
 (Age): 35 or younger
 (Academic background): At least Bachelor degree (or equivalent and above) is required
 (Work experience): No experience required
- 6) How to select candidates: System of recommendation by Japanese diplomatic establishments abroad, system of recommendation by universities

(2) Young Leaders Program (YLP)

The Young Leaders Program is also a graduate-level scholarship program provided by MEXT in addition to the program referred in (1), established in fiscal 2001, and the participants from Cambodia have been accepted since the first year. Detail of the YLP is as follows:

- 1) Objectives: To invite young government officers, etc. that are expected to play an active role as future national leaders in Asian countries to Japan, to create a human and intellectual networks of leaders, etc. of countries throughout the world by deepening the understanding of Japan, and to contribute to the construction of friendly relations between countries including Japan and the improvement of policy formulations functions.
- 2) Fields of study: School of Government, School of Local Governance, Business Administration, Law, Healthcare administration
- 3) Language used: English
- 4) Length of study: 1 year (Master's course)
- 5) Main qualifications and requirements:
 (Age): below 40 years old (As for business course, below 35 years old)
 (Academic background): At least Bachelor degree (or equivalent and above) is required
 (Work experience): Actual work experience required, being young government officers in respective Asian countries
- 6) How to select candidates: based on recruitment, 1st selection, recommendation by the recommending authorities²³ of the target country, 2nd selection by accepting universities, and final decision by the YLP committee organized by MEXT.
- 7) Number of accepted participants: Cambodia has dispatched around 2 to 6 participants a year, making a total of 44 participants since fiscal year 2001 (for details refer to Table 2). Especially from Cambodia, number of participants to field of "Healthcare Administration" is

²³ Recommending authorities in respective countries (such as Personnel Agency, Ministry of Commerce, Ministry of Internal Affairs, Ministry of Health)

higher than the other field (14 participants), followed by “School of Local Governance” (11 participants) and “School of Government” course (10 participants).

Table 3: Number of accepted participants in the YLP from Cambodia

Year	2001~2005	2006	2007	2008	2009	2010	2011	2012	2013	Total
Participants	10	4	4	2	6	3	4	5	6	44

(Source: Information from MEXT website, documents etc.)

1-4. Trend of Other Donor’s Aid

Although acceptance capacities and areas and recruitment requirements differ among respective scholarship programs provided by donors in respective countries, 20 to 30 applicants from public and private sectors are in general accepted as eligible students for scholarship in the social science area for each year. (Scholarship programs provided by Canada and South Korea cover the engineering areas.) The JDS Project for Cambodia under the 2nd phase of the new system is mainly targeted at public officers in the social science area while putting emphasis on strengthening of economic base and development of industrial human resources. This is a distinctive characteristic of the program that set it apart from other scholarship programs.

Table 4: Scholarship Programs Provided by Other Donors

Donor	Australia	Program Name	Australia Awards Scholarships (a former ADS program)
Objective	Provide knowledge and skills that contribute to resolving long-term development issues facing countries of participants		
Area	(Master's course) Agriculture and rural development/Health/Infrastructure/Laws		
Target	Public sector (approximately 20 students per year), private sector (Open) (approximately 30 students per year)		
Requirement	Bachelor's degree holder, aged 42 or less (Public sector) Two- or more year work experience at governmental ministries or agencies (Open) Minimum three-year work experience in related area * Public officers and governmental organization staff members are eligible to apply for the program under the category of either "Public sector" or "Open."		
Donor	Canada	Program Name	Programme de bourses de la Francophonie
Objectives	This is a scholarship program designed to develop institutional capacities through providing training courses to people in 37 French-speaking developing countries. The objective of this program is to contribute to sustained growth of these countries through (i) providing training programs to technical and vocational training instructors; (ii) enhancing capacities of universities in areas of education and researches; and (iii) developing experts and managers in public and private sectors.		
Area	Master's course/Engineering college Education/Health sciences/Agriculture, etc.		
Target	Public officers and private employees (including NGO members) (Approximately 10 students per year)		
Requirement	Bachelor's degree holder, Aged 35 or less, Command of English and French		
Donor	France	Program Name	Scholarship offered by the French Government
Objective	Develop skills of students through the scholarship program		
Area	Master's course/Doctoral course Engineering/Education and linguistic science/Architecture and archaeology/Health/ Economy/Tourism and journalism/Agriculture, etc.		
Target	Public and private sectors (60 to 80 students per year)		
Requirement	Bachelor's degree holder, Aged 35 or less, Command of English and French		
Donor	New Zealand	Program Name	New Zealand ASEAN Scholars Awards
Objective	Cultivate individuals with knowledge, skills and qualifications that contribute to economy, society and development of politics in ASEAN countries		
Area	Master's course Governance and public sector/Agriculture/Disaster risk management/Renewable energy/Business and private sector		
Target	Public and private sectors (Approximately 30 students per year)		
Requirement	Bachelor's degree holder, Aged 35 or less, Minimum two-year work experience		
Donor	South Korea	Program Name	KOICA Scholarship Program
Objective	Contribute to meeting long-term development needs for promoting stability and growth of KOICA development partners Share what South Korea experienced in its economic growth with developing countries		
Area	Master's course Development policy/Economic development cooperation program of South Korea/International development cooperation/International trade and business/Engineering (machinery, automobiles, and ICT) and human resource development/Women and development, etc.		
Target	Public officers (Approximately 20 students per year)		
Requirement	Bachelor's degree holders working for governmental organizations, public sector or laboratories Staff members of NGO or the U.N. related organizations are also eligible for application. Applicants are required to obtain the government recommendation.		

Chapter 2. Contents of the JDS

2-1. Outline of JDS

As stated in Section “1-1-1. Present Situations and Issues,” the Japanese Grant Aid for Human Resource Development Scholarship Program is the project for acceptance of international students by grant aid and was launched in fiscal 1999 as part of the “100,000 International Students Plan” of the Japanese government, with the aim of developing human resources who can play core roles in the formulation and implementation of social and economic development policies in developing countries.

At the beginning of the JDS Project, the project focused mainly on capacity development of individual participants. However, since 2009 as the JDS new system, the project aimed at institutional capacity development of each country and targeted those who have potential to be policy-maker to solve issues of each country. Therefore, the feature of the new system is focusing on development of human resources whose duties are closely related to the target propriety areas (called Sub-Programs in the 2nd phase as well as 1st phase of the new system) determined by the target country based on discussion with related organizations of Japanese side, differing from former scholarship programs that support individuals for overseas study.

On the basis of the above mentioned aim and features of the JDS into consideration, the Preparatory Survey team investigates human resource development needs corresponding to concerned Sub-Programs established based on the national development plan of the target country and Country Assistance Policy by Japanese government, and availability of potential candidates at identified Target Organizations and others. Further, based on the result of said Survey, the Survey team formulates the scale of the JDS set as four-year package, and program plan of each Sub-Program (the Basic Plan for the Sub-Program).

In Cambodia, considering a direct linkage to the development issues in Cambodia, there are some changes from the previous phase in the Sub-Programs/Components of the JDS framework, such as: Sub-Component “Improving of Social and Economic Infrastructure” in the 1st phase changed into Component “Economic Infrastructure Development (Social Infrastructure)/ (Electrical Infrastructure),” and “Promotion of Industry and Mining Development” in the 1st phase changed into “Private Sector Development (Machinery Industry Development)/ (ICT Industry Development)” (see Table 5).

Table 5: Framework in New System of JDS in Cambodia

Framework in the First Phase of New System

Sub-Program (Target Priority Area)	Component (Development Issue)		
1. Realization of Sustainable Economic Growth and a Stable Society	1-1	Promoting Good Governance	Legal and Judicial Development
			Improving local and central administrative functions
			Developing closer international relationship between Asian countries
	1-2	Improving of Social and Economic Infrastructure	
	1-3	Agriculture and Rural Development	
2. Support for the Society Vulnerable	2-1	Support for the Education Sector	

Framework in the Second Phase of New System

Sub-Program (Target Priority Area)	Component (Development Issue)			Expected Theme of the Research/ Possible Fields of Study	Target Organizations	Accepting University
1. Strengthening of Economic Basis	1-1	Economic Infrastructure Development	Social Infrastructure	Transportation, Port and harbor, Water supply and sewerage systems, Development of Electrical Infrastructure	Ministry of Public Works and Transport/ Ministry of Industry, Mines and Energy/ Ministry of Posts and Telecommunications/ Ministry of Land Management, Urban Planning and Construction/ Ministry of Rural Development/ Ministry of Environment/ Ministry of Tourism/ Ministry of Labor and Vocational Training/ Electricity of Cambodia/ Phnom Penh Autonomous Port/ Phnom Penh Water Supply Authority/ Shihanouk Ville Autonomous Port/ Phnom Penh Department of Public Works/ Siem Reap Water Supply Authority/ Siem Reap Provincial Department of Public Works/ Telecom Cambodia/ Lecturers of National University (Faculty of science and engineering field only)	Nagoya University GS of Environmental Studies
			Electrical Infrastructure			Tokai University GS of Engineering
	1-2	Private Sector Development	Machinery Industry Development	Industrial machinery, Information and Communications infrastructure	Ministry of Industry, Mines and Energy/ Ministry of Posts and Telecommunications/ Ministry of Labor and Vocational Training/ Ministry of Public Works and Transport/ Electricity of Cambodia/ National Information Communications Technology Development Authority(NiDA)/ Telecom Cambodia/ Lecturers of National University (Faculty of science and engineering field only)	Tokai University GS of Engineering
			ICT Industry Development			International University of Japan (IUJ) GS of International Management
	1-3	Economic Development		Policies for National Development, Macro economy (Government revenue predictions / Tax policy / Public administration, etc.), Policies for private sector promotion (Investment / Trade promotion / Promotions of SME)	Ministry of Economy and Finance (Including General Department of Taxation, and Department of Customs / Ministry of Commerce/ Ministry of Industry, Mines and Energy/ Council for the Development of Cambodia/ Ministry of Labor and Vocational Training/ Ministry of Women Affairs/ National Bank of Cambodia Cambodia's Leading Independent Development Policy Research Institute/ Lecturers of National University	Kobe University GS of International Cooperation Studies
	1-4	Agriculture and Rural Development		Agricultural Development Economy (Agricultural Statistics / Agricultural Economy / Distribution of Agricultural Products), Agricultural Engineering (Irrigation / River basin development)	Ministry of Agriculture, Forestry and Fisheries (Including Provincial Department)/ Ministry of Water Resources and Meteorology/ Ministry of Rural Development/ Ministry of Environment/ Lecturer of National University (Faculty of Agriculture or Science and Engineering field only)	Tokyo University of Agriculture and Technology GS of Agriculture
	2-1	Improvement of Education Quality		Science and Mathematics Education, Development of teaching materials, Studies of teaching method, Improvement of Education Quality	Ministry of Education, Youth and Sport (Including trainers of PTTC and RTTC)/ National Institute of Education/ Lecturers of National University (Faculty of science and engineering field only)	Hiroshima University GS for International Development and Cooperation (IDEC)
	3-1	Improvement of Administrative Functions		Decentralization and Deconcentration, Local administration, Public financial management, Policies and administrative structure of national tax and customs, Development planning, Statistical analysis, Gender	Ministry of Planning/ Ministry of Interior/ Ministry of Economy and Finance/ Office of the Council of Ministers/ Secretariat of Council for Administrative Reform/ Ministry of Women Affairs/ National Committee for Sub-national Democratic Development/Ministry of Civil Service/ Provincial Cabinet in 23 provinces	International University of Japan (IUJ) GS of International Relations (GSIR)
	3-2	Legal and Judicial Development		Legal and Judicial Reform, Legal and Judicial Development, Legal and Judicial Operation	Ministry of Justice (including courts)/ Council for Legal and Judicial Reform/ Royal school for Judges and prosecutors (Including active judges and prosecutors)/ Lecturers of Royal University of Law and Economy	Nagoya University GS of Law
	3-3	Building of International Relations		International politics, International economy, ASEAN regional integration, Diplomatic policy	Ministry of Foreign Affairs and International Cooperation/ Council for the Development of Cambodia/ Ministry of Commerce/ Ministry of Economy and Finance/ Ministry of Environment/ Ministry of Agriculture Forestry and Fisheries/ Lecturers of National University	Waseda University GS of Asia-Pacific Studies

2-1-1. Implementation System of the JDS

(1) Operating Committee

As for the implementation system of the JDS, the implementation system, functions and roles of the Operating Committee were explained at the on-site meeting of the Preparatory Survey (based on Appendix 4), which started August 2013, and approved by the Government of Cambodia. At the meeting, MoEYS was chosen as the Managing Organization, based on the achievements in the past 4 years and the roles MoEYS plays in the government of Cambodia. MoEYS is the organization in charge of education in Cambodia including scholarship programs, and it had played central role on recruitment and dispatch of JDS participants in the 1st phase of the new system, being expected that MoEYS will continuously take an active role in the JDS Project, it was agreed that the MoEYS took the role of Operating Committee Co-Chair²⁴ (see Figure 4).

The Operating Committee consists of the Cambodian members (the MoEYS, the Council for the Development of Cambodia, the Ministry of Foreign Affairs and International Cooperation and the Ministry of Civil Service²⁵), and the Japanese members (Embassy of Japan in Cambodia and JICA Cambodia Office), and it was agreed that the Operating Committee would discuss on implementation and operation of JDS.

The functions and roles of the Operating Committee are, based on the JDS Operating Guidelines, as follows:

- (a) Participation in the conference for the formulation of this program plan in the Preliminary Survey:
 - To set the priority areas (Sub-Programs) and development issues (Components) based on the national development plan of Cambodia and policies of Japan's Country Assistant Program for Cambodia.
 - To select the organizations/agencies which are deeply related to each Sub-Program and expected to directly contribute to solution of the issues as Managing Organization and Target Organizations, and to encourage them to cooperate in the formulation of the Basic Plan for the Sub-Programs (four-year plan of JDS).
 - To formulate the Basic Plan for the Sub-Programs through the discussion among Managing and Target Organizations and Accepting Universities.
- (b) To select JDS participants from the candidates:
 - To cooperate for smooth selection after deciding the selection policy in the Operating Committee.

²⁴ JICA Cambodia Office served as the Japanese co-chairperson of the Operating Committee since August 2009.

²⁵ After the National Assembly election took place in July 2013, former State Secretariat of Civil Service became Ministry of Civil Service.

- To implement the 3rd selection (Comprehensive Interview) and decide/approve the final successful candidates in the Operating Committee meeting.
- (c) To encourage the recipient country in utilization of JDS returned participants and following up them:
- To consider how to utilize the JDS returned participants effectively and follow them up to make full use of the program.
- (d) To review other matters related to the management and implementation of this program:
- To consider other matters necessary for operating and managing the program

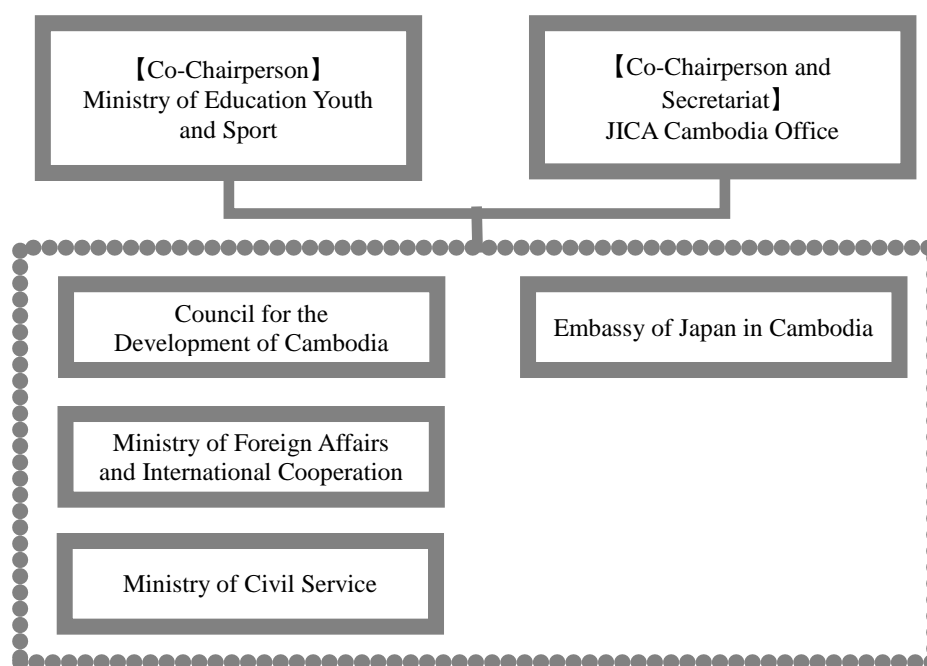


Figure 4: Operating Committee of Cambodia

(2) Managing Organization and Target Organization

Under the new system, the administrative agency which is deeply related to the relevant development issue is set as Target Organization in each Sub-Program, and the applicants are limited to the permanent employees who belong to those Target Organizations in order to intensively develop the targeted human resource. Further effect of the JDS is aimed also by giving a certain direction at the stage of recruitment, which is the entrance point of the project.

The JDS new system sets the Managing Organization to manage Target Organizations of each Sub-Program/Component to promote the ownership of the Government of Cambodia in recruitment and the enhanced relationship with accepting universities. However, it was concerned that the reality in Cambodia would not allow a certain government organization to put up individual government organizations, and thus it could not work out as expected. Therefore, an agreement was made at the

Preparatory Survey of the 1st phase to assign the MoEYS to manage all components as the responsible organization of the JDS. It was however confirmed that the background and reality of individual issues in addition to the needs in detail for accepting universities should be comprehended more precisely to improve the quality of the JDS, if formulation of the Basic Plan for the Sub-Programs and discussion with an accepting university by component were done by government organizations highly associated with the component concerned.

Also, based on the collected information regarding the functions of respective governmental ministries and agencies, Target Organizations are defined which are closely related to respective sub-programs and are expected to make direct contributions to resolving related issues, from the perspective of “selection and concentration.”

In addition, the Supplementary Survey of the Target Organizations was conducted with the questionnaires shown below, in order to find actual situation [necessity of human resource development in priority area/development issue in the Target Organization, the roles, number of employees (breakdown by job class) of the Target Organization, the number of potential JDS candidates in the Target Organization (e.g., number of employees who meet qualifications and requirements, information on English proficiency) and others] of Target Organizations in each Sub-Program/Component selected as shown in Table 7.

(a) Method of Supplementary Survey

In early September 2013, after the Preparatory Survey started, the questionnaires were sent to the organizations which were considered as candidate Target Organizations and asked for responding to the questionnaires. The hearing on (b), collection of questionnaires and follow-ups were also carried out by individual visits to Target Organizations before the recruitment period of this year.

(b) Contents of Supplementary Survey

- 1) Roles of organization, issues, needs of human resource development
- 2) Possibility of potential candidates (e.g., number of permanent employees, number of employees who meet age requirements)
- 3) Possibility that a person can come back to the former position after returning home, and expected level of contribution, availability of opportunities for training and scholarship by other donors
- 4) Comment and request for the JDS

(c) Organizations Surveyed

The Supplementary Survey was conducted targeting 44 organizations including Managing Organization, expected Target Organizations and main attached agencies, with questionnaires and by individual visit. Among 44 concerned organizations, 37 organizations responded to the

questionnaires.²⁶ Note that survey was not conducted to 23 provincial cabinets as they were comprised as the aggregate of the local departments of each ministry and therefore caused the answers from central ministries to include the number of people or other information.

(d) Summary of the Results of Supplementary Survey

1) Roles of Organization, Issues and Needs of Human Resource Development

As shown in Appendix 7, the roles/requirements of each Target Organization, the development issues and the needs of human resource development and others were clarified, and it was found that many Target Organizations share the development issues in the organization and that the needs of human resource development for the solution are clearly shown.

As for the setting of Sub-Programs/Component, the range was found broad enough to cover the development issues and the needs of human resource development of each Target Organization, and the relevance of its setting was confirmed.

2) Availability of Potential Candidates

Most of all Target Organizations answered in detail to survey questions such as the number of all staff members, age distribution, percentage of bachelor's degree holders and English skills etc. As a result, it has been identified clearly whether or not respective governmental ministries and agencies have potential applicants who meet the application requirements.²⁷

This situation is largely different from that in 2009 when a similar supplementary survey was conducted with the introduction of the new system 1st phase. One of possible reasons of such a difference would be a change in the understanding of JDS. At the time the new system was just introduced in 2009, the governmental ministries and agencies of Cambodia were still possessed by a bias that the JDS Project also targeted private sectors. However, after the 1st phase, such a bias has been gradually replaced by a correct recognition that JDS puts its focus on the governmental organizations (JDS is an effective program as a tool that contributes to human resource development for Cambodia's governmental organizations).

3) Possibility to Return and Contribute after Returning Home, Opportunity of Training/Scholarships by Other Donors

²⁶ In Cambodia, the election for National Assembly took place in July 2013, and the new legislation was established in September 2013. This caused difficulty in conducting supplementary survey (collecting survey questionnaire) due to personnel change following to the establishment of new administration. Many Target Organization responded that they were unable to respond to the questionnaires because person in charge either had transferred or too busy for the meetings.

²⁷ However, it would be too hasty to consider all these figures obtained from the survey to be the number of potential applicants. This is because, for example, technical engineers and other local staff who are unlikely to become applicants for the JDS program are included in the number of regular employees. In addition, as respective governmental ministries and agencies have their own policy regarding sharing (circulation) of information (e.g., information is distributed only to departments which seem related to the Component), a possibility that distribution of the JDS recruitment information was accepted or rejected should be taken into account.

JDS participants who have completed the education program before March 2014 totaled 248 (excluding two participants who failed to complete it). Out of them, 198 returned participants (the 1st Batch to 9th Batch participants) including 95 public officers were accepted under the JDS old system, while 50 returned participants (the tenth- to twelfth-term students) were accepted under the new system.

A distinctive characteristic of the JDS Project for Cambodian students is the contribution to high rates of reinstatement and retention of the returned participants.²⁸ Almost 100% of the JDS participants returned to the work they engaged in before participating in the JDS Project. This would result from an inclusion of reinstatement provisions in “JDS Pledge ” in FY2006 which is to be submitted before coming to Japan,²⁹ as well as a fact that the majority of governmental ministries and agencies have their own rules in place for the reinstatement of returned participants (for one to seven years). As of March 2014, more than 75% of public officers who were accepted as the JDS participants under the old system returned to their previous workplace and continue to work there as in-service officers. Out of them, approximately 20 officers have been promoted to higher positions such as Government Policy Advisors, Deputy Secretary Generals, Directors, or Deputy Directors.

The study results also revealed that the governmental ministries and agencies put an emphasis on utilization and contribution of returned participants. In general, public officers with experience of studying abroad are usually well paid. In addition, they consider not only assignment of returned participants to adequate departments where they can exercise what they have learned from their studies and also promotion of them to the management level, according to the answers to the survey questionnaire.

With respect to availability of training and scholarship programs provided by other donors, governmental ministries and agencies have different situations as described in “1-4. Trend of Other Donor’s Aid.” However, Target Organizations are all interested in development of their staff members and understand its importance, it was confirmed that there were human resource development needs.

4) Comment and Request for the JDS

As described in “2) Availability of Potential Candidates,” there is a growing understanding among the governmental ministries and agencies that the JDS Project is an effective tool to develop human resources of Cambodian governmental organizations. Target Organizations are beginning to get more actively involved in the holding of explanatory meeting, etc. and provide cooperation.

²⁸ In this context, “reinstatement” is divided from “retention.” “Reinstatement” means returning to the workplace in which the JDS participants worked before leaving Cambodia and resuming their work duties, while “retention” represents continuing to work at the same place or organization even after reinstatement.

²⁹ A pledge signed between the JDS participants and the Cambodian government for ensuring their reinstatement as public officers after returning home. In Cambodia, the JDS participants are obliged to work for a minimum period of two years after returning home.

(3) Accepting Universities

In the new system, Accepting Universities are expected to play a role to achieve the project objective as partners on the project implementation from the technical point of view by participating in the Preparatory Survey and implementing the Special Program described later. Therefore, the selected Accepting Universities are fixed for the next four years in principle and expected to tackle the concerned development issues continuously and systematically.

(a) Determination of Accepting Universities

Prior to the Preparatory Survey, JICA presented proposed target priority areas/development issues³⁰ of JDS Cambodia to the universities having previously accepted the JDS participants or other universities wishing to accept the participants, and asked each university to submit the questionnaires regarding the concerned country or issues which they wish to be involved. As a result, 61 questionnaires in total were submitted from 34 graduate schools of 25 universities.

JICA and Embassy of Japan in Cambodia evaluated the contents of the questionnaires from respective universities and the experience of accepting international students including the JDS participants and others based on the evaluation guideline³¹. After that, in the Preparatory Survey, JICA presented the proposals (short list) of the top 3 universities in each Sub-Program to the Government of Cambodia and the Accepting Universities were finally selected after discussion between the survey team and the Operating Committee (see Table 6).

³⁰ They are a list of the background of issues, associated JICA programs and identified needs in the JDS corresponding to the target priority areas of the target countries determined based on the result of the discussion between JICA and the target country.

³¹ Evaluation guideline of Questionnaire for Accepting Universities: Scoring the evaluation points by the item of the questionnaire, Embassy of Japan in Cambodia, JICA Headquarters, and JICA Cambodia Office evaluated the questionnaires. The contents of Questionnaire submitted by the university include: (1) Maximum number of acceptable JDS participants per year; (2) Principle policy of the program; (3) Contents of the program/Curriculum; (4) Support and teaching system in the university/course; (5) Achievements and lessons learned from past acceptance for JDS participants; (6) Accepted foreign students other than JDS; and (7) Research/Cooperation performance on the development issues, etc.

Table 6: Accepting Universities in Cambodia (from 2014 to 2017)

Sub-program (Target Priority Area)	Component (Development Issues)		Accepting University	Graduate School (GS)
1. Strengthening of Economic Basis	1-1. Economic Infrastructure Development	Social Infrastructure	Nagoya University	GS of Environmental Studies
		Electrical Infrastructure	Tokai University	GS of Engineering
	1-2. Private Sector Development	Machinery Industry Development	Tokai University	GS of Engineering
		ICT Industry Development	International University of Japan (IUJ)	GS of International Management
	1-3. Economic Development		Kobe University	GS of International Cooperation Studies
	1-4. Agriculture and Rural Development		Tokyo University of Agriculture and Technology	GS of Agriculture
2. Enhancement of Social Development	2-1. Improvement of Education Quality		Hiroshima University	GS for International Development and Cooperation (IDEC)
3. Enhancement of Governance	3-1. Improvement of Administrative Functions		International University of Japan (IUJ)	GS of International Relations (GSIR)
	3-2. Legal and Judicial Development		Nagoya University	GS of Law
	3-3. Building of International Relations		Waseda University	GS of Asia-Pacific Studies

(b) Discussion and Exchange Views with Government of Cambodia

In the new system, Accepting Universities are expected to arrange the acceptance system and curriculums/programs suitable for the issues, which the target country is confronting and direct the research toward one based on the actual situations and needs of the country by actively and positively taking part in the JDS from the stage of planning and survey. They are expected to increase possibility to give the outcomes of research/study back to society in the future and further to promote the effectiveness of the JDS. To select JDS participants, therefore, faculty members of Accepting Universities were dispatched to Cambodia to interview candidates and at the same time there were meetings to exchange opinions with the concerned parties on the JDS including the Operating Committee, Managing Organization, and Target Organizations. The following are the objectives of exchanging opinions:

- To share perceptions of the issues and the measures for human resource development of the target country through the exchange of opinions with the concerned parties
- To reflect perception of Accepting Universities to the Basic Plan for the Sub-Programs through selection of the first batch candidates and exchange of opinions with the concerned parties
- To obtain information on the situations of the concerned issues and the needs for human resource development so that Accepting Universities can plan and formulate the program (Special Program³²) specially organized for the Sub-Programs/Components of the country.

Through the exchange of views between the Accepting Universities and the concerned parties on the JDS, Accepting Universities will be able to understand the issues and the needs of human resource development under the Sub-Programs/Components, and the background of the Target Organizations and candidates, which allows the Accepting Universities to consider appropriate curriculum and accepting system. Further, acceptance of JDS participants for four straight years is anticipated to turn to an occasion to establish the long-term collaborative relationship with the target country and Target Organizations.

(c) Acceptance of JDS Participants and Support for Utilization after Return Home

In the new system of the JDS where universities accept the JDS participants under the single Sub-Program/Component from the target country for four years, Accepting Universities are expected not only to guide/teach the participants based on the existing curriculum and programs but to offer the Special Program appropriate for the concerned issues of the country consistently at three stages of before/during/after their overseas study.³³ The purposes of the Special Program are as follows:

- To allow the JDS participants to acquire practical knowledge and experience through introduction of more practical and detailed cases in order to solve the issues corresponding to the Sub-Program/Component of the country
- Through the activities offered as the Special Program, to allow the JDS participants or the Target Organization to establish the network with Japanese and foreign researchers and/or organizations that contributes for future activities

³² The Special Program is a combination of the “Contract Research” established in the old system and the “Research Activity Facilitation” set in the new system, conducted with additional fees provided to Accepting Universities apart from the tuition fees. The “Contract Research” includes special courses or seminars to offer the JDS participants the direct additional values in addition to the existing courses offered by the university. On the other hand, the “Research Activity Facilitation” refers to the course that offers programs specializing in the development issues of the target country. To implement the Special Program, Accepting Universities are requested to submit the activity plan and implementation plan, and its implementation will be confirmed after the approval by the government of the target country.

³³ Implementation of Special Program for the 1st Batch of the 2nd phase is not covered in relation to the consulting contract for this Survey and the agent contract for the Project.

2-1-2. Basic Plan for the Sub-Programs

Through the discussion of the Preparatory Survey, target priority areas (Sub-Programs) and development issues (Components) on the JDS were selected, sufficiently considering the consistency with national development plan of Cambodia, Japan's Country Assistance Policy, and ongoing JICA's projects. Based on the Supplementary Survey of Target Organizations in the Preparatory Survey and questionnaires submitted from those Accepting Universities, the Basic Plan for the Target Priority Areas (Sub-Programs) (draft) were respectively formulated (see Appendix 6). The final plan for the Basic Plan was formulated after the discussion between faculty members of Accepting Universities and the Target Organizations in Cambodia during the Technical Interview in the selection process.

In the Basic Plan for the Sub-Programs, a four-year program (four batches included) is formulated as package which consists of the Target Organizations to nominate JDS candidates, Japanese Accepting Universities, the number of JDS participants and expected outcomes on the Sub-Programs/Components. It is expected to improve the abilities of the core human resource in policy-making and project management, and further to improve the abilities of the Target Organization in policy-making by dispatching the JDS participants for four years under the same Sub-Programs/Components, Target Organizations and Accepting Universities based on said Plan.

In addition, each Accepting University is expected to provide Special Programs to try to tackle the issues in each Sub-Program/Component of Cambodia exclusively and promote the development of the relationship with organizations of the Government of Cambodia. The Basic Plan for the Sub-Programs formulated based on the discussion in the Preparatory Survey will be the guideline for Accepting Universities to educate/guide JDS participants for the next four years and will be the base for the program evaluation to be conducted four years later.

The Main Items of the Basic Plan for the Sub-Programs

1. Outline of the Sub-Program/Component

- (1) Basic Information
- (2) Background and Needs (Positioning of the JDS Program in Development Plan of Cambodia)
- (3) Japan's ODA Policy and Achievement (including the JDS)

2. Cooperation Framework

- (1) Project Objective (2) Project Design (3) Verifiable Indicators
- (4) Number of JDS Participants and Accepting University (5) Activities
- (6)-1 Inputs from the Japanese Side (6)-2 Input Duration and the Number of JDS Participants
- (7) Inputs from the Cambodia Side (8) Qualifications and Requirements

After the consultation with the Operating Committee, the “Qualifications and Requirements of JDS Applicants” described in the above-mentioned Basic Plan for the Sub-Programs were set as shown below. The recruitment and selection process for the 1st Batch of the 2nd Phase has been completed as of March 2014.

<Qualifications and Requirements of JDS Applicants>

1) Work experience, etc

- Currently employed in the Target Organizations as a full-time employee (Except contract staff).
- Required at least 2 (two) years of work experience including a period of probation as full-time employee in the Target Organizations at the time of application.

2) Other qualifications

- Nationality: Applicants must be citizens of Cambodia
- Age: Between 22 and 39 years old
- Academic background: Posses a Bachelor Degree authorized by Cambodia or other countries
- Have a good command of both written and spoken English
- Mentally and physically in good health
- A person falls under the following items is not eligible for apply
 - Those who are currently receiving (or is scheduled to receive) another scholarship (including other scholarships of Japan)
 - Those who have obtained a master’s or higher degrees overseas under the support of foreign scholarship
 - Military personnel and military civilian employees registered on the active list, and also personnel on temporary leave from the active list

It was confirmed that those Sub-Programs and Components are associated with the development issues of Cambodia and the Country Assistance Policy (see “3-5 JDS and Development Issues, and Conformity with the Country Assistance Policy” for details), and these were officially agreed as priority areas/issues to be tackled on the JDS during the discussion on the survey conducted in August 2013 (see Appendix 4 for details).

2-2. Four-year Program Scale Design

After considering the maximum number of JDS participants in each of the four consecutive years from fiscal year 2014 onwards proposed by the Japanese government in April 2013 (24 participants per year), the maximum number of acceptable participants by Accepting Universities proposed on their

questionnaires, and the most appropriate program to solve the issues of each Component, the accepting number (proposal for four years) in each Sub-Program/Component was decided through the survey as shown in Appendix 5. Based on it, the first batch candidates were recruited and selected.

The accepting number of participants per Sub-Program/Component is set for each fiscal year. However, like in the previous cases, it was confirmed that, if the prescribed number is not achieved and there is a vacant slot for certain Component or Accepting University through recruitment and selection, another university in the same Component (only if two or more universities are placed in the same Component) or another Component would accept an alternative candidate for the vacant slot to fulfill the maximum number of 24 per year.

2-3. Obligations of Recipient Country

During the period of recruitment and selection of JDS participants, MoEYS takes a main role in planning, implementation, management and supervision of the JDS as a Managing Organization of all the Components; cooperates in promoting the applications for the JDS through the distribution of application guidelines; encourages the cooperation for the JDS to the Target Organizations set for each Component; and conducts the consultation and discussion between the Accepting Universities and the Target Organizations for formulating the Basic Plan for the Sub-Programs.

While the JDS participants study in Japan, the Government of Cambodia monitors the participants via the agent on a regular basis to report to JICA. They also find the updates on the progress or concerns of the JDS on the regular report submitted by the agent to take appropriate actions in cooperation with the Operating Committee members if necessary. In addition, they provide data or other materials necessary for the JDS participants to complete their master's thesis.

After the JDS participants return home, taking into consideration that main objectives of the JDS include contribution of the JDS returned participants to the solution to development issues of the country as well as the development of the human network, the Government of Cambodia shall hold a Reporting Session after the JDS participants return home in order to acknowledge their achievements, and take necessary measures including the subsequent trend survey or the promotion of academic and cultural exchange and cooperation with Japan. At returning of JDS participants, MoEYS as a Managing Organization notifies the return of JDS participants to their original organizations, and encourages relevant government ministries to provide the JDS returned participants with the same duties as before or the duties that enable them to work actively at the core of governmental administration.

A request was made to the MoEYS as a Managing Organization, for provision of an office for the consultant during the Preparatory Survey and for an agent which implements JDS Project. According to them, an available site in the MIE building or other relevant facilities is currently being located. Further coordination will need to be made for this issue.

2-4. JDS Implementation Schedule

When Ministry of Foreign Affairs of Japan and JICA officially make a decision to implement the JDS from fiscal 2014 onwards as the result of the Preparatory Survey, the program will presumably be implemented for the next four years according to the schedule shown in Figure 5 below. More specifically, following the conclusion of the Exchange of Notes (E/N) and Grant Agreement (G/A) every year, JICA will recommend a consultant entrusted to conduct said Preparatory Survey as the agent to the Government of Cambodia. The agent will conclude a contract with the Government of Cambodia to implement the JDS Project on behalf of the government.

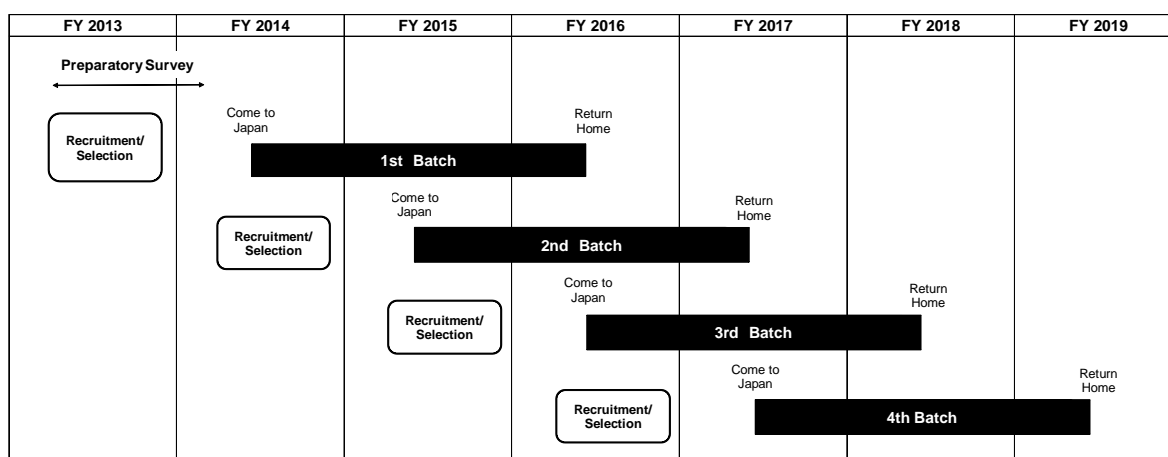


Figure 5: Implementation Process

2-5. Follow-ups of the Project

The purpose of the JDS is “to develop human resources including highly capable young governmental officials who are expected to engage in formulating and implementing socio-economic development plans and to become leaders of their countries,” and “JDS returned participants are expected to use their expertise to contribute to practically solving the socio-economic development issues that their countries are facing.” To accomplish the purpose, it is necessary to provide various follow-ups to JDS returned participants, in addition to encouraging them to study and acquire specialized knowledge and building human network in Japanese universities. The effective follow-ups will largely depend on understanding, cooperation and voluntary efforts by the Government of Cambodia and the concerned parties involved in the JDS Project.

As elaborated in “2-1-1. (2)-(d)-(iii) Possibility to return and contribution after returning home /opportunity of training/scholarship programs by other donors,” 248 Cambodian participants of the JDS Project returned home (as of March 2014). A relatively large number of them returned to the workplace where they worked before leaving Cambodia and continue to work there, which is a distinctive characteristic seen among the JDS returned participants.

As an initiative to enhance and maintain the rates of reinstatement and retention of JDS returned participants, participants are required to obtain from superiors of their workplace “Permission Letter on Long-term Leave”³⁴ at the stage of the final screenings. This allows JDS participants to smoothly return to the same workplace as they worked before. In addition, many of the governmental ministries and agencies as Target Organizations act on their own initiative: before participants leave Cambodia, they sign with the participants a contract specifying the reinstatement and the minimum required period of work³⁵ after studying abroad. Furthermore, as a rule of the JDS Project for Cambodian students, provisions for reinstatement and the minimum period of work (two years) are included in the “JDS Pledge” which is signed between the MoEYS and JDS participants. Through giving applicants and Target Organizations repeated explanation not only about the outline of the JDS Project but also about the importance of reinstatement of students at the stages from recruitment to screening, JDS worked on securing the environment where participants are able to work adequately after studying in Japan.

After returning home, JDS participants are required to submit a notification of their returns to the MoEYS and to attend a reporting session which is held by the Operating Committee. Data of returned participants is registered in a database installed in the MoEYS. In the reporting session, JDS returned participants provide to the Operating Committee and the related members a report on what they have learned from their studies in Japan, career and action plans by taking advantage of such outcomes, and human networks they have built up during staying in Japan, as well as to what degree they have attained the project goals (acquisition of expertise necessary to resolve development issues through earning of Master’s degree). Applicants from Target Organizations are able to participate in the meeting as well, which allows them to have a lively question and answer session with the returned participants.

In addition, the JDS participants are to belong to “JICA Alumni of Cambodia (JICA-AC)”³⁶ which consists mainly of trainees who have come to Japan to receive the JICA training courses. A list of the Alumni members including the JDS returned participants has been already published. This alumni association not only holds forums and workshops but also actively engages in social contribution activities. In the past, lots of issues and problems were raised every time a proposal for establishing an alumni association for the JDS participants was presented, but now they have been resolved through the JICA-AC.

Under the JDS new system, there are universities that use the budget for “Special Program” to provide follow-up support to returned participants.³⁷ Specifically, the Graduate School of Bioresource and Bioenvironmental Sciences, Kyushu University, one of accepting universities in agricultural component during the 1st phase, held a follow-up seminar in Cambodia. In this seminar, the JDS

³⁴ A letter issued to the JDS Operating Committee by Target Organizations for the purpose of securing positions of the JDS participants as public officers by handling the duration of their studies in Japan as a long-term leave if participants come to Japan as the JDS participants.

³⁵ The period varies depending on rules of respective governmental ministries and agencies (from one year to seven years).

³⁶ Official website of the JICA Alumni of Cambodia <http://www.jica-ac.org/index.php>

³⁷ For the 1st phase, these universities include Graduate School of Bioresource and Bioenvironmental Sciences, Kyushu University and Graduate School of Humanities and Social Sciences, University of Tsukuba.

returned participants gathered from different workplaces and departments and presented initiatives being taken to solve issues facing their organizations and agricultural issues facing Cambodia. This allowed them to share and discuss these issues and solutions. Being attended by their superiors at Target Organizations to get involved in the discussion, this seminar created a rare opportunity where the three parties - Target Organizations, the accepting university, and JDS returned participants - gathered together to deepen cooperation as well as their understanding of development issues facing Cambodia and the details of the JDS Project.

In this way, the achievement of the program is expected to become more apparent through the organic follow-up efforts made by JDS related organizations, including the Operating Committee and the Accepting Universities, not merely through the follow-ups provided by the Government of Cambodia.

Chapter 3. Evaluation of the JDS and Recommendations

3-1. Evaluation by JDS Participants in Cambodia and the Accepting Universities

3-1-1. Evaluation by JDS Participants in Cambodia

In order to monitor the post-study situation (including the situation at the time of application) of the JDS returned participants, a follow-up survey using a questionnaire was conducted. The JDS Project for Cambodia celebrated its 13th anniversary and needed to confirm its effects and impacts from a long-term perspective, for the purpose of developing young administrative officers. The survey was conducted targeting 20 returned participants selected among public officers who were the JDS participants, and 14 respondents provided answers.³⁸

The survey questions included the following: (1) a reason why you applied for the JDS; (2) relationships between your study plan and development issues/work duties (including how you made use of what you had learned in Japan after returning home); (3) career path and goals after returning home; and (4) relationship with Japan after returning home. After collecting answered questionnaires, the consultant conducted hearings with respondents individually by e-mail or phone if additional questions and confirmation to their answers were necessary. The returned participants targeted for the follow-up survey are listed in Table 7.

³⁸ Most of the participants who failed to answer the survey before a deadline were not in Cambodia due to their mission or on a business trip at that time.

Table 7: JDS Returned Participants (1st to 10th Batch: 14 Respondents)

Batch	University	Field	Present Organization and Department
1 st Batch	International University of Japan	MBA	National Bank of Cambodia Information Technology Department
2 nd Batch	International University of Japan	Economics	Office of the Council of the Ministers Social and Cultural Observation Unit
2 nd Batch	Tokyo University of Agriculture and Technology	Agriculture/Rural Development	Ministry of Agriculture Forestry and Fisheries Royal University of Agriculture
2 nd Batch	Kobe University	International Relations	Cambodian Senate Secretariat General of Senate
3 rd Batch	University of Tsukuba	International Relations	The Office of the Council of Ministers APSARA Authority
3 rd Batch	Toyohashi University of Technology	Infrastructural Management	Office of the Council of Ministers Department of Communication and Post
4 th Batch	Ritsumeikan University	International Relations	Office of the Council of Ministers Press and Quick Reaction Unit
4 th Batch	Kyushu University	Agriculture/Rural Development	Ministry of Agriculture Forestry and Fisheries General Directorate of Rubber Plantation
6 th Batch	Ritsumeikan University	International Relations	Office of the Council of Ministers ASEAN Department
6 th Batch	Kyushu University	Agriculture/Rural Development	Ministry of Environment Department of Nature Conservation and Protection
6 th Batch	Tokyo University of Agriculture and Technology	Agriculture/Rural Development	Ministry of Environment General Department of Administration of Nature Conservation and Protection
7 th Batch	Kobe University	Economics	Ministry of Industry Mines and Energy National Productivity Center of Cambodia
8 th Batch	Yokohama National University	Law	Office of the Council of Ministers Council for Administrative Reform (CAR)
10 th Batch	International University of Japan	Improving local and Central Administrative Functions	Ministry of Planning Social Planning Department

(1) Reasons for Applying to the JDS

A common reason among all 14 respondents is that they wanted to hone their skills by engaging in studies related to their work duties at Japanese universities that are highly regarded on a global basis and to make use of them for the future. The JDS participants (1st to 4th Batch participants) who were accepted under the earlier phase of the old system (“earlier old system”) tended to answer the acquisition of knowledge as a main reason. However, some of those (5th to 9th Batch participants) accepted under the later phase of old system (“later old system”) or under the new system (10th Batch participants) seemed to apply for the program with a desire to contribute to their homeland after returning home.

A possible reason behind this difference is an effect of the initiative which had been taken; since the later old system, methods of recruitment and selection has been revised by taking into account the relationships between development of government employees and public officers and development issues and study plans. At the beginning of the JDS Project in Cambodia in 2000, there was a concern that the governmental organizations had less human resources eligible to application for the earning of Master's degree through the JDS Project. Such a circumstance made the JDS Project accept applicants from private sector related to development. However, applicants from private sector became more competitive as the Cambodian economy was gradually riding high through the 2000's. In 2006, therefore, JDS began taking approaches to obtain more public officers who apply and were successful for the JDS Project in Cambodia.³⁹ Around the same time, it began paying more attention to the identification of development issues and relationships between these issues and workplaces and study plans. It seems that these were reflected to their answers.

The survey results revealed that all the respondents applied for the JDS Project based on their own will. In Cambodia most of Target Organizations do not conduct internal screening of applicants.⁴⁰ Those interested in a program of studying abroad are allowed to apply for it based on their free will, with an approval of their superior if they meet criteria (age and length of service, etc.) set out by their workplace.

(2) Relationships between study plans and development issues/work duties (including the utilization of what the JDS participants have learned from their studies in Japan)

According to the survey results, all 14 respondents determined their study plans based on their own will. However, some participants accepted under the earlier old system responded that although they recognized development issues facing Cambodia, they formulated their plans without taking into account the relationships with their workplaces or work duties. On the other hand, participants accepted in and after 2006 under the later old system (6th Batch participants) strongly tend to set their study plans with taking into account the relationships with their work duties as well as development issues. The main factor behind this change may be the system upgrading as described above—since the later old system, the JDS participants has become recruited with a focus on public officers and by taking into account relationships with development issues and work duties as well as possibility of contributions after returning home. Another popular answer was that process and a way of thinking they had learned and experience they had gained from their studies in Japan, regardless of themes, significantly helped them do their work duties after returning home.

Currently in the new system, the relationships between study plans and development issues/work duties (Target Organizations) have become much clearer. Most applicants prepare application

³⁹ These approaches include the following: “Common Agenda System” which enables the setting of common development issues among the Operating Committee, accepting universities and applicants; and “Quota System” which gives a certain level of screening preferential to applicants who work public organizations. The Operating Committee has become selecting candidates for the JDS program after carefully considering relationships between study plans and workplace as well as chances of applicants making contributions after returning home.

⁴⁰ In the first fiscal year of the new system 1st phase (2009), applicants were required to obtain recommendation of Target Organization they belong to. However, this requirement was removed in the following year because of a worry about possible corruptions. Same as under the old system, an open recruitment system is currently adopted where those interested in the JDS project are able to apply for it based on their own free will.

documents and study plans with the relationships taken into account. In this regard, the new system contributes to more effective use of achievements of studies in Japan in policy making to resolve development issues, in comparison with the old system.

(3) Carrier path and goals after returning home

In general, public officers of the governmental ministries and agencies of Cambodia with experience of studying abroad are well paid. The JDS returned participants are no exception to this rule. Approximately 20 returned participants have been promoted to positions of responsibility in their departments or sections or involved in decision making, such as the Deputy Director General, Directors, Deputy Directors or Advisors.⁴¹

With respect to a carrier support system, it was confirmed through answers not only from the respondents but also from the Target Organizations that the JDS returned participants are given appropriate work duties based on their areas of expertise. Some of the returned participants accepted under the earlier old system have been assigned to the work less related to their studies in Japan, but the details of their answers showed that this situation resulted from positive reasons such as moving into or concurrently assuming a position of greater responsibility for their ability and performance achieved.

With respect to a carrier path after returning home, a popular answer was that they want to continue the current work duties or that they have not decided yet, while some answered that they want to seek a higher position of responsibility in decision making for departments and organizations. However, given that many respondents answered in detail to other questions about their current work duties and their roles at workplace for resolving development issues facing Cambodia, more specific answers might have been obtained on their carrier path if questions had been asked from another angle, instead of being directly asked.⁴²

(4) Relationship with Japan after returning home

The survey results revealed that many returned participants are still connected to Japan as shown in a case where they maintain relationship with their accepting universities and renew their old friendship with professors of the universities when they visit Cambodia. There were also some answers that they have (or had) relationships with Japanese people or organizations in their business. For those who are not engaged in business with Japan, it was confirmed that their relationships with Japan may be limited only to Japanese friends.

⁴¹ In this context, this is limited only to the JDS participants (public officers).

⁴² Changes in question wording might be effective: e.g., “Based on your current work duties and issues facing your workplace, what do you want to or have to work on in the future?” This kind of question might help returned participants stimulate their awareness of issues linked to their future vision from their current (familiar) jobs.

3-1-2. Evaluation by the Accepting Universities

To conduct a questionnaire survey concerning the merits and impacts of accepting JDS participants for the 8 graduate schools at the 6 Accepting Universities (as shown below), questionnaires have been sent before a hearing survey based on the responses to these questionnaires. The following shows the survey results.

	Universities for a hearing survey
1	International School of Japan, Graduate School of International Relations
2	University of Tsukuba, Graduate School of Humanities and Social Sciences
3	Tokai University, Graduate School of Engineering
4	Nagoya University, Graduate School of International Development
5	Nagoya University, Graduate School of Law
6	Hiroshima University, Graduate School for International Development and Cooperation
7	Kyushu University, Graduate School of Bioresource and Bioenvironmental Sciences
8	Kyushu University, Graduate School of Engineering

(1) Information about the JDS Participants from Cambodia under Evaluation

The JDS participants from Cambodia are highly valued as hard workers with a deep sense of purpose, and they have average basic academic ability among ASEAN students studying abroad.

(2) Background to Accepting JDS Participants under the new system

As a reason of accepting Cambodian students under the JDS Project, most of accepting universities answered that they had already had relationships with Cambodia. With respect to a purpose of accepting them, many accepting universities wish to make themselves more international through achievements and experience of other international student support programs. In particular, the answer of Graduate School of Law Nagoya University and Graduate School for International Development and Cooperation, Hiroshima University left an impression: “Establishment of continual partnerships with international program alumni may possibly lead to joint research in the future.” These answers indicate that accepting universities seem to expect internationalization of themselves as well as cooperation with other international student support projects through continual relationships with people involved in the Cambodian government by accepting the JDS Project students.

(3) Changes in Students’ Commitment to Their Studies of the JDS Participants from Cambodia under the New System

With regard to changes in students’ commitment to their studies in Japan as a result of shifting from the old system to the new system, the same answer was obtained from more than one accepting universities: “The new system has an advantage that allows the JDS participants to focus on their

studies without having to worry about job hunting after returning home because they have obtained the recommendation of their Target Organization before coming to Japan and their jobs after returning home are guaranteed.”

The answer of Graduate School of Law of Nagoya University was as follows: “Limiting candidates to those who are dispatched from specified administrative organizations enables us to collect information through networks with dispatch organizations. This could be a significant benefit in conducting studies on development issues.”

(4) Changes due to the Acceptance of JDS Participants under the New System, and Their Merits and Impacts

The following are obtained from more than one accepting universities as benefits from the acceptance of the JDS participants are described below:

(i) Globalization of University

The most popular answer among accepting universities was that accepting the JDS participants helped them become more international. This answer may prove that the JDS Project plays a part in globalization of accepting universities. Specifically, Graduate School of Engineering, Tokai University responded that “the joining of foreign students with different abilities and backgrounds clarified the needs to provide flexible support and to create favorable environment, which contributed to globalization of them.”

(ii) Effects on human network

More than one accepting universities responded that the designation of Target Organizations under the new system facilitated them to build up a network with such organizations. Graduate of School of Bioresource and Bioenvironmental Sciences of Kyushu University answered as follows: “We have become able to build up new networks, via the JDS participants, with universities and administrative organizations of their countries. This allows us to conduct studies in wider areas more deeply.” On the other hand, some graduate schools responded that a system should be put in place to accept overseas students, even only the small number of them, for longer period of time, pointing out that the term of four years was too short to establish a human network.

(iii) Effects on Japanese students and other overseas students

Graduate School of Law of Nagoya University answered as follows: “For Japanese students and overseas students of other projects with less chance to come in contact with administrative officers of other countries, it is a good opportunity to have discussions with the JDS participants with profound knowledge based on their professional carrier because they are able to learn practically from the JDS participants about the situation of their counties, in particular, the administrative organizations.”

(iv) Other

As an effect on regional revitalization, more than one accepting universities responded that “communication between the JDS students and Japanese people inside/outside university led to an increase in Japanophiles.” This answer may prove that the JDS Project contributes to globalization of surrounding areas of accepting universities.

(5) Positions and Results of the Special Program

As stated above, the Special Program is highly significant and acclaimed. The reasons for this positive evaluation include not only the activities of the JDS participants during their stay in Japan, but also a diverse set of other activities ranging from the creation of opportunities to provide training before their arrival in Japan to the follow-up of the JDS participants after they return home.

Specifically, Graduate School of Humanities and Social Sciences, University of Tsukuba said the following in their answers: “The Special Program has allowed us to hold special lectures by inviting instructors from overseas countries and to provide follow-up support and seminars by dispatching teachers to target countries. We believe this maintains and enhances effects of international student support programs.” On the other hand, there were voices calling for more flexibility in the use of the Special Program budget from the standpoint of ensuring educational equality between the JDS and other students because the budget basically covers the JDS participants only

(6) Evaluation of the JDS Participants under the New System

The Universities are about to conclude the acceptance of the four batches of JDS participants. They answered that they had achieved the objectives raised in the Basic Plan for accepting JDS participants developed in the first year. Other answers were as follows; “As specific achievements the JDS students will make after returning home, we have high expectations for the future” and “We want to enhance our follow-up program to help the JDS participants who completed the program make use of what they have learned from their studies in Japan.”

(7) Follow-Up Status of the JDS Participants after Being Accepted under the New System

As part of follow-up support for the JDS students after returning home, Graduate School for International Development and Cooperation, Hiroshima University answered that over 550 graduates, including but not limited to the JDS participants, have been registered with the graduate course's Facebook in order to communicate with each other by sharing their recent status, etc. According to Graduate School of International Relations, International University of Japan, they have taken the following approaches: (1) holding of follow-up seminars in countries of the overseas students; (2) building up of an environment to enable communication between graduates, faculty members and staff through Facebook, online Alumni list and e-mails; and (3) issuance of newsletters for alumni twice a year. As shown above, respective accepting universities are actively working on maintaining relationships with the JDS students after returning home.

3-2. Expected Effect of JDS

As already stated, the JDS aims to develop human resources including young government officials who will have technical knowledge to offer practical solutions to the issues of socio-economic development and will actively contribute to resolving the issues. To implement the JDS effectively to achieve the objective, Project Design (consisting of Overall Goal and Project Purpose) has been established for each Sub-Program and Component (see Appendix 6). The effect of the human resource development program is expected to manifest itself in the long term. Therefore, the Project Design, particularly the Project Purpose which defines the performance target at the time of project completion, can only refer to the acquisition of knowledge necessary to solve the development issues and the resulting increase in the competence of the personnel involved in policy-making in the Target Organizations. Nevertheless, it is expected that JDS participants will ultimately “contribute to solving development issues in their countries” by applying the acquired knowledge effectively and being given responsibilities and opportunities to do so in the Target Organizations.

The following indicators are used to measure the achievement of Project Purposes, and in light of the above perspective they are applied to all Components:

- Ratio of JDS participants who obtain Master’s degree
- Ratio of JDS participants assigned to a workplace which has good relevance to their research/expertise after their return from Japan

With respect to the indicator, “Ratio of JDS participants who obtain Master’s degree,” a high completion rate has been achieved as a result of the steady implementation of the following: 1. Encouraging applications by appealing to persons in charge of personnel in the Target Organizations of each Sub-Program and Component as well as the human resources that match the intent of the program at the time of recruitment; 2. Selecting JDS participants on the basis of, among others, academic knowledge, relevant work experience, basic training, and potential for contribution after returning home; and 3. Offering various types of support and periodic monitoring (namely, understanding and advising on academic, lifestyle, and health issues in the form of interviews) to JDS participants in Japan.

This time, the adequacy of the JDS new system, which was introduced in 2009, will be evaluated on the basis of this survey, and its continued application in Cambodia will eventually be reviewed by the Japanese government. It is, however, necessary for the Government of Cambodia and Target Organizations dispatching JDS participants to provide support during their study and, in addition, for the Accepting Universities to offer a curriculum that make ever-greater contributions to solving the development issues of the country. It is, therefore, expected that the achievement of the Project Purpose, which is measured by the first indicator, will continue to be promoted.

As for an indicator “Ratio of JDS participants assigned to a workplace which has good relevance to their research/expertise after their return from Japan” many governmental ministries and agencies

voluntarily sign with the JDS participants a contract specifying the minimum period of work after returning home, in addition to the contract required by the JDS Project, as described in 2-5. This contributes to higher rate of reinstatement and retention of the JDS returned participants. Results of questionnaire survey with Target Organizations also have revealed that they arrange to have the JDS returned participants assigned to departments that allow them exercise their expertise.

Through introduction of the 1st phase of the new system in FY2009, more and more Target Organizations comprised of Cambodia's governmental ministries and agencies are beginning to consider the JDS to be a scholarship program focusing on the development of administrative officers. In light of this, it is expected that the number of organizations to use the JDS Project for human resource developments will gradually pick up.

3-3. Implementation of Supplementary Surveys for Evaluation at the End of the Project

Along with the introduction of the new system, for the purpose of a more multidimensional evaluation, new indicators were added to the two verifiable indicators which have been already stated in the Basic Plan for the Sub-Programs since 2009, in order to supplement evaluation at the end of the JDS Project.

The effectiveness of the project after the introduction of the new JDS system can be measured on the basis of various criteria, including the independence of relevant organizations and the activities of JDS participants after returning home, in addition to the management and progress of the project. Attention was, however, focused on the function of management of information about the JDS participants, or their monitoring considered characteristic of the JDS. Primarily, this was used to create indicators for evaluating the "Degree of capacity building of JDS participants" and the "Level of appropriateness of university curricula" and also to conduct a questionnaire survey. The survey respondents were principally JDS participants themselves. With respect to the "Degree of capacity building of JDS participants," however, the managerial staff at the Target Organizations and the academic advisors at the Accepting Universities were asked to answer a questionnaire concerning changes in the abilities of JDS participants from an objective point of view.

(1) Contents of the Survey

As for the "Degree of capacity building of JDS participants," given that the "Development of young government officials" is the objective of the JDS, it was aimed to examine changes in the abilities required of government employees in the developing country as a result of the JDS. In concrete terms, the survey was conducted to measure improvements in skills and thinking abilities such as "Scientific research and analytical skills," "Logical thinking ability," "Problem-solving ability," and "Leadership," as well as changes in attitudes including "Morality," "Discipline," "Sense of responsibility," and "Aggressiveness."

The appropriateness of university curricula for the solution of development issues, on the other hand, was already confirmed when the curricula were presented for screening before the beginning of the survey. Survey items were, therefore, created in order to check whether the proposed curricula were actually implemented and, in addition, whether the offered curricula truly produced an outcome that contributes to resolving the development issues.

(2) Survey Method

The questionnaire survey targeting JDS participants was undertaken in the following four stages: Upon their arrival in Japan, during their study, upon their completion of study, and after their return to their home country (after their reinstatement in their jobs). At the time of their arrival in Japan and during their study, preliminary reports on the periodic monitoring of the JDS participants were received. At the time of the completion of their study and shortly before their return to their home country, questionnaires were distributed and collected, instead of preliminary reports on the evaluation meetings that had been convened with the JDS participants at each Accepting University and in each graduate school. As for the JDS participants who have already returned home, JICA plans to distribute and collect questionnaires once in 4 years.

As regards the questionnaire survey of the managerial staff of the Target Organizations, questionnaires were distributed and collected by the JDS Project Office in Cambodia before and after the arrival of the JDS participants in Japan.

Lastly, with respect to the academic advisors of the Accepting Universities, questionnaires were distributed along with reports on the final monitoring of the JDS participants, to whom they were offering advice, and their responses were received.

(3) Use of the Survey Results

The following questions were analyzed from the results of the questionnaire survey on the JDS participants, the managerial staff of the Target Organizations, and the academic advisors of the Accepting Universities: Of various abilities required of government employees, what skills and thinking abilities are needed in the Target Organizations, what abilities the JDS improved the most, and what attitudes it changed. The analysis was carried out to verify the validity and effectiveness of the JDS.

The suitability of the curricula, research guidance, and research environments provided by the Accepting Universities was also verified through the analysis of the results.

To turn the survey results into future improvements in the JDS, at the end of every year, the results of aggregation and analysis, including of the questionnaire surveys conducted this year and, as needed, in previous years, are scheduled to be shared with the Operating Committee and the Accepting Universities.

Figure 6 presents an analysis of the results of the questionnaires filled out by the three JDS participants who returned home (JDS participants who had come to Japan in 2010). All the skills and abilities were improved at the time of graduation, compared with the time of arrival in Japan. However, in Cambodia, the especially large increases in “Scientific research and analytical skills,” “Communication Skills” and “Time management skills” can be described as being characteristic. The result of this analysis leads to a conclusion that through graduate studies, the JDS participants acquired the skills necessary to be government officer in general such as “Time management,” which can also shows that the participants deepen their understanding on Japan during their study in Japan.

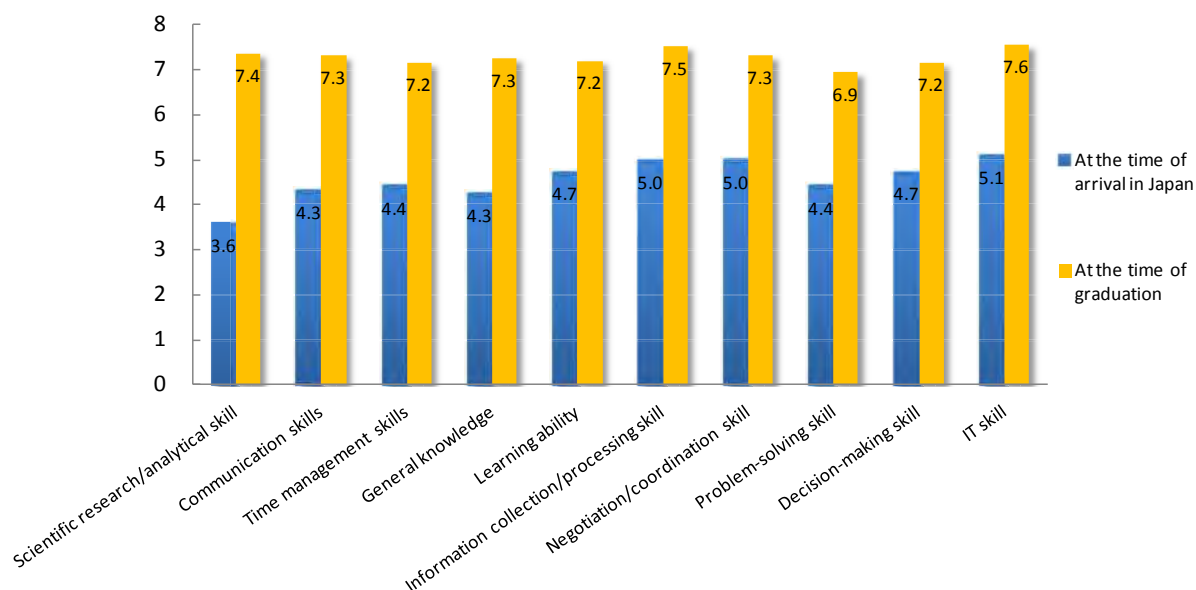


Figure 6: Ten Largest Increases in the Skills and Abilities of the JDS Participants from Cambodia during Their Study in Japan (between Their Arrival in Japan and Graduation)

The improvements in the skills and abilities of government employees, including information gathering and processing skills, through the JDS are considered to be one of the achievements of the JDS. The participants are expected to apply these skills and abilities to make contributions to the Target Organizations and to the issues of development in Cambodia.

3-4. Issues and Recommendations

As described in “1-4. Trend of Other Donor’s Aid,” Cambodia is provided with scholarship programs from multiple countries. In order to achieve the JDS objectives and to maximize its effects under such a situation, it is important to make more people become interested in applying for the program at first and also to secure the quality of applicants.

Japanese government policies to further encourage the acceptance of students from overseas countries and unified efforts by related organizations across Japan would be desirable for securing the certain number of applicants. At the same time, as part of approaches to attract more people to the JDS Project, it would be

necessary to continue to advertise distinctive characteristics of the JDS Project that set it apart from many other scholarship programs. Targeting public officers, the JDS is a well-designed program suitable for developing human resources who contribute to resolving development issues facing Cambodia. Relevant parties of Target Organizations are expected to deepen their understanding that the JDS Project benefits medium- to long-term development of their country. Specifically, the JDS Project has the following features that should be showcased: (i) Accepting Universities are positioned as project partners; (ii) a comprehensive system covering provision of advices and acceptance of participants is put in place where the JDS participants can receive curriculum that meet the situation of their countries through the Special Programs in addition to the existing programs; and (iii) generous support including regular monitoring is provided to the JDS participants throughout their stay in Japan.

In order to increase effects of the JDS Project it would be necessary to strengthen cooperation with other JICA projects, focus more on public relations activities through establishing and utilizing continual cooperation with 248 returned participants, and recruit personnel who could be a counterpart in future projects.

The concerns and recommendations obtained through the Survey are as follows:

(1) Setting of Target Organizations

Target Organizations were decided upon based on the results of discussions/consultations with the JDS Operating Committee members in Cambodia by reviewing the roles and mandates of individual organizations, and their relevance to Sub-Programs/Components, etc. Although many of them are those selected also in the 1st phase, part of Target Organizations were organized in this survey from the perspective of “focusing on governmental organizations” and in consideration of “which organizations should be defined as governmental organizations.” Specifically, governmental organizations and public corporations, etc.⁴³ which had been defined as “private” bodies in the 1st phase have been re-defined as those equivalent to governmental organizations, while the Bar Association of the Kingdom of Cambodia from which an indefinite number of private civilians may apply was excluded from the Target Organization list.⁴⁴

It has been agreed with the Cambodian side that if further review of the list is required in the future a supplementary survey on Target Organizations in question or other approaches should be conducted in order to determine their inclusion in/exclusion from the list after consultation with the Cambodian side.

⁴³ In the new system 1st phase, for instance, applicants from electric power corporation, waterworks bureau, the National Bank, autonomous port were classified as “private” (from the perspective of not being public officers) in accordance with the JDS rules and therefore there was a limit on the number of applicants passing the screenings from these organizations. A question had arisen among accepting universities why they were defined as “private sector.”

⁴⁴ The Bar Association of the Kingdom of Cambodia is important from the perspective of operation and spread of laws. However, many of lawyers registered with this association are freelancers and private lawyers belonging to companies or NGO. In light of the aim of the JDS project, which is focusing on governmental human resource development, therefore, it was agreed to exclude this association from the Target Organization list at the survey conducted in August 2013.

(2) Selection of Accepting University

The selection of accepting universities was conducted by JICA and the Embassy of Japan in Cambodia in a fair manner based on the well-defined selection guidelines during the Preparatory Survey this year. The Cambodian side has confirmed its appropriateness and issued their statement indicating their basic consent on the proposal made by the Japanese side. Based upon four-year project experience, selected as accepting universities were universities that have a structure in place to accept and provide guidance to Cambodian students with the understanding that their academic levels of English and math are lower compared with students of other countries.

As it is assumed that direct communication and cooperation between accepting universities, Operating Committee members and related parties, and Target Organizations will be strengthened further in the process of formulating the framework of the future project including accepting universities, it would be desirable that the accepting universities work on initiatives effective to help resolving development issues in Sub-Programs/Components throughout the period of accepting the JDS participants ranging from “before coming to Japan” to “staying in Japan for studies” and “after returning home.”

(3) Application Requirements

With regard to application requirements, age limit for application was raised in the 1st phase⁴⁵ and no changes were made as a result of the survey this time. As the JDS Project requires a minimum two-year work experience at a Target Organization, there are many people who are interested in applying for the project but cannot do it only because of their lack of work experience. However, in consideration of the project’s main aim to create a study plan based upon the understanding of issues facing the workplace (Target Organization) applicants belong to which are directly connected to development issues and accumulated experience and to make use of what they have learned from their studies in Japan to resolve the issues, the above job-experience requirement is necessary to be maintained.

One of the requests from accepting universities is the strengthening of applicants’ English skills for English examinations. According to faculty members in charge of interviews at accepting universities, there are some applicants who are underrated in TOEFL in comparison to their practical English communication skills because they are unaccustomed to take examinations for screening and thus it is required that examination scores of those applicants should be improved. For such applicants, therefore, it is desirable to work more on the existing approaches to encourage them to prepare for English examinations when recommending an application and to give them feedback of screening results as much as possible.

⁴⁵ In the 1st phase, the age limit was raised from “under 34 years of age (and at least 22 years of age)” to “under 40 years of age.”

(4) Period for application and the number of applicants

For this fiscal year, the period of application was 56 days due to the survey timing. Actually, however, there were approximately 50 days for application because the period was moved back in comparison with the previous fiscal years and as a result, a part of the period was overlapped with consecutive national holidays of Cambodia. As the Operating Committee normally requires a minimum two months of period for application, sufficient recruitment period for application should be secured in the next fiscal year and onward.

With respect to the number of applicants, the JDS Project obtained 119 applicants as of the closing time of application, hitting a record high under the new system. However, second-stage recruitment was conducted in order to make the number of applicants better balanced between Components, resulting in total of 138 applicants in the end.⁴⁶ It is important to continue to improve methods to recommend applications targeting Components with fewer applicants. On the other hand, for Components such as “Improvement of Education Quality” with an extremely large number of applicants, some cases were found where research plans formulated by applicants were not in line with those expected for their target Component, though application requirements were satisfied.⁴⁷ In order to eliminate these cases, it might be better to consider putting some limits on application while hearing with accepting universities in the future.

3-5. JDS and Development Issues, and Conformity with the Country Assistance Policy

(1) Outline

As described up to this point, the JDS has been reviewed since 2009 to strengthen the Preparatory Survey in order to clarify the positioning of the JDS in line with the development issues confronting the target country, the Country Assistance Policy for Cambodia, and the programs of JICA, to identify the needs of the target country through fieldwork, and to improve the matching of the needs with the Accepting Universities that are capable of offering an educational program satisfying the needs. In view of the purposes and background of the review, the validity of the JDS will be verified in terms of its conformity with the (1) Priority Development Issues in Cambodia and also the (2) Country Assistance Policy for Cambodia.⁴⁸

(2) Conformity with the Priority Development Issues in Cambodia

As shown in “1-1-1. Development Plan,” major donors consider “Rectangular Strategy” formulated by the Cambodian government and “National Strategic Development Plan (NSDP)” developed based on the strategy to be strategic documents based on which they plan and provide their countries’ official

⁴⁶ For instance, there were 37 applicants in Component “Improvement of Education Quality,” while there were only two applicants each for “Legal and Judicial Development” and “Building of International Relationships.”

⁴⁷ Although the “Improvement of Education Quality” gives weight to strengthening of engineering or science education, there were many applicants who submitted their study plans with a theme of the teaching of English, etc. For application from schools under the Ministry of Education, limitation of applicants only from engineering or science teachers would be included in the matters to be considered.

⁴⁸ Japan’s ODA policy for Cambodia was developed in April 2012.

development assistance. Similarly, the Japanese government develops its ODA policy for Cambodia based on these plans.

As described in “1-1-2. Social and Economic Situation,” there are enormous amounts of development needs in vast range of areas in Cambodia. Against this backdrop, it is important to set Components (issues) as well as the JDS Sub-Programs (target priority development areas) in accordance with the priority area defined in the development plan of Cambodia and Japan’s ODA policy for Cambodia so that they supplement the JICA support programs strategically. This survey has proved that priority issues have been narrowed down in accordance with a new Japan’s ODA policy for Cambodia developed in 2012 and the JDS Sub-Programs (target priority areas) and Components (development issues) have been set in a manner that they are consistent with development issues facing Cambodia, Japan’s ODA policy for Cambodia and JICA support programs prior to launching the JDS new system 2nd phase (Figure 7). With respect to consistency with JICA support programs, as confirmed in this Preparatory Survey, it is important to make better strategic use of the JDS Project through promoting collaboration with JICA projects (e.g., information sharing with individual experts and JICA support projects) and division of roles between JICA long-term assistance programs and the JDS Project (e.g., leading personnel developed in the JICA’s technical cooperation projects to the JDS Project).

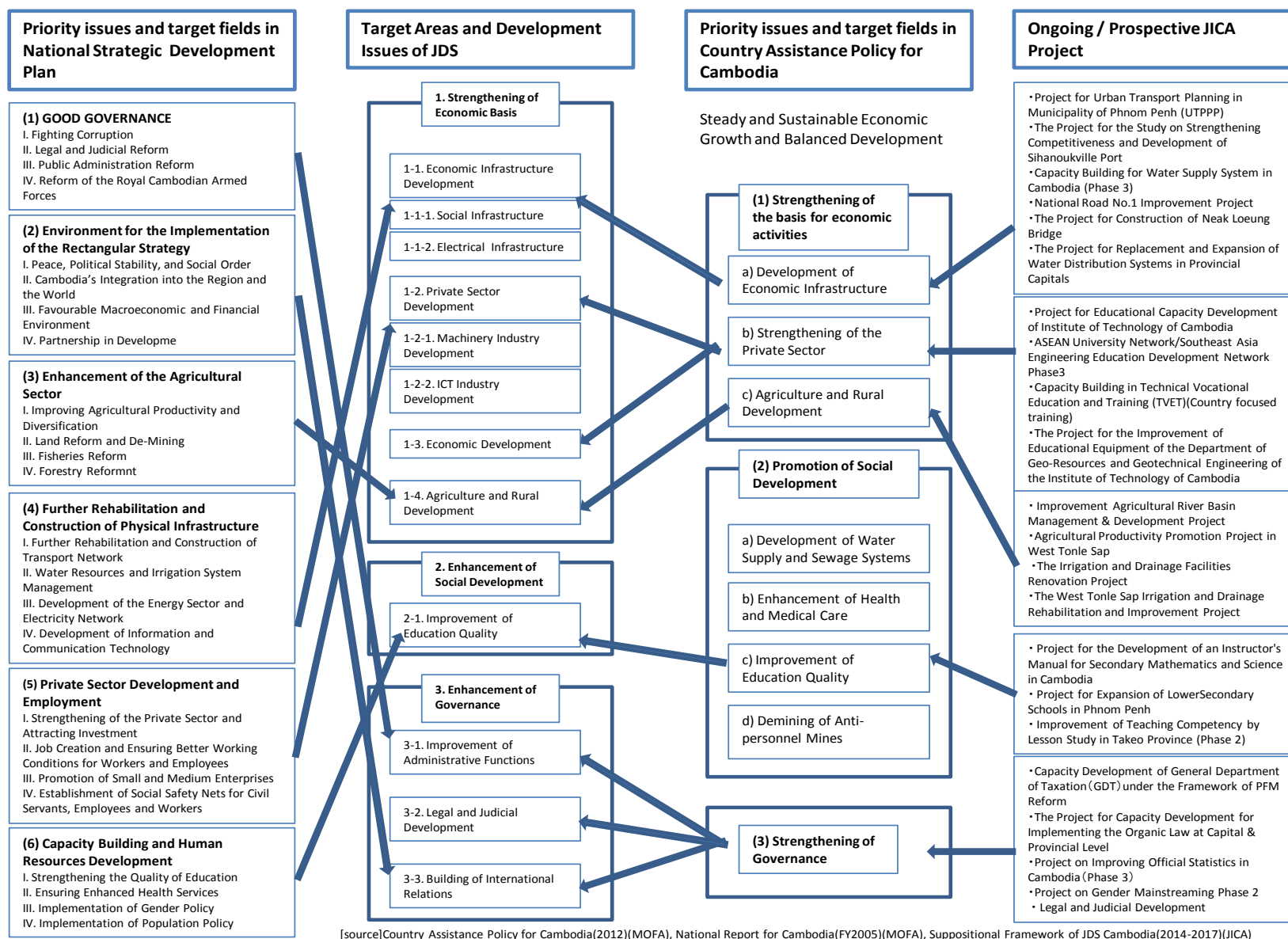


Figure 7: Position of the JDS in the Country Assistance Program for Cambodia

3-6. Conclusion

In this Preparatory Survey, the intent and characteristics of the JDS, along with the political and social backgrounds and situation of Cambodia, were considered in organizing the priority development issues of Cambodia. These priority development issues based on the Cambodian national development plan, the Country Assistance Policy of the Japanese government, and so forth, were selected as the Sub-Programs/Components. In addition, the Supplementary Survey aimed at the Target Organizations that are assumed to be related to the Sub-Programs/Components was conducted to investigate the organizational roles and positions of the organizations as well as their human resource development needs and the presence or absence of potential candidates in the organizations. The results of the Survey served as the basis for the adoption of the scale of the JDS, which consists of four years, and the foundation for the elaboration of the draft project plans for the Sub-Programs/ Components (Basic Plans for the Sub-Programs). As stated in 3-4, it can be concluded that the position of the JDS is clear and highly appropriate and the continued implementation of the JDS new system in Cambodia will be very meaningful.

However, the JDS new system is in principle a four-year program, and the human development needs of Cambodia could change as a result of government policies, socio-economic conditions, and so on. In light of this possibility, it is considered necessary to ascertain the technical knowledge that should be acquired under the JDS and the types of human resources that should be developed in the Target Organizations, while at the same time securing a certain level of flexibility by allowing discussions with those involved in the JDS in Cambodia.

Finally, under the JDS new system, the Accepting Universities offer the programs addressing the needs of the Target Organizations in the course of six years in total. As a result, it can be expected that one of the purposes of the JDS, “Acquisition of Technical Knowledge by Earning of a Master’s Degree,” will be ensured. However, as stated above, with regard to the human resource development program, it is considered necessary to measure its long-term effects by monitoring the application of knowledge after the “Acquisition” and the level of knowledge returned to the society.

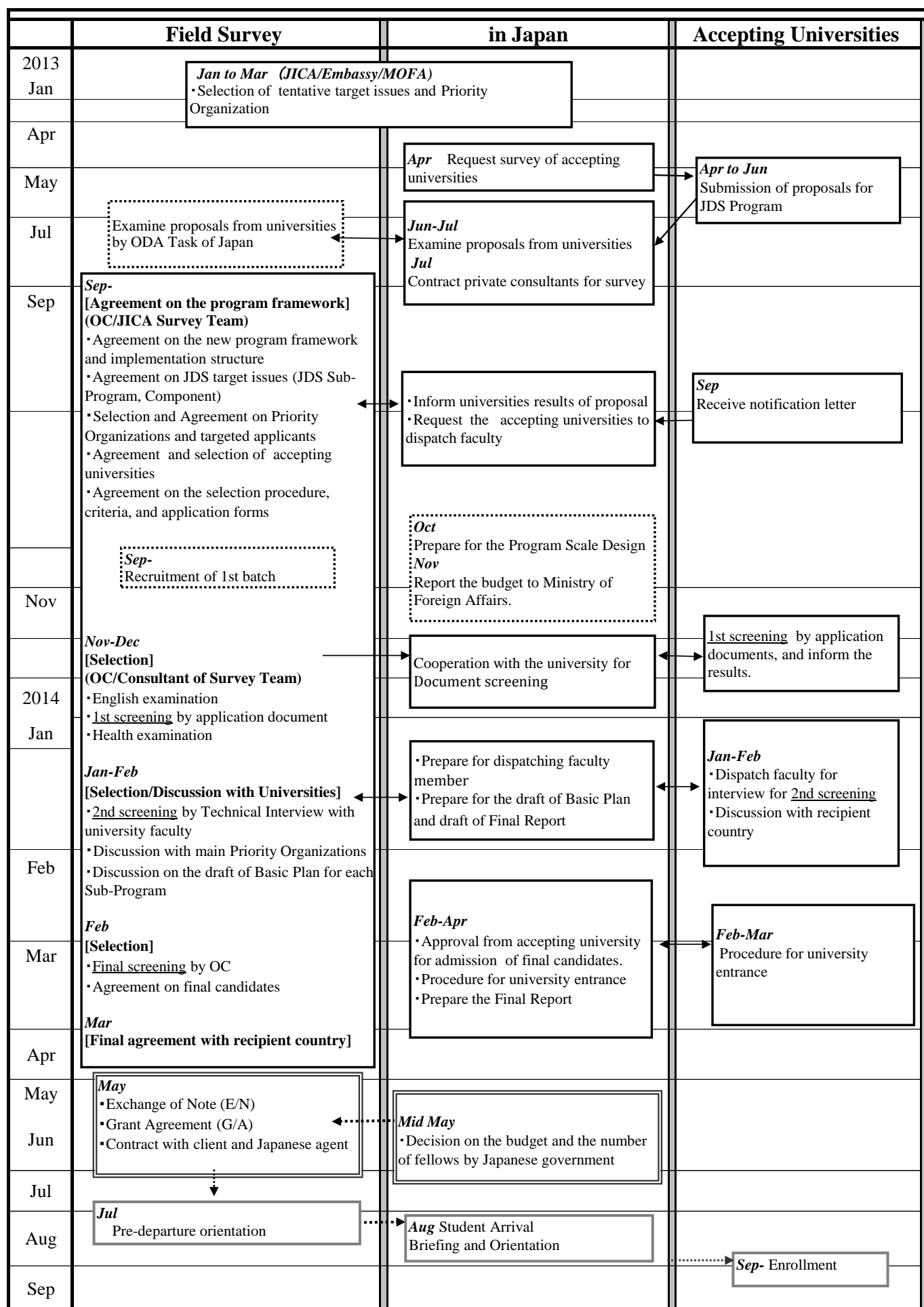
List of Appendixes

1. Member List of the Survey Team
2. Flowchart of the Preparatory Survey for JDS
3. List of Contact Persons during the First Field Survey in Cambodia
4. Minutes of Discussions (M/D)
5. The numbers of JDS participants to be accepted for the next four years under the JDS Project in Cambodia
6. Basic Plan for the Target Priority Area
7. Summary of the Result of Supplementary Survey of Target Organizations
8. Selection and Recruitment of the First Batch of Candidates of the New System Second Phase Coming to Japan in FY 2014 (The Kingdom of Cambodia)

Member List of the Survey Team

Miyako Kobayashi	Leader	Director Grant Aid Project Management Division 2, Financial Cooperation Implementation Department, JICA
Tsuyoshi Shionoya	Acceptance Planning (HRD Planning)	Director International Students Division, International Students Affairs Department, JICE
Mayumi Aoki	Acceptance Planning (Training Planning)	International Students Division, International Students Affairs Department, JICE
Taishi Morishita	Recruitment/ Selection	International Students Division, International Students Affairs Department, JICE

Flowchart of the Preparatory Survey for JDS



List of Contact Persons during the First Field Survey in Cambodia

1. Discussion on the Minutes

Date	Contact Persons	Remarks
August 27 (Tue), 2013	<ul style="list-style-type: none"> ■ JICA Cambodia Office (8:30-9:30) <ul style="list-style-type: none"> - Mr. Hiroshi Izaki, Chief Representative - Mr. Hitosi Hirata, Senior Representative - Mr. Hiroshi Takeuchi, Senior Representative - Ms. Shoko Kanazawa, Representative ■ Ministry of Education, Youth and Sport (15:00-16:00) <ul style="list-style-type: none"> - H.E. Dr. Phoeurng Sackona, Secretary of State - Mr. Keo Sakal, Deputy Director of Scholarship Office - Ms. Lim Kannitha, Official, Scholarship Office - Mr. Ros Sereisatya, Official, Scholarship Office 	Discussion with JDS Operating Committee members
	<ul style="list-style-type: none"> ■ Legal & Judicial Development Project (11:00-11:45) <ul style="list-style-type: none"> - Mr. Sadao Matsubara, Chief Legal Advisor - Mr. Hiromi Takagi, Legal Advisor - Mr. Masao Shimanuki, Legal Advisor - Ms. Miha Isoi, Legal Advisor - Ms. Yuko Kawaguchi, Coordinator 	Discussion with a relevant project
August 28 (Wed)	<ul style="list-style-type: none"> ■ JDS Operating Committee members (Cambodia side) (9:00-10:30) <ul style="list-style-type: none"> - Ministry of Education, Youth and Sport <ul style="list-style-type: none"> ▪ H.E. Dr. Phoeurng Sackona, Secretary of State ▪ Mr. Keo Sakal, Deputy Director of Scholarship Office ▪ Ms. Lim Kannitha, Official, Scholarship Office ▪ Mr. Ros Sereisatya, Official, Scholarship Office - Council for the Development of Cambodia <ul style="list-style-type: none"> ▪ Ms. Phana Veunida, Deputy Director of Bilateral Aid Coordination Department, Japan-Asia Pacific-America - Ministry of Public Function <ul style="list-style-type: none"> ▪ Mr. Ol Ro, Deputy Director of Administrative Department - Ministry of Foreign Affairs and International Cooperation <ul style="list-style-type: none"> ▪ Ms. Bok Ratha, Deputy Chief of Asian II Office 	Discussion with JDS Operating Committee members (Cambodian side)
August 29 (Thu)	<ul style="list-style-type: none"> ■ Ministry of Education, Youth and Sport (15:00-15:30) <ul style="list-style-type: none"> - H.E. Dr. Phoeurng Sackona, Secretary of State - Mr. Keo Sakal, Deputy Director of Scholarship Office - Ms. Lim Kannitha, Official, Scholarship Office - Mr. Ros Sereisatya, Official, Scholarship Office 	Agreement about the acceptance plan with the Government of Cambodia
	<ul style="list-style-type: none"> ■ Embassy of Japan in Cambodia (16:00-16:45) <ul style="list-style-type: none"> - Mr. Shinichi Tamamitsu, First Secretary ■ JICA Cambodia Office (17:00-17:45) <ul style="list-style-type: none"> - Mr. Hiroshi Izaki, Chief Representative - Mr. Hitosi Hirata, Senior Representative - Mr. Hiroshi Takeuchi, Senior Representative - Ms. Shoko Kanazawa, Representative 	Discussion with JDS Operating Committee members (Japanese side)

2. Visiting Target Organizations

Date	Contact Persons	Remarks
August 28 (Wed)	<ul style="list-style-type: none"> ■ Ministry of Posts and Telecommunications (14:30-15:30) <ul style="list-style-type: none"> - H.E. Lar Narath, Secretary of State - Mr. Seng Sothy, Deputy Director General, Administration Directorate - Mr. Chea Setho, Deputy Director, Personnel & Training Department ■ Ministry of Public Work and Transport (14:30-15:30) <ul style="list-style-type: none"> - H.E. Vasim Sorya, General Director, General Department of Planning and Administration ■ Ministry of Justice (16:00-17:00) <ul style="list-style-type: none"> - H.E. Chan Mono, Director General of Administration and Finance - Ms. So Dany, Deputy Direct General of Administration - Ms. Mao Phirum, Deputy Director General, General Department of Technical - Mr. Mou Chamnan, Administration Staff 	Discussion with Target Organizations

**MINUTES OF DISCUSSIONS
ON
THE PREPARATORY SURVEY OF
THE JAPANESE GRANT AID
FOR HUMAN RESOURCE DEVELOPMENT SCHOLARSHIP
TO THE KINGDOM OF CAMBODIA**

In response to a request from the Royal Government of Cambodia (hereinafter referred to as “the Cambodia”), Japan International Cooperation Agency (hereinafter referred to as “JICA”) decided to conduct a Preparatory Survey in respect of “Japanese Grant Aid for Human Resource Development Scholarship” (hereinafter referred to as “the JDS Program”) to be implemented in the Kingdom of Cambodia.

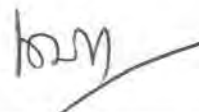
In view of the above, JICA dispatched a Preparatory Survey Team (hereinafter referred to as “the Team”) headed by KOBAYASHI Miyako, Director of Grant Aid Project Management Division 2, Financial Cooperation Implementation Department, JICA, to Phnom Penh from 26th to 29th August, 2013.

The Team held a series of discussions with the relevant officials of the Cambodia. The both parties confirmed the design of the JDS Program and the related items attached hereto.

Phnom Penh, 29th August, 2013



KOBAYASHI Miyako
Leader
Preparatory Survey Team
Japan International Cooperation Agency



H.E. PHOEURNG Sackona
Secretary of State
Ministry of Education, Youth and Sport

I. Design of the JDS Program

1. Maximum Number of JDS Participants

The total number of JDS participants for the first batch in Japanese fiscal year 2014, shall be at twenty four (24) and this number would indicate the maximum number per batch, in total ninety six (96) for four batches, from Japanese fiscal year 2014 to 2017, as shown in ANNEX-1 "Flowchart of JDS Program".

2. JDS Sub-Program and Component

Based on the discussion held between the both parties, target priority area as Sub-Program and target development issues as Component are identified as below.

(1) Priority Area as Sub-Program 1 :

Strengthening of Economic Basis

Development Issue as Component

1-1. Economic Infrastructure Development

1-1-1. Social Infrastructure

1-1-2. Electrical Infrastructure

1-2. Private Sector Development

1-2-1. Machinery Industry Development

1-2-2. ICT Industry Development

1-3. Economic Development

1-4. Agriculture and Rural Development

(2) Priority Area as Sub-Program 2 :

Enhancement of Social Development

Development Issue as Component :

2-1. Improvement of Education Quality

(3) Priority Area as Sub-Program 3:

Enhancement of Governance

Development Issue as Component :

3-1. Improvement of Administrative Functions

3-2. Legal and Judicial Development

3-3. Building of International Relations

3. The Target Organization and the Criteria for Participants

Based on the discussion held between the both parties, the target organizations were identified as ANNEX-2 "Design of JDS Program for four batches". The both parties confirmed that JDS participants should focus on government officers.

It was agreed that the target organizations shall be reviewed according to the result of recruitment/selection, discussed and decided in the Operating Committee (O/C).



The Cambodian side proposed that Senate should be included as target organizations for Component 3-2 "Legal and Judicial Development." The team requested more information about the above organization to consider the proposal by conducting research and survey. The both parties agreed that the proposal would be adapted, if necessary, at the first O/C meeting of the 2014.

4. Accepting Universities and Supposed Numbers of JDS Participants per University

Based on the discussion held between the both parties, it was agreed that the educational programs of following universities would be suitable to the development issues in the Cambodia.

(1) Development Issue as Component :

1-1-1. Economic Infrastructure Development (Social Infrastructure)

University:

Nagoya University, Graduate School of Environmental Studies (3 slots)

1-1-2. Economic Infrastructure Development (Electrical Infrastructure)

University:

Tokai University, Graduate School of Engineering (2 slots)

(2) Development Issue as Component :

1-2-1. Private Sector Development (Machinery Industry Development)

University:

Tokai University, Graduate School of Engineering (2 slots)

1-2-2. Private Sector Development (ICT Industry Development)

University:

International University of Japan, Graduate School of International Management (2 slots)

(3) Development Issue as Component :

1-3. Economic Development

University:

Kobe University, Graduate School of International Cooperation Studies (3 slots)

(4) Development Issue as Component :

1-4. Agriculture and Rural Development

University:

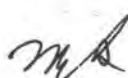
Tokyo University of Agriculture and Technology, Graduate School of Agriculture (2 slots)

(5) Development Issue as Component :

2-1. Improvement of Education Quality

University:

Hiroshima University, Graduate School for International Development and Cooperation
(3 slots)



- (6) Development Issue as Component :
3-1. Improvement of Administrative Functions
University:
International University of Japan, Graduate School of International Relations (3 slots)
- (7) Development Issue as Component :
3-2. Legal and Judicial Development
University:
Nagoya University, Graduate School of Law (2 slots)
- (8) Development Issue as Component :
3-3. Building of International Relations
University:
Waseda University, Graduate School of Asia-Pacific Studies (2 slots)

5. Overall Schedule of the Preparatory Survey and Basic Plan for Each Component

According to ANNEX-3 "Flowchart of the Preparatory Survey of JDS," the Team explained overall schedule of the Preparatory Survey. The team also explained that a Basic Plan for each component, which included the background, project objectives, summary of the activities of the project and other, would be prepared for mutual understanding of both parties during the Preparatory Survey.

The O/C confirmed that necessary meeting arrangements would be taken for preparation of the Basic Plan for each component.

6. Strategic Recruitment

The Team suggested a strategic recruitment of more appropriate participants who are expected to become leaders in the targeted areas, in such ways as utilizing networks of JICA cooperation programs including JICA experts and JICA technical cooperation projects and so on.

7. Monitoring and Evaluation

It was agreed that monitoring and evaluation of JDS graduates should be done actively by the Government of the Cambodia.

II. Other Matters Discussed

The Team requested that the Cambodian side would provide a working space for a consultant during the survey and for an agent which implements JDS Program, around April 2014.

- ANNEX-1: Flowchart of JDS Program
- ANNEX-2: Design of JDS Program for four batches
- ANNEX-3: Flowchart of the Preparatory Survey of JDS

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Design of JDS Program in Cambodia for Four Batches (from JFY 2014 to JFY 2017)

Sub-Program (JDS Priority Areas)	Component (Development Issue)		Expected Theme of Research / Possible Fields of Study	Target Organizations	University	Slot
1.Strengthening of Economic Basis	1-1. Economic Infrastructure Development	Social Infrastructure	Possible Fields of Study: Transportation, Port and harbor, Water supply and sewerage systems Development of Electrical Infrastructure Degree: unspecified	Ministry of Public Works and Transport Ministry of Industry, Mines and Energy Ministry of Posts and Telecommunications Ministry of Land Management, Urban Planning and Construction Ministry of Rural Development Ministry of Environment Ministry of Tourism Ministry of Labor and Vocational Training Electricity of Cambodia Phnom Penh Autonomous Port Phnom Penh Water Supply Authority Shihanouk Ville Autonomous Port Phnom Penh Department of Public Works Siem Reap Water Supply Authority Siem Reap Provincial Department of Public Works Lecturers of National University (Faculty of science and engineering field only)**	Nagoya University	3
		Electrical Infrastructure			Tokai University	2
	1-2. Private Sector Development	Mechinery Industry Development	Possible Fields of Study: Industrial machinery, Information and Communications infrastructure Degree: unspecified	Ministry of Industry, Mines and Energy Ministry of Posts and Telecommunications Ministry of Labor and Vocational Training Ministry of Public Works and Transport Electricity of Cambodia National Information Communications Technology Development Authority(NiDA) Telecom Cambodia Lecturers of National University (Faculty of science and engineering field only)**	Tokai University	2
		ICT Industry Development			International University of Japan	2
	1-3. Economic Development		Possible Fields of Study: Policies for National Development, Macro economy (Government revenue predictions / Tax policy / Public administration, etc.), Policies for private sector promotion (Investment / Trade promotion / Promotions of SME) Degree: unspecified	Ministry of Economy and Finance (Including General Department of Taxation, and Department of Customs) Ministry of Commerce Ministry of Industry, Mines and Energy Council for the Development of Cambodia Ministry of Labor and Vocational Training Ministry of Women Affairs National Bank of Cambodia Cambodia's Leading Independent Development Policy Research Institute Lecturers of National University**	Kobe University	3
	1-4. Agriculture and Rural Development		Possible Fields of Study: Agricultural Development Economy (Agricultural Statistics / Agricultural Economy / Distribution of Agricultural Products), Agricultural Engineering (Irrigation / River basin development) Degree: unspecified	Ministry of Agriculture, Forestry and Fisheries (Including Provincial Department) Ministry of Water Resources and Meteorology Ministry of Rural Development Ministry of Environment Lecturer of National University (Faculty of Agriculture or Science and Engineering field only)**	Tokyo University of Agriculture and Technology	2

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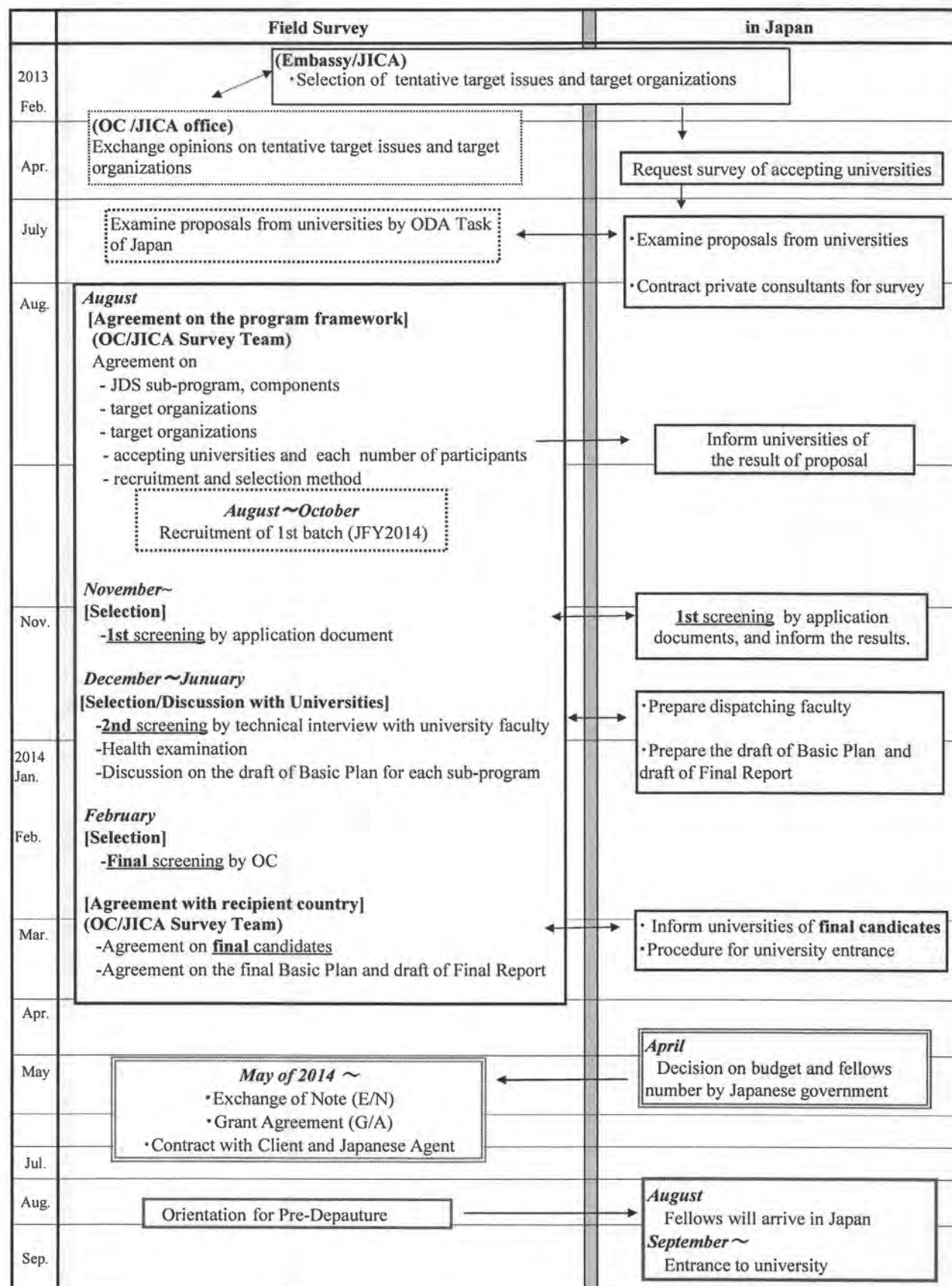
Sub-Program (JDS Priority Areas)	Component (Development Issue)	Expected Theme of Research / Possible Fields of Study	Target Organizations	University	Slot
2. Enhancement of Social Development	2-1 Improvement of Education Quality	Possible Fields of Study: Science and Mathematics Education, Development of teaching materials, Studies of teaching method, Improvement of Education Quality Degree: unspecified	Ministry of Education, Youth and Sport (Including trainers of PTTC and RTTC) National Institute of Education Lecturers of National University (Faculty of science and engineering field only)**	Hiroshima University	3
3.Enhancement of Governance	3-1. Improvement of Administrative Functions	Possible Fields of Study: Decentralization and Deconcentration, Local administration, Public financial management, Policies and administrative structure of national tax and customs, Development planning, Statistical analysis, Gender Degree: unspecified	Ministry of Planning Ministry of Interior Ministry of Economy and Finance Office of the Council of Ministers Secretariat of Council for Administrative Reform Ministry of Women Affairs National Committee for Sub-national Democratic Development State Secretariat for Civil Service Provincial Cabinet in 23 provinces	International University of Japan	3
	3-2. Legal and Judicial Development	Possible Fields of Study: Legal and Judicial Reform, Legal and Judicial Development, Legal and Judicial Operation Degree: unspecified	Ministry of Justice (including courts) Council for Legal and Judicial Reform Royal school for Judges and prosecutors (Including active judges and prosecutors) Lecturers of Royal University of Law and Economy**	Nagoya University	2
	3-3. Building of International Relations	Possible Fields of Study: International politics, International economy, ASEAN regional integration, Diplomatic policy Degree: unspecified	Ministry of Foreign Affairs and International Cooperation Council for the Development of Cambodia Ministry of Commerce Ministry of Economy and Finance Ministry of Environment Ministry of Agriculture Forestry and Fisheries Lecturers of National University**	Waseda University	2
Total					24

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Flowchart of the Preparatory Survey for JDS

[Annex 3]
August, 2013. JICA



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Framework of JDS Cambodia (2014-2017)

Sub-program (Target Priority Area)	Component (Development Issues)		Accepting University	Graduate School (GS)	Course/Program	Expected Number of JDS Participants				
						1st Batch	2nd Batch	3rd Batch	4th Batch	Total
1. Strengthening of Economic Basis	1-1. Economic Infrastructure Development	Social Infrastructure	Nagoya University	GS of Environmental Studies	Global Environmental Leaders Program (NUGELP) offered in collaboration with the Graduate School of Engineering	3	3	3	3	12
		Electrical Infrastructure	Tokai University	GS of Engineering	Course of Electrical and Electronic System	2	2	2	2	8
	1-2. Private Sector Development	Machinery Industry Development	Tokai University	GS of Engineering	Course of Mechanical Engineering	2	2	2	2	8
		ICT Industry Development	International University of Japan (IUJ)	GS of International Management	MBA Program	2	2	2	2	8
	1-3. Economic Development		Kobe University	GS of International Cooperation Studies	Special Course for Development Policy	3	3	3	3	12
	1-4. Agriculture and Rural Development		Tokyo University of Agriculture and Technology	GS of Agriculture	Department of International Environmental and Agricultural Science (IEAS), Special course	2	2	2	2	8
2. Enhancement of Social Development	2-1. Improvement of Education Quality		Hiroshima University	GS for International Development and Cooperation (IDEC)	Division of Development Science, Division of Educational Development and Cultural and Regional Studies	3	3	3	3	12
3. Enhancement of Governance	3-1. Improvement of Administrative Functions		International University of Japan (IUJ)	GS of International Relations (GSIR)	Public Management and Policy Analysis Program, PMPP (or International Development Program (IDP))	3	3	3	3	12
	3-2. Legal and Judicial Development		Nagoya University	GS of Law	LL.M. (Comparative Law) in Law and Political Science: "Training the Next Generation of Top Asian Legalist From Self-reliance to networking"	2	2	2	2	8
	3-3. Building of International Relations		Waseda University	GS of Asia-Pacific Studies	MA in International Relations Program	2	2	2	2	8
Total						24	24	24	24	96

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub-Program)

1. Country : Kingdom of Cambodia
2. Target Priority (Sub-Program) Area : Strengthening of Economic Basis
3. Operating Committee :
Ministry of Education, Youth and Sport, Council for Development of Cambodia, Ministry of Foreign Affairs and International Cooperation, Ministry of Public Function, Embassy of Japan in Cambodia, JICA Cambodia Office

1. Outline of the Sub-Program/Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Strengthening of Economic Basis
2. Component: Economic Infrastructure Development (Social Infrastructure)
3. Managing Organization: Ministry of Education, Youth and Sport
4. Target Organizations:
Ministry of Public Works and Transport / Ministry of Industry, Mines and Energy / Ministry of Post and Telecommunications / Ministry of Land Management, Urban Planning and Construction / Ministry of Rural Development / Ministry of Environment / Ministry of Tourism / Ministry of Labor and Vocational Training / Electricity of Cambodia / Phnom Penh Autonomous Port / Phnom Penh Water Supply Authority / Sihanouk Ville Autonomous Port / Phnom Penh Department of Public Works and Transport / Siem Reap Water Supply Authority / Siem Reap Department of Public Works and Transport / Lecturers of National University (faculty of science and engineering field only)

(2) Background and Needs (Position of JDS in Development Plan of Cambodia)

Cambodia sits in geographically important area as a transit point of international trading, located at the center of Mekong region surrounded by Thailand, Laos and Vietnam, and shows a steady economic growth in recent years. In the "Rectangular Strategy," which serves as a basis of the national development plan of Cambodia, "Continual rehabilitation and construction of physical infrastructure" is emphasized as one of the four pillars of development. However, since the level of transportation infrastructure is still not very high, and competitiveness of international ports are also inferior to neighboring countries, the main issues that must be addressed are strengthening of the economic infrastructure which includes the issues for human resource, policies and systems. Moreover, in the area of electric power, there are such main issues as a crunch of supply and demand, sectional supplies and a relatively high electric utility rate. Additionally, in the area of water supply, the penetration level in provincial cities and rural areas lags behind Thailand, Vietnam and Myanmar, and a development plan in the area of sewage system has not developed as it has not fully spread even in Phnom Penh city. This rapid urbanization brings concerns of negative effects to river and ecosystem.

Under this circumstances, it is necessary to foster human resources those who can design development plans and policies, or who can properly examine and manage the plan and

progress, draw up and carry out the operational and maintenance plans in order for wide penetration of electric and social infrastructure.

(3) Japan's ODA Policy and Achievement (including the JDS Program)

In the Japanese Country Assistance Policy for Cambodia (April, 2012), under its overall goal "Steady and Sustainable Economic Growth and Balanced Development", "Strengthening of the basis for economic activities" is raised in one of pillars of priority goals, in which, in order to sustain and to further promote economic development in Cambodia and the whole Mekong Region, Japan prioritizes its assistance to the following areas; (i) the development of road network systems centered on the Southern Economic Corridor considering its geographical location as the center of the Mekong Region, high development effects and its important role in economic activities, (ii) the development of the areas around the Sihanoukville Port considering also its important role in economic activities, (iii) the development of stable electricity supply system, (iv) the development of ICT infrastructure and (v) the improvement of logistical systems which are critical factors for attracting foreign direct investment (FDI).

Under another pillars of priority goals "Promotion of Social Development", it is also specified that, in cooperation with the Phnom Penh Water Supply Authority which has obtained high level management and technical know-how through Japan's assistances, Japan supports the development of water supply systems in major local cities for improving the access to safe water. Japan also supports the sewage treatment in Phnom Penh in order to tackle with the deteriorating urban environment caused by growing population.

The JDS project in Cambodia started dispatching participants to Japan in the year of 2001 and dispatched 296 participants in total through the 1st to 13th batch. Among the 296 participants, 248 participants obtained master's degree and returned to Cambodia (as of February 2013). Most of the returned participants have returned to the original workplace for solving development issues they face.

Relevant JICA Projects:

【Technical Cooperation Project】

- The Project for Urban Transport Planning in Municipality of Phnom Penh
- The Project for the Study on Strengthening Competitiveness and Development of Sihanoukville Port
- Capacity Building for Water Supply System in Cambodia (Phase 3)
- Project for Improvement of Transmission System Operation and Maintenance
- Project for Integrated Digital Terrain Model and Electronic Navigational Chart in Kingdom of Cambodia
- The Project for Capacity Development on Container Terminal Management and Operation

【Grant Aid】

- The Project for the Improvement of National Road No.1
- Construction of Neak Loeung Bridge
- Project for Replacement and Expansion of Water Distribution Systems in Provincial Capitals
- Project for Flood Protection and Drainage Improvement in the Phnom Penh Capital City

(Phase III)

- Project for Flood Disaster Rehabilitation and Mitigation
- Project for Construction and Rehabilitation of Small Hydropower Plants in Rattanakiri Province

【Loan Aid (Yen Loan)】

- Project for the Improvement of National Road No.5
- Sihanoukville Port Multipurpose Terminal Development Project
- Siem Reap Water Supply Expansion Project
- Niroth Water Supply Project
- Greater Mekong Power Network Development Project (Cambodia Growth Corridor)

2. Cooperation Framework

(1) Project Objective

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government officials who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/partnership between Japan and Cambodia.

(2) Project Design

(1) Overall Goal:

To ensure that JDS returned participants will help the government agencies concerned to improve their capacity with regard to policymaking, planning and implementation in the development of economic infrastructures, particularly social infrastructures.

(2) Project Purpose:

To ensure that personnel who are engaged in planning and progress management for the solution of issues concerning steady and sustainable economic growth, for well-balanced development and enhancement of economic infrastructures, will improve their capacity related to policymaking and plan management.

(3) Verifiable Indicators

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Nagoya University Graduate School of Environmental Studies
3 participants / year total 12 participants / 4 years

(5) Activities

Targets	Learning content
1) During the stay in Japan	
Acquire knowledge and	JDS participants will be able to acquire advanced knowledge

experience in infrastructure and environmental conservation mainly based on civil engineering	and knowhow on infrastructure development and environmental conservation under the supervision of academic advisors who specialize mainly in civil engineering and environmental studies. JDS participants will then acquire cross-disciplinary perspectives on the programs, such as climate change, water and waste management etc. through the course works.
Acquire international communication skills	<ul style="list-style-type: none"> · To acquire high level communication skills and knowledge for solving fundamental issues, which would be necessary for leaders who are responsible for policy making, JDS participants take courses, such as English Communication in Environmental Issues, Sustainability and Environmental Studies, and Global Environmental Cooperation Seminar. · JDS participants understand research contents and policy themes regarding to infrastructural development and environmental protection, conduct presentations, discuss issues and submit reports.
Learn concrete policy making skills	<ul style="list-style-type: none"> · JDS participants will design and implement internship (Global Research Internship: two credits) in private companies and international organizations in the Nagoya-Chubu region or overseas survey sites in order to explore how the advanced knowledge and technologies which have been acquired from the course works can be applied to solve actual problems in developing countries. JDS participants will then compile a master's thesis under the intensive supervision of academic advisor. · Under Special Program, JDS participants participate in a domestic and overseas study tour to study planning, design and maintenance management for infrastructure.
Accomplish a position as a future leader and network enhancement	<ul style="list-style-type: none"> · Students in Nagoya University Global Environmental Leaders Program (NUGELP) are highly motivated and qualified as potential future global leaders, with whom the JDS Fellows will enjoy active interaction and give synergetic effects of learning each other. · The environment in NUGELP will create close ties among instructors and students and give JDS Fellows great opportunities to enhance their global human network. · Under Special Program, lectures by invite guests from the Government of the Cambodia and local universities, and also joint workshop with the Government of the

	Cambodia will be scheduled.
2) After returning home	
Establish continuous cooperation with Nagoya University	Given the fact that Nagoya University has concluded comprehensive academic agreements with many of universities in Cambodia including Royal University of Phnom Penh, JDS participants establish a foundation for further cooperation after graduation, and expect to see joint research opportunities, human resource exchanges and advice from their academic supervisors.

(6)-1 Inputs from the Japanese Side

- 1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. Preliminary instructions including local activities, Special Lectures and workshops, Follow-up activities after returning home)
- 2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for supports during the stay in Japan (Monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 3 participants × 4 years = 12 participants
 From the year 2014 (Until 2016) : 3 participants
 From the year 2015 (Until 2017) : 3 participants
 From the year 2016 (Until 2018) : 3 participants
 From the year 2017 (Until 2019) : 3 participants

(7) Inputs from the Cambodia Side

- 1) Dispatch of JDS participants
- 2) Follow-up activities (providing opportunities for JDS returned participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(8) Qualifications

- 1) Work experience, etc
 - Currently employed in the Target Organizations as a full-time employee (Except contract staff).
 - Required at least 2 (two) years of work experience including a period of probation as full-time employee in the target organizations at the time of application.
- 2) Other qualifications
 - Nationality: Applicants must be citizens of Cambodia
 - Age: Between 22 and 39 years old
 - Academic background: Posses a Bachelor Degree authorized by Cambodia or other countries
 - Have a good command of both written and spoken English
 - Mentally and physically in good health

- A person falls under the following items is not eligible for apply
 - Those who are currently receiving (or is scheduled to receive) another scholarship (including other scholarships of Japan)
 - Those who have obtained a master's or higher degrees overseas under the support of foreign scholarship
 - Military personnel and military civilian employees registered on the active list, and also personnel on temporary leave from the active list

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub-Program)

1. Country : Kingdom of Cambodia
2. JDS Target Priority (Sub-Program) Area : Strengthening of Economic Basis
3. Operating Committee :
Ministry of Education, Youth and Sport, Council for Development of Cambodia, Ministry of Foreign Affairs and International Cooperation, Ministry of Public Function, Embassy of Japan in Cambodia, JICA Cambodia Office

1. Outline of the Sub-Program/Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Strengthening of Economic Basis
2. Component: Economic Infrastructure Development (Electrical Infrastructure)
3. Managing Organization: Ministry of Education, Youth and Sport
4. Target Organizations:
Ministry of Public Works and Transport / Ministry of Industry, Mines and Energy / Ministry of Post and Telecommunications / Ministry of Land Management, Urban Planning and Construction / Ministry of Rural Development / Ministry of Environment / Ministry of Tourism / Ministry of Labor and Vocational Training / Electricity of Cambodia / Phnom Penh Autonomous Port / Phnom Penh Water Supply Authority / Sihanouk Ville Autonomous Port / Phnom Penh Department of Public Works and Transport / Siem Reap Water Supply Authority / Siem Reap Department of Public Works and Transport / Lecturers of National University (faculty of science and engineering field only)

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- The Project for Capacity Development on Container Terminal Management and Operation

【Grant Aid】

- The Project for the Improvement of National Road No.1
- Construction of Neak Loeung Bridge
- Project for Replacement and Expansion of Water Distribution Systems in Provincial Capitals
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- Project for Construction and Rehabilitation of Small Hydropower Plants in Rattanakiri Province

【Loan Aid (Yen Loan)】

- Project for the Improvement of National Road No.5

- Sihanoukville Port Multipurpose Terminal Development Project
- Siem Reap Water Supply Expansion Project
- Niroth Water Supply Project
- Greater Mekong Power Network Development Project (Cambodia Growth Corridor)

2. Cooperation Framework

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The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government officials who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/partnership between Japan and Cambodia.

(2) Project Design

(1) Overall Goal:

To ensure that JDS returned participants will help the government agencies concerned to improve their capacity with regard to policymaking, planning and implementation in the development of economic infrastructures, particularly electrical infrastructure.

(2) Project Purpose:

To ensure that personnel who are engaged in planning and progress management for the solution of issues concerning steady and sustainable economic growth, for well-balanced development and enhancement of economic infrastructures will improve their capacity related to policymaking and plan management.

(3) Verifiable Indicators

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Tokai University Graduate School of Engineering (Course of Electrical and Electronic System)
2participants / year total 8 participants / 4 years

(5) Activities

Targets	Learning content
1) Before coming to Japan	
Acquire basic knowledge required in the graduate school	To conduct a pre-departure training by email basis providing assignments to learn basic knowledge required in the graduate schools.
2) During the stay in Japan	
Acquire knowledge and skills as professional in the field of	To have the students take elective classes to gain overall knowledge on the electrical and electronic engineering.

electrical and electronic engineering	Then, to have them acquire applied skills to find solutions to issues as well as learn advanced technologies in the expertise area by individual guidance of the academic advisors
3) After returning home	
To make use of the achievements of research	To give advices to issues and problems by email that JDS returnees would face in their country after they return.

(6)-1 Inputs from the Japanese Side

- 1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. Preliminary instructions including local activities, Special Lectures and workshops, Follow-up activities after returning home)
- 2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for supports during the stay in Japan (Monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 2 participants × 4 years = 8 participants
 From the year 2014 (Until 2016) : 2 participants
 From the year 2015 (Until 2017) : 2 participants
 From the year 2016 (Until 2018) : 2 participants
 From the year 2017 (Until 2019) : 2 participants

(7) Inputs from the Cambodia Side

- 1) Dispatch of JDS participants
- 2) Follow-up activities (providing opportunities for JDS returned participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(8) Qualifications

- 1) Work experience, etc
 - Currently employed in the Target Organizations as a full-time employee (Except contract staff).
 - Required at least 2 (two) years of work experience including a period of probation as full-time employee in the target organizations at the time of application.
- 2) Other qualifications
 - Nationality: Applicants must be citizens of Cambodia
 - Age: Between 22 and 39 years old
 - Academic background: Posses a Bachelor Degree authorized by Cambodia or other countries
 - Have a good command of both written and spoken English
 - Mentally and physically in good health
 - A person falls under the following items is not eligible for apply
 - Those who are currently receiving (or is scheduled to receive) another scholarship

(including other scholarships of Japan)

- Those who have obtained a master's or higher degrees overseas under the support of foreign scholarship
- Military personnel and military civilian employees registered on the active list, and also personnel on temporary leave from the active list

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub-Program)

1. Country : Kingdom of Cambodia
2. Target Priority (Sub-Program) Area : Strengthening of Economic Basis
3. Operating Committee :
Ministry of Education, Youth and Sport, Council for Development of Cambodia, Ministry of Foreign Affairs and International Cooperation, Ministry of Public Function, Embassy of Japan in Cambodia, JICA Cambodia Office

1. Outline of the Sub-Program/Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Strengthening of Economic Basis
2. Component: Private Sector Development (Machinery Industry Development)
3. The Managing Organization: Ministry of Education, Youth and Sport
4. Target Organizations:
Ministry of Industry, Mines and Energy / Ministry of Post and Telecommunications / Ministry of Labor and Vocational Training / Ministry of Public Works and Transport / Electricity of Cambodia / Telecom Cambodia / National Information Communications Technology Development Authority (NiDA) / Lecturer of National University (faculty of science and engineering field only)

(2) Background and Needs (Position of JDS in Development Plan of Cambodia)

In National Strategic Development Plan Updated 2009-2013, "private sector development and employment creation" are deemed as key components. Among these, private sector enhancement through investment attraction, etc. has become an important issue, in the viewpoints of diversification of industries, and improvement of fragile economic structure which is over-dependent on some industries such as agriculture, construction, tourism, and sewing business. Also, since the majority of local companies are small and medium-sized enterprises, the improvement of fund access and the enhancement of administrative ability are needed.

The Royal Government of Cambodia aims to promote private sector development and industry diversification by developing Special Economic Zone (SEZ) and attracting direct investment from overseas. For hard infrastructure (roads, ports, railways, bridges, electricity, etc.) and soft infrastructure (legislation, development of institution and organization, improvement of procedures such as customs clearing and investment application, human resource development, etc.) which are essential to realize the attraction, the development has been proceeded rapidly by obtaining support from donors. However, compared to surrounding countries, human resource development for industry and engineering has been delayed considerably. The lack of human resources may be an obstructive factor of private sector advancement, industry diversification and investment promotion.

(3) The status of Cambodia in Japan's ODA

In the Japanese Country Assistance Policy for Cambodia (April, 2012), under its overall goal "Steady and Sustainable Economic Growth and Balanced Development", "Strengthening of the basis for economic activities (Strengthening of the Private Sector)" is raised in one of pillars of priority goals, in which, in order to further promote investment and trades, the operation of the human resource development for the industrial sector is explicitly stated, in addition to the functional enhancement of the Cambodian Investment Board of the Council for the Development of Cambodia (CIB/CDC). Special focus is placed on the human resources in the technical fields (e.g., engineers and technicians) and middle-level management who are required in the expanding manufacturing industries.

JDS project is expected to foster human resources in industry and engineering fields who have skills and abilities to fulfill the needs in the labor market, in the way to complement "Program for Trade and Private Sector Development" and "Program for Human Resource Development in the Industrial Sector" operated by JICA, and to contribute to economic structure diversification and industry development with global competitiveness, etc.

The JDS project in Cambodia started dispatching participants to Japan in the year of 2001 and dispatched 296 participants in total through the 1st to 13th batch. Among the 296 participants, 248 participants obtained master's degree and returned to Cambodia (as of February 2013), Most of the returned participants have returned to the original workplace for solving development issues they face.

Relevant JICA Projects:

【Technical Cooperation Project】

- Project for Educational Capacity Development of Institute of Technology of Cambodia
- Consultants for the Marketing and Operations of SEZ in Cambodia
- ASEAN University Network/Southeast Asia Engineering Education Development Network Phase3
- Capacity Building in Technical Vocational Education and Training (TVET)(Country focused training)
- ICT Engineer Development Project
- Advisor for Improvement Mineral Resources Sector

【Grant Aid】

- The Project for the Improvement of Educational Equipment of the Department of Geo-Resources and Geotechnical Engineering of the Institute of Technology of Cambodia
- The Project for Improvement of Facility and Laboratory Equipment in the Institute of Technology of Cambodia

【Loan Aid (Yen Loan)】

- Greater Mekong Telecommunication Backbone Network Project

【Volunteer】

- Vocational Training Sector Volunteer

2. Cooperation Framework

(1) Project Objectives

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government officials who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/partnership between Japan and Cambodia.

(2) Project Design

(1) Overall Goal:

To ensure that JDS returned participants will help the government agencies concerned to improve their capacity with regard to appropriate regulation, supervision, administration, etc. in relation to steady and sustainable economic growth, well-balanced development and reinforcement of the private sector (Machinery Industry Development).

(2) Project Purpose

To ensure that the development of human resources in industrial and engineering fields will result in increased capacity of administrators and engineers who are responsible for appropriate regulation, supervision and management in the reinforcement of the private sector (Machinery Industry Development), as well as personnel equipped with the techniques and skills required to meet the demand of the labor market.

(3) Verifiable Indicators

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Tokai University Graduate School of Engineering (Course of Mechanical Engineering)
2 participants / year total 8 participants / 4 years

(5) Activities

Targets	Learning content
1) Before coming to Japan	
To learn and gain a better understanding of basic knowledge about mechanical engineering	To give pre-departure trainings by email providing assignments to prepare for foundation lectures.
2) During the stay in Japan	
To learn and gain a better understanding of basic knowledge	To have the participants take basic subjects set for International course in order to gain broader knowledge.

about mechanical engineering	In addition, the faculty will support further at the taken subjects if the participants face difficulties in their leaning.
To gain analytical abilities on the Master thesis and practical skills	To have the participants gain knowledge on their researches in the elective subjects, and the faculty will purchase necessary consumable items which will be required in the experiments when they conduct their researches. In addition, the participants will have experiences with production activities at fields, factory operations and research and developments at fields by visiting companies related with their researches, and gain analytical abilities and practical skills contribute to solutions of their issues through exchanging opinions with the engineers and researchers. Moreover, to have the participants participate in the academic societies in Japan and overseas to present their research achievement for expanding their knowledge on their researches.
To examine solutions to the issues through making the thesis	The participants will make their master thesis receiving advices from their academic advisors on the selections and preparations of their themes which would contribute to the development issues in their country. In addition, the faculty will purchase books written in English related with the master researches.
3) After returning home	
To make use of the achievements of research	After the participants return to their country, the faculty will provide advices to them by email to help them solve their issues in their works.

(6)-1 Inputs from the Japanese Side

<p>1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. Preliminary instructions including local activities, Special Lectures and workshops, Follow-up activities after returning home)</p> <p>2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)</p> <p>3) Expenses for supports during the stay in Japan (Monitoring, daily life support, etc.)</p>
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(6)-2 Input duration and the number of JDS participants

<p>1 batch 2 participants × 4 years = 8 participants</p> <p>From the year 2014 (Until 2016) : 2 participants</p> <p>From the year 2015 (Until 2017) : 2 participants</p> <p>From the year 2016 (Until 2018) : 2 participants</p> <p>From the year 2017 (Until 2019) : 2 participants</p>
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(7) Inputs from the Cambodia Side

- 1) Dispatch of JDS participants
- 2) Follow-up activities (providing opportunities for JDS returned participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(8) Qualifications

- 1) Work experience, etc
 - Currently employed in the Target Organizations as a full-time employee (Except contract staff).
 - Required at least 2 (two) years of work experience including a period of probation as full-time employee in the target organizations at the time of application.
- 2) Other qualifications
 - Nationality: Applicants must be citizens of Cambodia
 - Age: Between the 22 and 39 years old
 - Academic background: Posses a Bachelor Degree authorized by Cambodia or other countries
 - Have a good command of both written and spoken English.
 - Mentally and physically in good health
 - A person falls under the following items is not eligible for apply
 - Those who are currently receiving (or is scheduled to receive) another scholarship (including other scholarships of Japan).
 - Those who have obtained a master's or higher degrees overseas under the support of foreign scholarship
 - Military personnel and military civilian employees registered on the active list, and also personnel on temporary leave from the active list

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub-Program)

1. Country : Kingdom of Cambodia
2. Target Priority (Sub-Program) Area : Strengthening of Economic Basis
3. Operating Committee :
Ministry of Education, Youth and Sport, Council for Development of Cambodia, Ministry of Foreign Affairs and International Cooperation, Ministry of Public function, Embassy of Japan in Cambodia, JICA Cambodia Office

1. Outline of the Sub-Program/Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Strengthening of Economic Basis
2. Components: Private Sector Development (ICT Industry Development)
3. Managing Organization: Ministry of Education, Youth and Sport
4. Target Organizations:
Ministry of Industry, Mines and Energy / Ministry of Post and Telecommunications / Ministry of Labor and Vocational Training / Ministry of Public Works and Transport / Electricity of Cambodia / Telecom Cambodia / National Information Communications Technology Development Authority (NiDA) / Lecturer of National University (faculty of science and engineering field only)

(2) Background and Needs (Position of JDS in Development Plan of Cambodia)

In National Strategic Development Plan Updated 2009-2013, "private sector development and employment creation" are deemed as key components. Among these, private sector enhancement through investment attraction, etc. has become an important issue, in the viewpoints of diversification of industries, and improvement of fragile economic structure which is over-dependent on some industries such as agriculture, construction, tourism, and sewing business. Also, since the majority of local companies are small and medium-sized enterprises, the improvement of fund access and the enhancement of administrative ability are needed.

The Royal Government of Cambodia aims to promote private sector development and industry diversification by developing Special Economic Zone (SEZ) and attracting direct investment from overseas. For hard infrastructure (roads, ports, railways, bridges, electricity, etc.) and soft infrastructure (legislation, development of institution and organization, improvement of procedures such as customs clearing and investment application, human resource development, etc.) which are essential to realize the attraction, the development has been proceeded rapidly by obtaining support from donors. However, compared to surrounding countries, human resource development for industry and engineering has been delayed considerably. The lack of human resources may be an obstructive factor of private sector advancement, industry diversification and investment promotion.

In consideration of such situation,, it is necessary to foster human resources in industry and engineering fields who have skills and abilities to fulfill the needs in the labor market, in order

for economic structure diversification and industry development with global competitiveness, etc. for further enhancement of private sector.

(3) The status of Cambodia in Japan's ODA

In the Japanese Country Assistance Policy for Cambodia (April, 2012), under its overall goal "Steady and Sustainable Economic Growth and Balanced Development", "Strengthening of the basis for economic activities (Strengthening of the Private Sector)" is raised in one of pillars of priority goals, in which, in order to further promote investment and trades, the operation of the human resource development for the industrial sector is explicitly stated, in addition to the functional enhancement of the Cambodian Investment Board of the Council for the Development of Cambodia (CIB/CDC). Special focus is placed on the human resources in the technical fields (e.g., engineers and technicians) and middle-level management who are required in the expanding manufacturing industries.

The JDS project in Cambodia started dispatching participants to Japan in the year of 2001 and dispatched 296 participants in total through the 1st to 13th batch. Among the 296 participants, 248 participants obtained master's degree and returned to Cambodia (as of February 2013), Most of the returned participants have returned to the original workplace for solving development issues they face.

Relevant JICA Projects:

【Technical Cooperation Project】

- Project for Educational Capacity Development of Institute of Technology of Cambodia
- Consultants for the Marketing and Operations of SEZ in Cambodia
- ASEAN University Network/Southeast Asia Engineering Education Development Network Phase3
- Capacity Building in Technical Vocational Education and Training (TVET)(Country focused training)
- ICT Engineer Development Project
- Advisor for Improvement Mineral Resources Sector

【Grant Aid】

- The Project for the Improvement of Educational Equipment of the Department of Geo-Resources and Geotechnical Engineering of the Institute of Technology of Cambodia
- The Project for Improvement of Facility and Laboratory Equipment in the Institute of Technology of Cambodia

【Loan Aid (Yen Loan)】

- Greater Mekong Telecommunication Backbone Network Project

【Volunteer】

- Vocational Training Sector Volunteer

2. Cooperation Framework

(1) Project Objectives

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government officials who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/partnership between Japan and Cambodia.

(2) Project Design

(1) Overall Goal:

To ensure that JDS returned participants will help the government agencies concerned to improve their capacity with regard to appropriate regulation, supervision, administration, etc. in relation to steady and sustainable economic growth, well-balanced development and reinforcement of the private sector (ICT Industry Development).

(2) Project Purpose:

To ensure that the development of human resources in industrial and engineering fields will result in increased capacity on the part of administrators and engineers who are responsible for appropriate regulation, supervision and management in the reinforcement of the private sector (ICT Industry Development), as well as personnel equipped with the techniques and skills required to meet the demand of the labor market.

(3) Verifiable Indicators

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

International University of Japan (IUJ) Graduate School of International Management
2 participants / year total 8 participants / 4 years

(5) Activities

Targets	Learning content
1) Before coming to Japan	
Acquire basic knowledge	To conduct pre-arrival seminars to prepare the Cambodian participants prior to their joining the program.
2) During the stay in Japan	
Acquire theoretical bases and frameworks to implement effective "hard" infra (ports, electric power, telecom, etc.) and needed skills to	<ul style="list-style-type: none">• The participants to acquire basic knowledge on business management by taking mandatory subject of finance, marketing, marketing strategy, organizational behavior offered by MBA program.• For the participants who are engaged in supporting private

strategically manage “soft” infra (legal, education, organization structures etc.)	sector development, university offers “industrial engineering” which is integrated field of “engineering” and “business administration” and project management studies, to provide adequate training opportunity.
Acquire theoretical knowledge needed for financial and investment management and concerned with “hard” and “soft” infrastructures	<ul style="list-style-type: none"> For Cambodian participants joining MBA program with the specialization of private sector development (ICT), the university offer courses with two objectives in mind: <ol style="list-style-type: none"> 1) For strengthening the theoretical bases and frameworks to implement effective “hard” infra (telecom infra, ICT FDI, factories, etc.). 2) Needed skills to strategically manage “soft” infrastructure and development projects related to ICT (legal, financial, human resources, etc.). And the others for keeping them up with up-to-date technologies and practices.
Have practical understanding of how to improve private sector to take advantage of opportunities offered in developing the private sector	<ul style="list-style-type: none"> The key courses GSIM-IUJ offers in those two areas include: Foundations of Web Technologies, Operations Management, Advanced infrastructure planning and Management, Energy and Green Technology, Project Financing, Private Equity & Venture Capital, Transnational Management. There are another 25 or so courses in our MBA program that may benefit Cambodia’s JICA scholars to develop professionally to handle ICT industry as a whole. Upon their arrival to IUJ, they will meet a faculty advisor to help with selecting courses and they can discuss the best plan suitable for them.
Thesis writing on a topic relevant to practical aspects of managing, reforming, re-structuring, expanding state and private sector enterprises for Cambodia to achieve sustainable economic growth.	<ul style="list-style-type: none"> In the university, every participants set individual research theme and write master’s thesis. In the second year of study, participants keep close communication, and conduct field survey, if necessary, to do research for the topics which matches sub-program. The program regularly invites professionals from other institutions as co-supervisor of the participants so that it would enhance participants’ learning.
3) After returning home	
To make use of the achievements of research	Geographically, Cambodia is neighbor to Thailand and Vietnam, where both have big economic powers compared to Cambodia. To take this geographic advantage, participants engage in development issues such as investment on infrastructure by foreign direct investment and/or big project using private fund (such as investment on port, telecommunication infrastructure, or revitalizing existing industry by investment for apparel industry.

	Faculty members will make a visit to participants and their workplaces, to discuss the projects and problems that they are engaged in. If direct visits are difficult, faculty members and participants will communicate by emails and videophone application, for the faculty members to adequately guide the graduates by answering to questions and consultations.
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(6)-1 Inputs from the Japanese Side

- 1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. Preliminary instructions including local activities, Special Lectures and workshops, Follow-up activities after returning home)
- 2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for supports during the stay in Japan (Monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 2 participants × 4 years = 8 participants
 From the year 2014 (Until 2016) : 2 participants
 From the year 2015 (Until 2017) : 2 participants
 From the year 2016 (Until 2018) : 2 participants
 From the year 2017 (Until 2019) : 2 participants

(7) Inputs from the Cambodia Side

- 1) Dispatch of JDS participants
- 2) Follow-up activities (providing opportunities for JDS returned participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(8) Qualifications

- 1) Work experience, etc
 - Currently employed in the Target Organizations as a full-time employee (Except contract staff).
 - A full-time employee at the respective target organization set to each component.
 - Required at least 2 (two) years of work experience including a period of probation as full-time employee in the target organizations at the time of application.
- 2) Other qualifications
 - Nationality: Applicants must be citizens of Cambodia
 - Age: Between the ages of 22 and 39 years old
 - Academic background: Posses a Bachelor Degree authorized by Cambodia or other countries
 - Have a good command of both written and spoken English
 - Mentally and physically in good health
 - A person falls under the following items is not eligible for apply
 - Those who are currently receiving (or is scheduled to receive) another scholarship

(including other scholarships of Japan)

- Those who have obtained a master's or higher degrees overseas under the support of foreign scholarship
- Military personnel and military civilian employees registered on the active list, and also personnel on temporary leave from the active list

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub-Program)

1. Country : Kingdom of Cambodia
2. Target Priority (Sub-Program) Area : Strengthening of Economic Basis
3. Operating Committee :
Ministry of Education, Youth and Sport, Council for Development of Cambodia, Ministry of Foreign Affairs and International Cooperation, Ministry of Public Function, Embassy of Japan in Cambodia, JICA Cambodia Office

1. Outline of the Sub-Program/Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Strengthening of Economic Basis
2. Component: Economic Development
3. Managing Organization: Ministry of Education, Youth and Sport
4. Target Organizations:
Ministry of Economy and Finance (Including General Department of Taxation, and Department of Customs) / Ministry of Commerce / Ministry of Industry, Mines and Energy / Council for the Development of Cambodia (CDC) / Ministry of Labor and Vocational Training / Ministry of Women Affairs / National Bank of Cambodia / Cambodia's Leading Independent Development Policy Research Institute (CDRI) / Lecturers of National University

(2) Background and Needs (Position of JDS in Development Plan of Cambodia)

In National Strategic Development Plan Updated 2009-2013, "private sector development and employment creation" are deemed as key components. Among these, private sector enhancement through investment attraction, etc. has become an important issue, in the viewpoints of diversification of industries, and improvement of fragile economic structure which is over-dependent on some industries such as agriculture, construction, tourism, and sewing business. Also, since the majority of local companies are small and medium-sized enterprises, the improvement of fund access and the enhancement of administrative ability are needed.

The Royal Government of Cambodia aims to promote private sector development and industry diversification by developing Special Economic Zone (SEZ) and attracting direct investment from overseas. For hard infrastructure (roads, ports, railways, bridges, electricity, etc.) and soft infrastructure (legislation, development of institution and organization, improvement of procedures such as customs clearing and investment application, human resource development, etc.) which are essential to realize the attraction, the development has been proceeded rapidly by obtaining support from donors. However, compared to surrounding countries, human resource development for industry and engineering has been delayed considerably. The lack of human resources may be an obstructive factor of private sector advancement, industry diversification and investment promotion.

Through economic structure diversification and industry development with global competitiveness, etc., it is necessary to foster human resources including administrative

officers and practitioners who can design and carry out national development policies, macroeconomic policies, and private sector advancement policies (such as investment/trade promotion and small and medium-sized enterprise development) for future sustainable economic growth.

(3) The status of Cambodia in Japan's ODA

In Japanese Country Assistance Policy for Cambodia (April, 2012), under its overall goal "Steady and Sustainable Economic Growth and Balanced Development", "Strengthening of the basis for economic activities (Strengthening of the Private Sector)" is raised in one of pillars of priority goals, in which, in order to further promote investment and trades, the operation of the human resource development for the industrial sector is explicitly stated, in addition to the functional enhancement of the Cambodian Investment Board of the Council for the Development of Cambodia (CIB/CDC). Special focus is placed on the human resources in the technical fields (e.g., engineers and technicians) and middle-level management who are required in the expanding manufacturing industries.

The JDS project in Cambodia started dispatching participants to Japan in the year of 2001 and dispatched 296 participants in total through the 1st to 13th batch. Among the 296 participants, 248 participants obtained master's degree and returned to Cambodia (as of February 2013). Most of the returned participants have returned to the original workplace for solving development issues they face.

Relevant JICA Projects:

【Technical Cooperation Project】

- The Project for Urban Transport Planning in Municipality of Phnom Penh
- Project for the Strengthening the Business Development Service (BDS) Function for Small, Medium and Micro Enterprises
- Cambodia -Japan Cooperation Center (Phase 2)
- Advisor for Investment Promotion
- Consultants for the Marketing and Operations of SEZ in Cambodia

【Loan Aid (Yen Loan)】

- Sihanoukville Port Special Economic Zone Development Project(Civil Work)

2. Cooperation Framework

(1) Project Objectives

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government officials who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/partnership between Japan and Cambodia.

(2) Project Design

(1) Overall Goal:

To ensure that JDS returned participants will help the government agencies concerned to improve their policymaking and institution building capacity with regard to steady and sustainable economic growth, well-balanced development and reinforcement of the private sector (Economic Development).

(2) Project Purpose:

To ensure that personnel who are engaged in national development policymaking, macroeconomic policymaking, private sector promotion, etc. related to the diversification of economic structures, development of internationally competitive industries, and so on, will improve their capacity for policymaking and institution building in relation to the improvement of economic policies and business environments, in order for stimulating investment and trade.

(3) Verifiable Indicators

1) Ratio of JDS participants who obtain Master's degree

2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Kobe University Graduate School of International Cooperation Studies

3 participants / year total 12 participants / 4 years

(5) Activities

Targets	Learning content
1) Before coming to Japan	
To gather information regarding investment and export promotion and prepare for research	To prepare necessary information and data for the assignments required by the graduate schools.
2) During the stay in Japan	
To acquire analytical skills and proposing economic policies, and to improve skills on designing and implementing economic policies for investment and export promotion	<ul style="list-style-type: none">• Provide the students with basic economics lectures on Microeconomics, Macroeconomics, Statistics and Econometrics and also applied economics lectures on International Economics, Development Economics, Monetary Theory, Public Finance, Growth Theory and Socio-economic Development Theory, etc. in English. Give exercise on practical method for empirical analysis in the subject of Econometrics, and train students on making policy proposal to some concrete development issues in some Special Lectures.• Invite professors and staffs from foreign countries including Cambodia and international organizations or Japanese ODA organizations to increase students'

	<p>knowledge on the experiences of development in other countries.</p> <ul style="list-style-type: none"> • Invite visiting professor for the participants to deepen knowledge on investment and export promotion policies
To deepen understanding on designing and implementing practical economic policies for promoting investment and export.	<ul style="list-style-type: none"> • To provide courses of political science, international relations, international law, legal system, and development operational studies in English which are necessary for policy planning and implementation.
To be able to consider the policies on investment and export promotion through a process of writing up a master thesis in English.	<ul style="list-style-type: none"> • Designate a supervisor to each student. The supervisor trains students on writing their master theses in the seminar and the students study the experiences of other countries' economic growth through the process by this supervision. Finally the students can complete their theses on the policy proposal for the development issues. • Assign a tutor to each student to provide tutorials. Also provide the students with lectures of Academic Writing in English and a system of checking their theses by native English instructors.
3) After returning home	
To make use of the achievements of research	<ul style="list-style-type: none"> • Keep periodic communication between supervisors and participants for the supervisors to give advice for the students. Also, hold seminars or else for returned students and targeted organization in order for them to tackle issues and problems at their work. • Promote research achievements of the students to be published in academic journals.

(6)-1 Inputs from the Japanese Side

<p>1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. Preliminary instructions including local activities, Special Lectures and workshops, Follow-up activities after returning home)</p> <p>2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)</p> <p>3) Expenses for supports during the stay in Japan (Monitoring, daily life support, etc.)</p>
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(6)-2 Input Duration and the Number of JDS Participants

<p>1 batch 3 participants × 4 years = 12 participants</p> <p>From the year 2014 (Until 2016) : 3 participants</p> <p>From the year 2015 (Until 2017) : 3 participants</p> <p>From the year 2016 (Until 2018) : 3 participants</p>

From the year 2017 (Until 2019) : 3 participants

(7) Inputs from the Cambodia Side

- 1) Dispatch of JDS participants
- 2) Follow-up activities (providing opportunities for JDS returned participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(8) Qualifications

- 1) Work experience, etc
 - Currently employed in the Target Organizations as a full-time employee (Except contract staff).
 - A full-time employee at the respective target organization set to each component.
 - Required at least 2 (two) years of work experience including a period of probation as full-time employee in the target organizations at the time of application.
- 2) Other qualifications
 - Nationality: Applicants must be citizens of Cambodia
 - Age: Between the ages of 22 and 39 years old
 - Academic background: Posses a Bachelor Degree authorized by Cambodia or other countries
 - Have a good command of both written and spoken English
 - Mentally and physically in good health
 - A person falls under the following items is not eligible for apply
 - Those who are currently receiving (or is scheduled to receive) another scholarship (including other scholarships of Japan)
 - Those who have obtained a master's or higher degrees overseas under the support of foreign scholarship
 - Military personnel and military civilian employees registered on the active list, and also personnel on temporary leave from the active list

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub-Program)

1. Country : Kingdom of Cambodia
2. Target Priority (Sub-Program) Area : Strengthening of Economic Basis
3. Operating Committee :
Ministry of Education, Youth and Sport, Council for Development of Cambodia, Ministry of Foreign Affairs and International Cooperation, Ministry of Public Function, Embassy of Japan in Cambodia, JICA Cambodia Office

1. Outline of the Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Strengthening of Economic Basis
2. Component: Agriculture and Rural Development
3. Managing Organization: Ministry of Education, Youth and Sport
4. Target Organizations:
Ministry of Agriculture, Forestry and Fisheries (Including Provincial Departments) /
Ministry of Water Resource and Meteorology / Ministry of Rural Development / Ministry of Environment / Lecturers of National University (faculty of science and engineering field only)

(2) Background and Needs (Position of JDS in Development Plan of Cambodia)

In Cambodia, agriculture, forestry and fisheries are the main industries which comprise 30% of the gross domestic product (GDP) and 60 % of the labor population, and thus have an important economic position. In the "Rectangular Strategy," which serves as a basis of the national development plan of Cambodia, "Enhancement of Agricultural Sector" is emphasized as one of the four pillars of development. Also, in agriculture, which can utilize rich nature resources and labor force, there is potentiality for local sale and export to neighboring countries of agricultural products and processed agricultural products. Agricultural sectors are expected to have stable growth to lead the entire economy of the nation.

Although Cambodia is deemed to have abundant water resource, most of it is caused by the flood of the Mekong River, and the available water volume is limited due to difficulty in control. In Pol Pot era in the late 70's, many irrigation facilities were constructed, but 30 years have passed since their construction, many of those are now decrepit. In spite of the undergoing irrigation maintenance operated by the government as the priority issues, its completion percentage is still 20 %. Moreover, the distribution system of agricultural products has not been maintained, and the unofficial import and export are flourishing around the borders of Vietnam and Thai. Because the grouping of farm families has not been progressed, there are few economic activities by farm family groups such as collaborative purchase, sales and shipping.

With this circumstance, it is necessary to foster long-term human resources in order to plan and promote sustainable agriculture in Cambodia while corresponding global economical trends, especially those who can design and carry out policies and measurements for agricultural promotion, manage and develop water resource for agricultural economy and

productivity improvement, and develop farming advancement skills.

(3) The status of Cambodia in Japan's ODA

In the Japanese Country Assistance Policy for Cambodia (April, 2012), under its overall goal "Steady and Sustainable Economic Growth and Balanced Development", " Strengthening of Economic Base (Agriculture and Rural Development)" is raised in one of pillars of priority goals, in which, in order to promote the agricultural sector and plan the livelihood improvement of deprived farmers, the support for irrigation refurbishment and maintenance, the improvement of irrigation skills and abilities, the improvement of rice cultivation skills are explicitly stated, aiming to raise productivity and quality of rice as the nation's main produce. Furthermore, in the viewpoint of the livelihood improvement of deprived farmers, the support for farming development and diversification (introducing aquafarming, farming animals, vegetables and fruits, etc.) is also stated.

The JDS project in Cambodia started dispatching participants to Japan in the year of 2001 and dispatched 296 participants in total through the 1st to 13th batch. Among the 296 participants, 248 participants obtained master's degree and returned to Cambodia (as of February 2013), Most of the returned participants have returned to the original workplace for solving development issues they face.

Relevant JICA Projects:

【Technical Cooperation Project】

- Improvement Agricultural River Basin Management & Development Project
- Agricultural Productivity Promotion Project in West Tonle Sap

【Loan Aid (Yen Loan)】

- the Irrigation and Drainage Facilities Renovation Project
- the West Tonle Sap Irrigation and Drainage Rehabilitation and Improvement Project

2. Cooperation Framework

(1) Project Objectives

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government officials who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/partnership between Japan and Cambodia.

(2) Project Design

(1) Overall Goal:

To ensure that JDS returned participants will help the government agencies concerned to improve their policymaking, institution building and other capacity in relation to the promotion and improvement of agriculture, farming development, and so on.

(2) Project Purpose:

To ensure that personnel who are engaged in the promotion of steady and sustainable economic growth and well-balanced reinforcement of development/economic infrastructures

(Agricultural and Rural Development) will improve their policymaking, planning and implementation capacity in relation to agriculture and/or water resource management.

(3) Verifiable Indicators

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Tokyo University of Agriculture and Technology, Graduate School of Agriculture
2 participants / year total 8 participants / 4 years

(5) Activities

Target	Contents/ Programs to achieve target
1) Before arrival in Japan	
Pre-departure preparation in order for the smooth study/ research in Japan	To prepare the related information and data and improve English ability before departure.
2) During study in Japan	
Understand the roles and possibilities of agricultural policy, administrations, and NGOs for agricultural technology development and rural livelihood improvement; then systematically propose effective measures/projects based on the fieldwork and analysis	To obtain knowledge on policy-making and agricultural technologies needed for development of rural areas through General study Lectures. Also, complement various knowledge and abilities needed for thesis studies will be provided in Sub- course lectures, which also provide opportunities to deepen each fellow's specialty and/or broaden the view on related fields.
Understand the measures for supporting agricultural sector and for improving farmers' livelihoods; a) maintenance and repair of irrigation facilities, irrigation technology development, and rice production technology for the improving productivity and quality of rice as a major food crop; b) improvement of farm management and agricultural diversification through introducing fish culture, animal husbandry, vegetables and fruits growing for improving livelihoods of poor farmers	To understand scientific and economic basis of agricultural production and sustainability through Special Field Studies, by lectures on advanced agricultural sciences, forestry, agricultural engineering, environmental sciences, and agricultural economics.
Obtain the basic training to be a practical leader or manager responsible for a certain field through thesis studies on 1) policy-making and development planning for	Each participants concentrates in a specific research topic for thesis. Supervisors support their case study such as management technology of irrigation facilities, rice

agricultural development, 2) irrigation and water resource management for improving agricultural economy and productivity, or 3) technology development for improving farm management.	production technology, or farm improvement and diversification. Seminar series is organized to discuss practical subjects of technological issues and problem-solving. Through thesis writing, participants analyze the issues from different angles.
3) After return	
Utilize of outcome of research	To regularly exchange information and keep the relationship between the participants and supervisors, to brush up the practical ability for planning and implementing projects, by participating to grass-roots projects as local representatives and partners.

(6)-1 Inputs from the Japanese Side

- 1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. Preliminary instructions including local activities, Special Lectures and workshops, Follow-up activities after returning home)
- 2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for supports during the stay in Japan (Monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 2 participants × 4 years = 8 participants
 From the year 2014 (Until 2016) : 2 participants
 From the year 2015 (Until 2017) : 2 participants
 From the year 2016 (Until 2018) : 2 participants
 From the year 2017 (Until 2019) : 2 participants

(7) Inputs from the Cambodia Side

- 1) Dispatch of JDS participants
- 2) Follow-up activities (providing opportunities for JDS returned participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(8) Qualifications

- 1) Work experience, etc
 - Currently employed in the Target Organizations as a full-time employee (Except contract staff).
 - A full-time employee at the respective target organization set to each component.
 - Required at least 2 (two) years of work experience including a period of probation as full-time employee in the target organizations at the time of application.
- 2) Other qualifications

- Nationality: Applicants must be citizens of Cambodia
- Age: Between the ages of 22 and 39 years old
- Academic background: Posses a Bachelor Degree authorized by Cambodia or other countries
- Have a good command of both written and spoken English
- Mentally and physically in good health
- A person falls under the following items is not eligible for apply
 - Those who are currently receiving (or is scheduled to receive) another scholarship (including other scholarships of Japan)
 - Those who have obtained a master's or higher degrees overseas under the support of foreign scholarship
 - Military personnel and military civilian employees registered on the active list, and also personnel on temporary leave from the active list

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub-Program)

1. Country : Kingdom of Cambodia
2. JDS Target Priority (Sub-Program) Area : Enhancement of Social Development
3. Operating Committee :
Ministry of Education, Youth and Sport, Council for Development of Cambodia, Ministry of Foreign Affairs and International Cooperation, Ministry of Public Function, Embassy of Japan in Cambodia, JICA Cambodia Office

1. Outline of the Sub-Program/Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Enhancement of Social Development
2. Component: Improvement of Education Quality
3. Managing Organization: Ministry of Education, Youth and Sport
4. Target Organizations:
Ministry of Education, Youth and Sport (Including trainers of PTTC and RTTC), National Institute of Education, Lecturers of National University (Faculty of science and engineering field only)

(2) Background and Needs (Position of JDS in Development Plan of Cambodia)

The Royal Government of Cambodia has formulated the action plan of Education for All (EFA) in 2003, revised Education Strategic Plan (ESP : 2006-2010) which had continuous revisions to form ESP (2009-2013), and raised "Improvement of education quality and internal effectiveness", "Securement of equal education opportunities" and "Capacity building for decentralization promotion" as the mid-term goals. Additionally, another revision is undergoing for the ESP (2009-2013), and the above 3 objectives will be continuously included in the next plan.

Although primary schools enrolment rates are relatively high, their completion rates are still low. Besides, lower secondary schools enrolment rates are also low. This is due to the poverty and the fact that students are not able to understand the lessons due to the poor education quality at schools and as a result, students cannot catch up with lessons. Accordingly, improvement of teachers' knowledge level and teaching capacity is a pressing issue. In particular, level of science and mathematics education is low and which has become a disturbing factor for developing logical thinking and nurturing human resources necessary to industries.

To cope with this situation, it is necessary to foster human resources who can design and carry out policies to realize especially among "Improvement of Education Quality" of the Government goals.

(3) The status of Cambodia in Japan's ODA

In the Japanese Country Assistance Policy for Cambodia (April, 2012), under its overall goal

"Steady and Sustainable Economic Growth and Balanced Development", "Promotion of Social Development (Improvement of Education Quality)" is raised in one of pillars of priority goals, in which, in order to improve logical and critical way of thinking and applicative skills of students in elementary and secondary schools, and accordingly foster human resources who will support the nation's growth in the long-term viewpoint, the quality improvement of elementary and secondary school teacher training will be focused through science and mathematics education, considering the new education policy 2011-2015.

The JDS project in Cambodia started dispatching participants to Japan in the year of 2001 and dispatched 296 participants in total through the 1st to 13th batch. Among the 296 participants, 248 participants obtained master's degree and returned to Cambodia (as of February 2013). Most of the returned participants have returned to the original workplace for solving development issues they face.

Relevant JICA Projects:

【Technical Cooperation Project】

- Project for the Development of an Instructor's Manual for Secondary Mathematics and Science in Cambodia

【Grant Aid】

- Project for Expansion of Lower Secondary Schools in Phnom Penh

【JICA Partnership Program】

- Improvement of Teaching Competency by Lesson Study in Takeo Province (Phase 2)

【Volunteer】

- Dispatch of Math and Science teacher for Training College and Province Education Bureau

2. Cooperation Framework

(1) Project Objectives

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government officials who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/partnership between Japan and Cambodia.

(2) Project Design

(1) Overall Goal:

To ensure that JDS returned participants will help the government agencies concerned to improve their capacity to achieve the goals of the Cambodian government, namely "increase quality of education," "ensure equitable access to education" and "decentralization."

(2) Project Purpose:

To ensure that educational personnel, particularly those who are engaged in the development of science and engineering education policies and in training science and mathematics faculties in the higher education sector, will improve their educational planning, implementation, management and monitoring capacity to increase the quality of education.

(3) Verifiable indicators

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Hiroshima University Graduate School for International Development and Cooperation
 3 participants / year total 12 participants / 4 years

(5) Activities

Targets	Learning content
1) Before coming to Japan	
To prepare sufficiently for the study and research activities after students come to Japan	<ul style="list-style-type: none"> ▪ Instruction of academic advisor by email ▪ Instruction on site (Option)
2) During the stay in Japan	
Acquisition of skills and knowledge on educational development	<ul style="list-style-type: none"> ▪ Providing subjects related with curriculum development ▪ Providing subjects related with International Cooperation ▪ To provide opportunity for domestic field researches
Development of analytical skills for science and math education and educational administrations	<ul style="list-style-type: none"> ▪ To provide courses for the lessons of science and mathematics education and Educational research method, and subjects related with educational administration and development plan ▪ To provide Interdisciplinary lectures to widely learn about issues concerning developing countries
Enhancement of problem solving abilities through the development of the master's thesis	<ul style="list-style-type: none"> ▪ To provide courses regarding research methodology in education and educational statistics ▪ Participants to conduct literature research ▪ Field research on site (option) ▪ Seminar ▪ Instruction of thesis-making by advisors ▪ Participation in domestic and overseas academic society
Enhancement of the skills to apply the research results to the real situation	<ul style="list-style-type: none"> ▪ Thesis making ▪ Seminar on education research in Cambodia together with graduated participants
3) After returning home	
Follow up after graduation	<ul style="list-style-type: none"> ▪ To hold a seminar ▪ To strengthen the network among returned JDS participants

(6)-1 Inputs from the Japanese Side

- 1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. Preliminary instructions including local activities, Special Lectures and workshops, Follow-up activities after returning home)
- 2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for supports during the stay in Japan (Monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 3 participants × 4 years = 12 participants
From the year 2014 (Until 2016) : 3 participants
From the year 2015 (Until 2017) : 3 participants
From the year 2016 (Until 2018) : 3 participants
From the year 2017 (Until 2019) : 3 participants

(7) Inputs from the Cambodia Side

- 1) Dispatch of JDS participants
- 2) Follow-up activities (providing opportunities for JDS returned participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(8) Qualifications

- 1) Work experience, etc
 - Currently employed in the Target Organizations as a full-time employee (Except contract staff).
 - A full-time employee at the respective target organization set to each component.
 - Required at least 2 (two) years of work experience including a period of probation as full-time employee in the target organizations at the time of application.
- 2) Other qualifications
 - Nationality: Applicants must be citizens of Cambodia
 - Age: Between the ages of 22 and 39 years old
 - Academic background: Posses a Bachelor Degree authorized by Cambodia or other countries
 - Have a good command of both written and spoken English
 - Mentally and physically in good health
 - A person falls under the following items is not eligible for apply
 - Those who are currently receiving (or is scheduled to receive) another scholarship (including other scholarships of Japan)
 - Those who have obtained a master's or higher degrees overseas under the support of foreign scholarship
 - Military personnel and military civilian employees registered on the active list, and also personnel on temporary leave from the active list

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub-Program)

1. Country : Kingdom of Cambodia
2. Target Priority (Sub-Program) Area : Enhancement of Governance
3. Operating Committee :
Ministry of Education, Youth and Sport, Council for Development of Cambodia, Ministry of Foreign Affairs and International Cooperation, Ministry of Public Function, Embassy of Japan in Cambodia, JICA Cambodia Office

1. Outline of the Sub-Program/Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Enhancement of Governance
2. Component: Improvement of Administrative Functions
3. Managing Organization: Ministry of Education, Youth and Sport
4. Target Organizations:
Ministry of Planning / Ministry of Interior / Ministry of Economy and Finance / Office of the Council of Ministers /Secretariat of Council for Administrative Reform (CAR) / Ministry of Women Affairs / National Committee for Sub-national Democratic Development (NCDD) / Ministry of Public Function / Provincial Cabinets in 23 provinces.

(2) Background and Needs (Position of JDS in Development Plan of Cambodia)

In the “Rectangular Strategy” set by the Royal Government of Cambodia, good governance is the basis for all development issues, and the Cambodian Government is pressing ahead with various reforms including anti-corruption, legal and judicial reforms, public financial management reforms and administrative reforms (including decentralization and deconcentration). Yet, lack of human resources for planning and implementation in the fields of laws, policymaking and systems development has become an obstacle and a risk in order to facilitate and consolidate various reforms.

With this situation, it is necessary to foster human resources who have basic knowledge about the public-policy research on demarcation of central and local government roles which normally requires long research period, finance and human resources management of local government, the statistical analysis in social economy, policy making to narrow the development gap.

(3) The status of Cambodia in Japan’s ODA

In the Japanese Country Assistance Policy for Cambodia (April, 2012), under its overall goal “Steady and Sustainable Economic Growth and Balanced Development”, “Strengthening of Governance” is raised in one of pillars of priority goals, in which assistance policies are raised to support public financial management and the policy making, system improvement and human resource development in the fields of national tax and customs, in order to improve transparency of public finance, strengthen capacity of tax collection and promote measures for

regional integration.

The JDS project in Cambodia started dispatching participants to Japan in the year of 2001 and dispatched 296 participants in total through the 1st to 13th batch. Among the 296 participants, 248 participants obtained master's degree and returned to Cambodia (as of February 2013). Most of the returned participants have returned to the original workplace for solving development issues they face.

Relevant JICA Projects:

【Technical Cooperation Project】

- Capacity Development of General Department of Taxation (GDT) under the Framework of PFM Reform
- The Project for Capacity Development for Implementing the Organic Law at Capital & Provincial Level
- Project on Improving Official Statistics in Cambodia (Phase 3)
- Project on Gender Mainstreaming Phase 2

2. Cooperation Framework

(1) Project Objectives

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government officials who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/partnership between Japan and Cambodia.

(2) Project Design

(1) Overall Goal:

To ensure that JDS returned participants will help the government agencies concerned to improve their policymaking and institution building capacity to promote democratic development at regional level and decentralization of authority and duties.

(2) Project Purpose:

To ensure that personnel who are engaged in the promotion of steady and sustainable economic growth, well-balanced development and governance reinforcement (Improvement of Administrative Functions) will improve their capacity in relation to public policy studies concerning the segregation of roles between the central and regional governments, government employee system reforms, regional finance and personnel management, socioeconomic statistical analysis and correction of disparities.

(3) Verifiable indicators

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

International University of Japan (IUJ) Graduate School of International Relations (GSIR) 3 participants / year total 12 participants / 4 years

(5) Activities

Targets	Learning content
1) Before coming to Japan	
Training before enrollment	To prepare new enrollees for their graduate education, courses on such subjects as Basic Mathematics and Basic Economics will be offered in scholars' countries in the summer prior to their enrollment.
2) During the stay in Japan	
Acquisition of theoretical bases to administer and implement effective public policy	To provide students with academic and policy-oriented training with theoretical foundations in the fields of public management. The scholars take required courses such as Public Administration, Public Management, Public Policy Process, and Public Finance and Budgeting. Through the courses, the scholars acquire analytical and empirical skills as well as theoretical knowledge that are required to understand how public policies should be implemented to achieve good governance particularly from theoretical points of view.
Application of theoretical knowledge to the formation of public policy	<ul style="list-style-type: none">- To provide applied coursework. This is intended for the scholars who need to learn how theoretical knowledge they obtained above can be effectively applied to evaluate, manage, and administer policy options in various social environments. Also, IUJ is to offer a series of management-related courses, which enables the scholars to learn how to manage policies from both public and private sectors' points of view.- To provide courses related to the topic on which Cambodia has high interest, such as Decentralization and Public Human Resource Management.
Acquisition of practical skills for public policy	<ul style="list-style-type: none">- To regularly hold seminars and workshops, by inviting special lecturers from public institutions, such as ministry of finance, central bank, and other institutions in Japan as well as foreign countries to give a lecture on the implementation of public policies. The scholars also visit some government offices and important sites associated with public issues in Japan.
Writing skills for the management of public policy	Together with the course work and extra-curricular activities such as special lectures and field trips, the

	scholars are required to select a unique and important research topic and write a well-qualified master's thesis under the mentorship of their academic supervisors. The thesis writing gives the scholars a crucial opportunity to learn how to analyze their topic in depth by integrating concepts and methods that they have learned during the entire two-year program. Close supervision by faculty members enables the scholars to write a highly-qualified master's thesis which could contribute to practical solutions to the current policy issues.
3) After returning home	
Training after graduation	The university will provide JDS scholars with follow-up training after graduation in scholars' countries with the aim of continuously improving their knowledge, theories, and skills. Joint seminars inviting graduates, current students, and new enrollees will also be held concurrently so that JDS scholars can enhance mutual understanding, share knowledge and experiences, and strengthen their network. Additionally, with possible cooperation from public organizations, joint research projects between graduates and faculty members will be facilitated.

(6)-1 Inputs from the Japanese Side

1) Expenses for special activities provided by the accepting university before, during and after studying in Japan (e.g. Preliminary instructions including local activities, Special Lectures and workshops, Follow-up activities after returning home)
2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)
3) Expenses for supports during the stay in Japan (Monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 3 participants × 4 years = 12 participants
From the year 2014 (Until 2016) : 3 participants
From the year 2015 (Until 2017) : 3 participants
From the year 2016 (Until 2018) : 3 participants
From the year 2017 (Until 2019) : 3 participants

(7) Inputs from the Cambodia Side

1) Dispatch of JDS participants
2) Follow-up activities (providing opportunities for JDS returned participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(8) Qualifications

1) Work experience, etc

- Currently employed in the Target Organizations as a full-time employee (Except contract staff).
- A full-time employee at the respective target organization set to each component.
- Required at least 2 (two) years of work experience including a period of probation as full-time employee in the target organizations at the time of application.

2) Other qualifications

- Nationality: Applicants must be citizens of Cambodia
- Age: Between the ages of 22 and 39 years old
- Academic background: Posses a Bachelor Degree authorized by Cambodia or other countries
- Have a good command of both written and spoken English
- Mentally and physically in good health
- A person falls under the following items is not eligible for apply
 - Those who are currently receiving (or is scheduled to receive) another scholarship (including other scholarships of Japan)
 - Those who have obtained a master's or higher degrees overseas under the support of foreign scholarship
 - Military personnel and military civilian employees registered on the active list, and also personnel on temporary leave from the active list

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub-Program)

1. Country : Kingdom of Cambodia
2. Target Priority (Sub-Program) Area : Enhancement of Governance
3. Operating Committee :
Ministry of Education, Youth and Sport, Council for Development of Cambodia, Ministry of Foreign Affairs and International Cooperation, Ministry of Public Function, Embassy of Japan in Cambodia, JICA Cambodia Office

1. Outline of the Sub-Program/Component

(1) Basic Information

1. Target Priority (Sub-Program) Area : Enhancement of Governance
2. Component: Legal and Judicial Development
3. Managing Organization: Ministry of Education, Youth and Sport
4. Target Organizations:
Ministry of Justice (including courts) / Council for Legal and Judicial Reform / Royal school for Judges and prosecutors (Including active judges and prosecutors) / Lecturers of Royal University of Law and Economics

(2) Background and Needs (Position of JDS in Development Plan of Cambodia)

In the "Rectangular Strategy" set by the Royal Government of Cambodia, good governance is the basis for all development issues and the Cambodian Government is pressing ahead with various reforms including anti-corruption, legal and judicial reforms, public financial management reforms and administrative reforms (including decentralization and deconcentration). Yet, limited human resources for planning and implementation in the fields of laws, policymaking and systems development has become an obstacle and a risk in order to facilitate and consolidate various reforms.

In such situation, it is necessary to foster such human resources as policymakers and policy users who can boost up the judicial reform of the Royal Government of Cambodia which aims to resolve loopholes of law, shortage of human resource, access limitation to the court from the average citizen, weak effectiveness of judgment, and corruption in law,

(3) The status of Cambodia in Japan's ODA

In the Japanese Country Assistance Policy for Cambodia, under its overall goal "Steady and Sustainable Economic Growth and Balanced Development", "Strengthening of Governance" is raised in one of pillars of priority goals, in which the assistance policies are raised to support the development of related laws and regulations and the strengthening of capacity of personnel engaging in judicial activities, in order to facilitate the dissemination and appropriate use of the Civil Code and the Civil Procedure Code which Japan assisted under the legal and judicial development project.

The JDS project in Cambodia started dispatching participants to Japan in the year of 2001

and dispatched 296 participants in total through the 1st to 13th batch. Among the 296 participants, 248 participants obtained master's degree and returned to Cambodia (as of February 2013). Most of the returned participants have returned to the original workplace for solving development issues they face.

Relevant JICA Projects:

【Technical Cooperation Project】

- Legal and Judicial Development

2. Cooperation Framework

(1) Project Objectives

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government officials who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/partnership between Japan and Cambodia.

(2) Project Design

(1) Overall Goal:

To ensure that ex-JDS fellows will help the Cambodian government to implement judicial reforms (aimed at resolving problems such as insufficiency of the legislation, lack of human resources, limited general public access to courts, weak effectiveness of judgment and corruption by judicial professionals).

(2) Project Purpose:

To ensure that personnel who are engaged in the promotion of steady and sustainable economic growth, well-balanced development and governance reinforcement (improvement and management of judicial systems) will improve their policymaking and institution building capacity in relation to the judicial reforms of the Cambodian government.

(3) Verifiable indicators

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Nagoya University Graduate School of Law

2 participants / year total 8 participants / 4 years

(5) Activities

Targets	Learning content
1) Before coming to Japan	
Prepare in advance for smoothly proceeding study after entrance.	· JDS Participants take preparatory trainings aiming to improve English and writing skills for writing

	master's thesis.
2) During the stay in Japan	
Obtain the knowledge and understanding of the principles of fair market economics, the rule of law, human rights, and democracy for sustaining a market economy system.	<ul style="list-style-type: none"> · JDS participants take basic subjects such as fundamental legal theory and Japanese law and the Japanese political system. · Some courses in subjects related to development and law and the mechanisms of market economies are introduced. · To supplement supervision by the core curriculum, special lectures and workshops are provided as part of Special Program. These special lectures are given by distinguished scholars from overseas and legal experts in the areas related to the JDS participant's selected topics. · JDS participants conduct interview research and workshops in and outside of Japan under the supervisions of academic supervisors to approach development issues through learning practical examples in other nations.
Obtain skills to conduct comparative research from multiple perspectives into their own legislations and legal systems.	<ul style="list-style-type: none"> · JDS participants learn comparisons between the legal system of their own country and other countries, including Japan.
Learn about the role of laws in Japan and the application of laws in Japanese society through their own experience doing internships at major local Japanese corporations, to know more about how the legal system functions in Japan.	<ul style="list-style-type: none"> · JDS participants attend internships at law departments in major corporations or law offices are provided to ensure that learning occurs through taught program and research on the practical issues. · JDS participants attend lectures by external organizations, participate in mock trials and visit to judicial institution, such as Supreme Court, Diet, prison, district court, bar association, law offices, and police.
Improve English skills in communication and legal writing through the Academic Writing courses. Also, develop analytical problem-solving abilities information retrieval skills, as well as logical thinking through training in academic writing.	<ul style="list-style-type: none"> · Practical research topics related to market economic development are set to produce theses from a comparative perspective. To progress with their research topic, JDS participants receive individual and specialized tutorials from a supervisor. · JDS participants receive group and staged guidance through Academic Writing workshops to learn methods of research and thesis writing under Special Program.

	<ul style="list-style-type: none"> JDS participants attend a course on International Negotiation studies which cultivates skills in discussion and debate.
3) After returning home	
Brush-up knowledge.	<ul style="list-style-type: none"> JDS returned participants can be provided specific and up-dated lectures which are implemented in Cambodia, in order to brush up their knowledge and keep the connection with Nagoya University.

(6)-1 Inputs from the Japanese Side

- 1) Expenses for special activities provided by the accepting university before, during and after studying in Japan (e.g. Preliminary instructions including local activities, Special Lectures and workshops, Follow-up activities after returning home)
- 2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for supports during the stay in Japan (Monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 2 participants × 4 years = 8 participants
 From the year 2014 (Until 2016) : 2 participants
 From the year 2015 (Until 2017) : 2 participants
 From the year 2016 (Until 2018) : 2 participants
 From the year 2017 (Until 2019) : 2 participants

(7) Inputs from the Cambodia Side

- 1) Dispatch of JDS participants
- 2) Follow-up activities (providing opportunities for JDS returned participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(8) Qualifications

- 1) Work experience, etc
 - Currently employed in the Target Organizations as a full-time employee (Except contract staff).
 - A full-time employee at the respective target organization set to each component.
 - Required at least 2 (two) years of work experience including a period of probation as full-time employee in the target organizations at the time of application.
- 2) Other qualifications
 - Nationality: Applicants must be citizens of Cambodia
 - Age: Between the ages of 22 and 39 years old
 - Academic background: Posses a Bachelor Degree authorized by Cambodia or other countries
 - Have a good command of both written and spoken English

- Mentally and physically in good health
- A person falls under the following items is not eligible for apply
 - Those who are currently receiving (or is scheduled to receive) another scholarship (including other scholarships of Japan)
 - Those who have obtained a master's or higher degrees overseas under the support of foreign scholarship
 - Military personnel and military civilian employees registered on the active list, and also personnel on temporary leave from the active list

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub-Program)

1. Country : Kingdom of Cambodia
2. Target Priority (Sub-Program) Area : Enhancement of Governance
3. Operating Committee :
Ministry of Education, Youth and Sport, Council for Development of Cambodia, Ministry of Foreign Affairs and International Cooperation, Ministry of Public Function, Embassy of Japan in Cambodia, JICA Cambodia Office

1. Outline of the Sub-Program/Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Enhancement of Governance
2. Component: Building of International Relations
3. Managing Organization: Ministry of Education, Youth and Sport
4. Target Organizations:
Ministry of Foreign Affairs and International Cooperation / Council for the Development of Cambodia (CDC) / Ministry of Commerce / Ministry of Economy and Finance / Ministry of Environment / Ministry of Agriculture Forestry and Fisheries / Lecturers of National University

(2) Background and Needs (Position of JDS in Development Plan of Cambodia)

In the "Rectangular Strategy" set by the Royal Government of Cambodia, good governance is the basis for all development issues and the Cambodian Government is pressing ahead with various reforms including anti-corruption, legal and judicial reforms, public financial management reforms and administrative reforms (including decentralization and deconcentration). Yet, resources to implement such reforms are limited such as human resources in government ministries and offices, organizational capacity, and financial capacity compared to the issues to be tackled.

As Cambodia which became a member of ASEAN / WTO is integrated into the regional and international society and economy, it is necessary to foster human resources who can take the lead in making and implementing foreign policies of Cambodia to meet the ever-changing International situation while building good relationships with related countries in a manner that contributes to the development of Cambodia, and making and operating frameworks to cope with geographical, regional and international issues.

(3) The status of Cambodia in Japan's ODA

In the Japanese Country Assistance Policy for Cambodia (April, 2012), under its overall goal "Steady and Sustainable Economic Growth and Balanced Development", three pillars of propriety of its assistance are set as "Strengthening of Economic Basis", "Promotion of Social Development" and "Strengthening of Governance" in order to assist the development goals of the Government of Cambodia based on the "Rectangular Strategy", to promote ASEAN integration, to strengthen ASEAN connectivity, to narrow the development gap in the region,

and for the purpose of ensuring human security and environmental sustainability.

In the “Strengthening of Governance”, it is explicitly stated to assist improvement of public financial management and the policy making, system improvement and human resource development in the fields of national tax and customs in order to promote measures for regional integration.

The JDS project in Cambodia started dispatching participants to Japan in the year of 2001 and dispatched 296 participants in total through the 1st to 13th batch. Among the 296 participants, 248 participants obtained master’s degree and returned to Cambodia (as of February 2013). Most of the returned participants have returned to the original workplace for solving development issues they face.

2. Cooperation Framework

(1) Project Objectives

The objective is to strengthen the government’s administrative capacities in the country, through providing opportunities to obtain the Master’s degree to the young capable government officials who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/partnership between Japan and Cambodia.

(2) Project Design

(1) Overall Goal:

To ensure that JDS returned participants will help the government agencies concerned to improve their capacity in relation to the establishment and implementation of diplomatic policies reflecting the international situation, development and operation of frameworks for the solution of regional and international issues, etc., while building good relationships with related countries in such a way as to contribute to further development of Cambodia.

(2) Project Purpose:

To ensure that personnel who are engaged in the promotion of steady and sustainable economic growth, well-balanced development and governance reinforcement (Building of International Relationships) will improve their capacity in relation to the development of diplomatic policies, handling of regional and international issues and creation of frameworks.

(3) Verifiable indicators

- 1) Ratio of JDS participants who obtain Master’s degree
- 2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Waseda University Graduate School of Asia-Pacific Studies
2 participants / year total 8 participants / 4 years

(5) Activities

Targets	Learning content
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1) Before coming to Japan	
Preparation for research in Japan	To prepare necessary data to for specific issue given by the university before entrance to the university.
2) During the stay in Japan	
To deepen understanding by obtaining basic knowledge on International Relations field	Courses are designed to guarantee that students who did not fully acquire the skills in their respective disciplines during their undergraduate years are given comprehensive training in basic courses, including International Relations, International Politics, Security Studies, International Economy, etc. Furthermore, the graduate school offers mandatory courses including writing methods, field survey methods, and quantitative and statistical analysis, and provides close guidance tailored to the standards and needs of each student.
To acquire issue-based analytical skills and practical skills on International Relations and related disciplines	Among expanding course options, students are able to choose from a variety of advanced courses in specialized fields in International Relations and related disciplines. In addition, from the start of the program students are divided into small-group seminars (namely specific research projects) and given individual mentorship and guidance.
Study on measures to solve the issues through thesis writing	Students select their theme of thesis and conduct research which will contribute to solve the development issues of the country, and write thesis with advice of supervisors.
Participate and have support by Global Development Program Committee	Students are encouraged to create human network regardless of nationality and research activities at seminar, by range of activities of the Global Development Program Committee (whose chair is an associate dean), including ongoing lecture series, research workshops and informal meetings (including luncheon-style meetings) at the beginning of the program and at the end of each year, and an alumni network for graduates of the program.
3) After returning home	
Utilization of research outcome	Students exchange related information and updates regularly with academic mentors and have advice. The graduate school make human network with the graduates by regularly contacting them for further enhancement.

(6)-1 Inputs from the Japanese Side

1) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)
2) Expenses for supports during the stay in Japan (Monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 2 participants × 4 years = 8 participants

From the year 2014 (Until 2016) : 2 participants

From the year 2015 (Until 2017) : 2 participants

From the year 2016 (Until 2018) : 2 participants

From the year 2017 (Until 2019) : 2 participants

(7) Inputs from the Cambodia Side

1) Dispatch of JDS participants

2) Follow-up activities (providing opportunities for JDS returned participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(8) Qualifications

1) Work experience, etc

- Currently employed in the Target Organizations as a full-time employee (Except contract staff).
- A full-time employee at the respective target organization set to each component.
- Required at least 2 (two) years of work experience including a period of probation as full-time employee in the target organizations at the time of application.

2) Other qualifications

- Nationality: Applicants must be citizens of Cambodia
- Age: Between the ages of 22 and 39 years old
- Academic background: Posses a Bachelor Degree authorized by Cambodia or other countries
- Have a good command of both written and spoken English
- Mentally and physically in good health
- A person falls under the following items is not eligible for apply
 - Those who are currently receiving (or is scheduled to receive) another scholarship (including other scholarships of Japan)
 - Those who have obtained a master's or higher degrees overseas under the support of foreign scholarship
 - Military personnel and military civilian employees registered on the active list, and also personnel on temporary leave from the active list

Summary of Target Organization (1–1. Economic Infrastructure Development)

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
1	National Technical Training Institute (NTTI) * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	74	To create the opportunities for students by providing high quality and competency (Theories, Practice and Ethics) of Technical Vocational Education and Training. To provide a unique of technical and vocational training to prepare them within technical skills to enhance the current and future needs of labor market.	HRD is the key function within this institution. We aim to reach the highest degree of staff in order to avoid the leaped gap between employees. As mentioned in the first part, 40 staff with bachelor degrees, whereas, the very little points have not reached the minimum level. However, the institution has always been encouraged and supported them to pursue their qualifications. So far, some of staff been pursued degrees from diploma level to bachelor level and some of them are also on the wheel of reaching Master degrees. Apart from the above mentioned, the short course training programs on relevant skills to meet the competency-based standard have always ranked as our top prioritization. Furthermore, the institution also has training workshops on upgrading skills for technical and vocational teachers to meet the required and social changes. Besides, we have dispatched staff to not only local training programs but also to overseas in order to enhance the capability.	N/A
		By Age (20–29/30–39/Over 40)	25/27/22	NTTI is committed to its further development as a leading higher education institution in Cambodia in providing Technical and Vocational Education and Training. It is committed to providing quality training courses in consistence with flexible and responsive National System of Technical and Vocational Education and Training to meet the needs of the labor market, developing a set of competency-based curricula for the technical and vocational centers of the country, training and upgrading capacity of the instructors and trainers, designing and producing a supply of appropriate teaching/learning resources and becoming a center of excellence in instructor training in the regions.		
		Degree (BA/MA/PhD)	40/27/0			
		English Level (Business/Graduate School)	50%/50%			
2	Polytechnics Institute of Battambang (PIB) * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	47	<History> PIB was previously named Provincial Technical Center (PTC) founded by ILO in 1993, and transferred to Ministry of Education (MOEYS) in 1998. In 2004, PTC was transferred from MOEYS to a newly established Ministry of Labor and Vocational Training. In 2007, PTC was upgraded to Polytechnic Institute. <Vision> TO increase more jobs and providing employed work for Cambodian following by vocational and technical training in term of pushing government strategy for poverty reduction efficiency. Polytechnic Institute going to be the institute that is recognized as national standard for human development effectiveness. <Mission> Providing technical training in order to apply market demand as technology growth. > To enhance livelihood and living standard as providing appropriate technical skill within quality in rural and remote area. > To provide student's lecturing and researching with high quality to become good leader and enterpriser with good moral such as social reliable and conscience for development country. BA course: Information Technology / Electronic / English Literature / Business of Administrative	Human resource have limited of capacity building. The staff are mostly attending the local workshop or training in the Ministry. We have a few in abroad.	1. <To develop the human resource in Polytechnic Institute of Battambang> Outline of the Policy/Strategy> To build the capacity of staffs, lecturers, and leader for strengthening the skills and knowledge broadly with quality and long sustainable. 2. <To enhance training qualities followed by upgrading human capacity building> To promote and encourage the staffs, lecturers, and leader to participate the workshops, seminars and training in local or abroad.
		By Age (20–29/30–39/Over 40)	29/4/4			
		Degree (BA/MA/PhD)	30/6/0			
		English Level (Business/Graduate School)	5/8			
3	Phnom Penh Water Supply Authority (PPWSA)	Permanent Staff	598	Assuring the provision of clean and affordable water for everyone in Phnom Penh	N/A	1. <Rehabilitation of existing system> For proper development of water supply system as priority objective, the target has been set as below: – Analysis of performance Indicator to findout the key of required improvement. – Straightening of risk management – Establishment the rehabilitation plan/work plan. The major challenge to the above is shortage of staffs with high qualification. 2. <Expansion of water supply system in order to meet the city need> –Expansion of water production capacity capacity in order to meet current and future demand. – Design of distribution network in order to provide direct supply to customers.] For proper development of water supply system as priority objective, the target has been sat as below: – Establishment of long term master plan. – Design of water supply system including production and distribution network. The major challenge is shortage of staffs with high qualification for self-implementing to above objective.
		By Age (20–29/30–39/Over 40)	155/218/225			
		Degree (BA/MA/PhD)	145/39/01			
		English Level (Business/Graduate School)	34/62			
4	Cambodia-India Entrepreneurship Development Centre * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	82	CIEDC recognizes the role of small businesses in providing large-scale employment for equitable distribution and effective mobilization of capital resources and skills in Cambodia. The CIEDC focuses on the skills component. It aims to contribute to the demand for investment capital and utilization thereof by micro and small enterprises as potential key engine of a dispersed economic development in Cambodia. CIEDC Training Programs offer an opening for existing low productive enterprises to scale up on the productivity score, besides helping create new businesses with an overarching goal of sustainable poverty reduction by augmenting job creations together with enhancing self-employment among the rural and urban youth, women and men.	N/A	N/A
		By Age (20–29/30–39/Over 40)	39/41/2			
		Degree (BA/MA/PhD)	66/16/0			
		English Level (Business/Graduate School)	N.A/12			

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
5	Electricity of Cambodia	Permanent Staff	3157	> Provide sufficient and consistently reliable power supply to consumers in its entire coverage areas at a competitive price. > Improve the business operation to excellence and efficiency and participate in implementation of the government policies on poverty reductions, environmental preservation and socio-economic development.	Lack of human resource and limited capital on this sector is an obstacle part of the development in the organization.	<N/A> To provide suitable working conditions that facilitates an open and honest communication of information among employees to promote teamwork, productivity and cooperation for the organization's growth.
		By Age (20-29/30-39/Over 40)	1090/1091/961			
		Degree (BA/MA/PhD)	908/139/4			
		English Level (Business/Graduate School)	0/21			
6	Ministry of Labour and Vocational Training	Area Distribution (Central/Province)	1921/1236	MoLVT mission is lead and manage the labour and vocational training sector, by increased the minimum wage for workers/employees and...and short term skills training.	> Lack of human resources management and the training of officials with the skills related to their roles and positions > Lack of cooperation with national and international organizations in acquiring support and resources	N/A
		Permanent Staff	2924			
		By Age (20-29/30-39/Over 40)	813/1489/622			
		Degree (BA/MA/PhD)	1061/339/33			
7	Preah Kosomak Polytechnic Institute * Under Ministry of Labor and Vocational Training (MLVT)	English Level (Business/Graduate School)	N/A	> PPI is committed to providing quality education at an affordable courses to students in the areas of Engineering as Electrical, Electronic, Civil Construction, and Business Administration such as Marketing, Management, and Accounting. > So that the graduates are competitive, qualified and committed to the development of the country.	> New lecturer: limited teaching capacities. > Equipment: old equipment and used many years. > Lack of practical materials. > Technical and Vocational students (a number of Skill worker students decrease dramatically.) > Market demand for Business course is limited.	1. <Strategic Plan 2012-2016> - New lecturers are not allowed to teach students. They must examine experienced lecturer's teaching and they prepare teaching document and materials for two years. Then they are able to teach students. - We train experienced lecturer to use computer and English Language. - We request donation from government and NGOs. - We find any way to motivate and research in village commune in Phnom Penh. - We find business partnership.
		Area Distribution (Central/Province)	1599/1325			
		Permanent Staff	97			
		By Age (20-29/30-39/Over 40)	N/A			
8	National Institute of Business (NIB) * Under Ministry of Labor and Vocational Training (MLVT)	Degree (BA/MA/PhD)	67/25/1	<Vision> To be an educational leader in providing the students with opportunity of professional career and successful business in the context of rapidly changing technology, economy, and society. National Institute of Business (NIB) has agreed mission in the Cambodian educational field: > Strive to provide quality education as in morality, responsibility, creativity, and entrepreneurship > Cultivates relationships with government, private sector and NGOs to seek job opportunities for the students > Innovates the instructional equipment and facilities; and awards scholarship to outstanding, poor, and remote area students across the country > Constantly develop the curriculum and lecturers to keep up with the changing world and challenging labor market demand > Seeks support and consultancy from other donors to sustain development; and extension to other skills related to business	Lecturers are the prioritized development issues for NIB to build up capacities to meet the labour market demands to the respect fields.	N/A
		English Level (Business/Graduate School)	75/15			
		Area Distribution (Central/Province)	88/9			
		Permanent Staff	81			
9	Ministry of Public Work and Transport	By Age (20-29/30-39/Over 40)	23/27/31	N/A	N/A	N/A
		Degree (BA/MA/PhD)	18/61/1			
		English Level (Business/Graduate School)	47/11			
		Area Distribution (Central/Province)	N/A			
10	Ministry of Posts and Telecommunications	Permanent Staff	704	The Ministry of Posts and Telecommunications (MPTC) has had a remarkable progress through the expansion of the coverage of the Posts and Telecommunication Services and internet and increase in the numbers of users. This is a fiercely competitive sector. Therefore MPTC will continue to develop the Posts and Telecommunications infrastructure, promote the development of Postal services and information and Communication Technology (ICT) to ensure high quality conforming to international standard, making a favorable condition to people to send and receive information as well as quick communication. To allow people to get benefit by using both services. Increase the cooperation with development partners as well as to persuade local and foreign investors to invest on both domains in order to strengthen the socio economic growth and integrate into the region and the world. To pay concentration on human resource capacity building.	The efficiency in the management of telecommunication sector is still limited as law on telecommunication is yet to be approved by the national assembly. Illegal international gateways continue to adversely affect government revenues and legal international gateway although the Ministry of Posts and Telecommunications has been trying to crack down these illegal activities. Coordination between Ministry of Posts and Telecommunications and operators/development agencies is still to be improved. Private postal services are more competitive than public postal services and the capacity of human resource in postal sector is still limited. The official human resource capacity building is still limited do not response to the need of fast and technology development.	<MPTC's National Strategic Development plan 2014-2018 (NSDP 2014-2014)> Improved the cooperation of international postal network, provide postal technical knowledge and skill, support existing services and keep going on to create new one, motivation. Continue to expand telecommunication network backbone infrastructure to rural area, economic and tourism potential area.
		By Age (20-29/30-39/Over 40)	41/79/145			
		Degree (BA/MA/PhD)	138/56/4			
		English Level (Business/Graduate School)	5/15			
		Area Distribution (Central/Province)	339/365			

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
11	Phnom Penh Autonomous Port	Permanent Staff	307	Phnom Penh Autonomous Port provide services such as: Pilot, Stevedoring, Warehouse.	Human Resource Development	N/A
		By Age (20-29/30-39/Over 40)	17/42/248			
		Degree (BA/MA/PhD)	69/24/3			
		English Level (Business/Graduate School)	N/A			
12	Cambodia Thai Skill Development Centre * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	44	In order to share the technical vocational skill for all people to get an accurate profession for Employment product or making some business. Preparing the document or the units in Cambodia or English for technical instructors, students or trainees, library and usage in general. Designing the master plan development for three years per time to meet the labor market needs and improvement of technology today. In order to increase the officers and instructor's capacity by training locally and overseas to be suitable to the civilized technology in sharing the accurate implementation-lecturing to the students or trainees. Tools and materials are equipped, referring to the knowledge of technical vocational instructors and meets the labor market needs that are improving today. In order to increase the communication well with the center, institute, organization, community and private sector to support the technical vocational training. Asking for local and foreign experts to share the idea for technical vocational training that assurance the quality.	1. Electrical Engineering field 2. Air condition Engineering field 3. Automotive Engineering field 4. Small machinery Engineering field	<Strengthening the Technical Vocational Field> > Objective: Determining the direction for the vocational training and Reinforcing widely the training field > Goal: Expanding the training quality and the competency of the officers-instructors and strengthen the labor market widely. > Target: Improving the income of the graduated learners and communicated the market partners. > Major challenge: Technology is civilized and existing the vocational training challenge.
		By Age (20-29/30-39/Over 40)	15/50/35			
		Degree (BA/MA/PhD)	38/6			
		English Level (Business/Graduate School)	5/30			
13	Ministry of Industry, Mining and Energy	Permanent Staff	1396	Training locally and abroad: (Please refer to the attachment of Master Plan) A. Local Training - Provide training to all government officials. - Provide job training and follow up the performance. - Provide training on public administration to officials complied with the Office of the Council of Minister. - Spread out the training plan of MIME to all officials. B. Oversea Training - Officials were depatched to attend training in Asean countries and European country	N/A	N/A
		By Age (20-29/30-39/Over 40)	205/330/861			
		Degree (BA/MA/PhD)	517/219/8			
		English Level (Business/Graduate School)	0/8			
14	Ministry of Tourism	Area Distribution (Central/Province)	623/773			
		Permanent Staff	546	To develop Cambodia tourism as a whole according to sustainability is paid attention.	> There is not National Vocational Tourism Training School > Training of Trainer in Tourism Management, Housekeeping, Food and Beverage, Front Office (which is prioritized point to be peer educator to provincial tourism departments, tourism industry in whole country) > Government official's development by providing training inside and outside countries.	1. <Human resource Development is a priority> - Provide training for Ministry and tourism department's officials to become trainer and can peer education to others. - Provide training to tourism industry's staffs.
		By Age (20-29/30-39/Over 40)	130/250/166			
		Degree (BA/MA/PhD)	262/139/7			
15	Siem Reap Water Supply Authority	English Level (Business/Graduate School)	70%/30%			
		Area Distribution (Central/Province)	546/355			
		Permanent Staff	52	> Mission of Siem Reap Water Supply Authority the supply and distribution of potable water for the use of the public generally in Siem Reap provincial town and in towns around town Reap. > Organization of the Water Supply Authority none mandate.	N/A	N/A
		By Age (20-29/30-39/Over 40)	21/23/8			
15	Siem Reap Water Supply Authority	Degree (BA/MA/PhD)	16/8/0			
		English Level (Business/Graduate School)	N/A			
		Area Distribution (Central/Province)	52/0			

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
16	Sihanoukville Autonomous Port	Permanent Staff	1044	Mission: The Customer's satisfaction by improving service quality with cost efficiency is our specific mission.	1. Human Resource Development. 2. Maintaine of facilities and equipment 3. Efficiency of cargo handling operation 4. Cut-Cost and Ownership 5. R & D	<u>1. <Human Resource Development></u> – To train personnel to enhance capacities building and vocational training. – To strengthen capacities of the IT system of the ports. – To train the port mechanics, electronic, hi-tech equipment and operators on maintenance and repairing the heavy handling equipment. – To train the appropriate operators for QGCs and RTGs crane with efficiency. – To streamline PAS's personnel. – To perform appropriate personnel management by the enforcement of strict working discipline. – To personnel assignment under the-right-person-in-the-right-place policy. – Fair personnel's assignment through punishment-and-awards under the strong leadership of management. <u>2. <Maintenance of facilities and equipment></u> 2.1 Strengthening of the provision of QGC and RTG – To install additional RTGs and QGCs for the enhancement of container handling capacity taking into account of the trend of container transport demand. 2.2. Maintenance of QGCs and RTGs – To enhance container handling capacity by improving maintenance capability which will lead to a reduction in equipment malfunction. – To train the port mechanics, electronic, hi-tech equipment and operators on maintenance and repairing the heavy handling equipment. – Appropriate preparation of spare parts for the handling equipment. 2.3. To eliminate informal cost in order to save the cost operation. <u>3. <Efficiency of cargo handling operation></u> 3.1 Gate entry practice – To set the cut off time and provide incentives for early gate entry of trucks and to levy fines on trucks which arrive late. – To prepare parking places for waiting trucks. – To install the traffic signal in the port area. 3.2 Enhancement of handling productivity in the container yard. – To separate clearly the container yard from other port area by fencing and control the gate entry traffic and container yard traffic appropriately. – To enhance container handling operation productivity in the yard by the normal use of quay gantry crane (QGCs) and rubber mounted transfer cranes (RTGs) and strengthening of equipment maintenance. – To conduct cargo handling operation completely by PAS's personnel. 3.3 Process of import container receiving – To control the yard traffic by making use of the provision of parking space in the port for trucks which wait for receiving import containers and scanning. – To request relevant organizations to conduct sampling scanning and conduct import document processing rapidly. 3.4 Development and use of port access – To streamline road traffic by the provision of roadside expansion on the port access. – To monitor and provide guidance on the railway transport service for the enhancement of the service quality.
		By Age (20-29/30-39/Over 40)	59/219/766			
		Degree (BA/MA/PhD)	127/116/4			
		English Level (Business/Graduate School)	20%/1%			
		Area Distribution (Central/Province)	1%/99%			
17	Ministry of Land Management, Urban Planning and Construction	Permanent Staff	2288	Working on Land Management, Urban Planning, Construction and Cadastral.	N/A	N/A
		By Age (20-29/30-39/Over 40)	N/A			
		Degree (BA/MA/PhD)	888/ 288/ 17			
		English Level (Business/Graduate School)	N/A			
		Area Distribution (Central/Province)	621/ 1667			

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
18	Ministry of Rural Development	Permanent Staff	1797	<u>MRD's Mandate</u> The Royal Cambodian Government has given the Ministry of Rural Development complete responsibility within Cambodia for these following Rural Development initiatives and activities: 1. Coordinating, Cooperating, Implementing, Monitoring and Evaluating Rural Development Projects and Programs in order to rehabilitate and help develop the country's Rural areas by assisting the Rural population. 2. Coordinating the operational efforts of the various Line Ministries and assistance programs. 3. Actively Undertaking Independent Research Initiatives to practically develop the Rural areas of Cambodia by liaising widely, in order to assess likely needs and investigate possible solutions that would maximize identified opportunities, etc. <u>Mission Statement</u> 1. The MRD must, firstly, respond to the Urgent Short-term Needs of the Cambodian Rural population which may result from natural or man-made disasters, and then ensure that such suffering in the Rural areas is answered promptly, met effectively and alleviated quickly. 2. The MRD seeks to establish Long-term Sustainable Development in all Rural areas by encouraging self-sufficiency, so that the Rural community is able to make an increasing contribution to the National economy. 3. The MRD represents the Hopes and Aspirations yet to be achieved in Rural Cambodia through peace, and progress toward prosperity. These are the basic building blocks that can provide and guarantee the essential quality of life for all Rural people.	The ministry of Rural Development (MRD) has set out th prioritized development programs for implementation of the fifth legislature of the National Assembly as follows: 1. Ensuring the improvement of the living standards of people in rural areas are closely with downtown areas by 2025 2. Promoting rural economic growth through integrated rural development with the participation of the national and international communities.	<u>I. Rural Road Infrastructure Improvement plan</u> The objective of this plan is to ensure that all rural roads are safe travel by the people in all seasons and to help promote national economic development. 1. 900Km of rural road in 24 provinces will receive periodic maintenance and 2,000Km also receive regular maintenance and another 80Km will be improved from lateritic roads to DBST tarred roads. 2. 4500Km of rural road in 24 provinces will be registered in the inventory and installed with traffic signs for road signals and mapped. <u>II. Rural People Living Standards Improvement Plan</u> The objective of this plan is to ensure that the living standards of rural people will be improved from day to day through providing rural water supply and sanitary services, Vocational skills, and rural credit for family economic growth. 1. Rural Communities will receive clean water and sanitation 100% in 2025, and people can increase the cultivation season to twice per year in the project zone. 2. 4725 VDC members will receive rural basic skill training for increasing family income. 3. Providing rural credit to the people in the target areas to promote daily income generation. The major challenges are lack of materials, equipment, budget and technical staff in that field for implementation.
		By Age (20-29/30-39/Over 40)	165/ 499/ 1133			
		Degree (BA/MA/PhD)	559/ 219/ 9			
		English Level (Business/Graduate School)	12/ 35			
		Area Distribution (Central/Province)	488/ 1309			
19	Ministry of Environment	Permanent Staff	1293	> Protected area and managed natural resource (land, forest, sea) > Biological Safety on food. > Climate Change impact. > Pollution area (air, water, waste...) > GreenGrow is for sustainable development base on economic, environment, social and culture. > Educate people to understand about environment. > Environmental Impact Assessment.	> The people have limited education to do, however they just do best on the experience. > Some departments do not know how to use computer as well. > Equipment are limited > The few staff can use English	<u>1. Educate staffs in local and over sea. Encourage and motivate who have the real abilities.</u> - Objective: improve staff quality in working place. - Summary: we see the new staffs fulfill of another skill, work in environment department then we need them to more improve in technique skill. So they need to improve their quality in place or field, as well we need them to learn/train more in local or over sea. - Target: The young staff. - Major challenges: Environment Tools, Management skill, and Computer Science.
		By Age (20-29/30-39/Over 40)	139/356/798			
		Degree (BA/MA/PhD)	527/225/11			
		English Level (Business/Graduate School)	10%/40%			
		Area Distribution (Central/Province)	521/772			

Summary of Target Organization (1–2. Private Sector Development)

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
1	National Technical Training Institute (NTTI) * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	74	To create the opportunities for students by providing high quality and competency (Theories, Practice and Ethics) of Technical Vocational Education and Training. To provide a unique of technical and vocational training to prepare them within technical skills to enhance the current and future needs of labor market.	HRD is the key function within this institution. We aim to reach the highest degree of staff in order to avoid the leaped gap between employees. As mentioned in the first part, 40 staff with bachelor degrees, whereas, the very little points have not reached the minimum level. However, the institution has always been encouraged and supported them to pursue their qualifications. So far, some of staff been pursued degrees from diploma level to bachelor level and some of them are also on the wheel of reaching Master degrees. Apart from the above mentioned, the short course training programs on relevant skills to meet the competency-based standard have always ranked as our top prioritization. Furthermore, the institution also has training workshops on upgrading skills for technical and vocational teachers to meet the required and social changes. Besides, we have dispatched staff to not only local training programs but also to overseas in order to enhance the capability.	N/A
		By Age (20–29/30–39/Over 40)	25/27/22	NTTI is committed to its further development as a leading higher education institution in Cambodia in providing Technical and Vocational Education and Training. It is committed to providing quality training courses in consistence with flexible and responsive National System of Technical and Vocational Education and Training to meet the needs of the labor market, developing a set of competency-based curricula for the technical and vocational centers of the country, training and upgrading capacity of the instructors and trainers, designing and producing a supply of appropriate teaching/learning resources and becoming a center of excellence in instructor training in the regions.		
		Degree (BA/MA/PhD)	40/27/0			
		English Level (Business/Graduate School)	50%/50%			
		Area Distribution (Central/Province)	100%/0%			
3	Polytechnics Institute of Battambang (PIB) * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	47	<History> PIB was previously named Provincial Technical Center (PTC) founded by ILO in 1993, and transferred to Ministry of Education (MOEYS) in 1998. In 2004, PTC was transferred from MOEYS to a newly established Ministry of Labor and Vocational Training. In 2007, PTC was upgraded to Polytechnic Institute. <Vision> TO increase more jobs and providing employed work for Cambodian following by vocational and technical training in term of pushing government strategy for poverty reduction efficiency. Polytechnic Institute going to be the institute that is recognized as national standard for human development effectiveness. <Mission> Providing technical training in order to apply market demand as technology growth. > To enhance livelihood and living standard as providing appropriate technical skill within quality in rural and remote area. > To provide student's lecturing and researching with high quality to become good leader and enterpriser with good moral such as social reliable and conscience for development country. BA course: Information Technology / Electronic / English Literature / Business of Administrative	Human resource have limited of capacity building. The staff are mostly attending the local workshop or training in the Ministry. We have a few in abroad.	1. <To develop the human resource in Polytechnic Institute of Battambang> Outline of the Policy/Strategy> To build the capacity of staffs, lecturers, and leader for strengthening the skills and knowledge broadly with quality and long sustainable. 2. <To enhance training qualities followed by upgrading human capacity building> To promote and encourage the staffs, lecturers, and leader to participate the workshops, seminars and training in local or abroad.
		By Age (20–29/30–39/Over 40)	29/4/4			
		Degree (BA/MA/PhD)	30/6/0			
		English Level (Business/Graduate School)	5/8			
		Area Distribution (Central/Province)	N/A			
5	Cambodia-India Entrepreneurship Development Centre * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	82	CIEDC recognizes the role of small businesses in providing large-scale employment for equitable distribution and effective mobilization of capital resources and skills in Cambodia. The CIEDC focuses on the skills component. It aims to contribute to the demand for investment capital and utilization thereof by micro and small enterprises as potential key engine of a dispersed economic development in Cambodia. CIEDC Training Programs offer an opening for existing low productive enterprises to scale up on the productivity score, besides helping create new businesses with an overarching goal of sustainable poverty reduction by augmenting job creations together with enhancing self-employment among the rural and urban youth, women and men.	N/A	N/A
		By Age (20–29/30–39/Over 40)	39/41/2			
		Degree (BA/MA/PhD)	66/16/0			
		English Level (Business/Graduate School)	N/A/12			
		Area Distribution (Central/Province)	N/A			
6	Electricity of Cambodia	Permanent Staff	3157	> Provide sufficient and consistently reliable power supply to consumers in its entire coverage areas at a competitive price. > Improve the business operation to excellence and efficiency and participate in implementation of the government policies on poverty reductions, environmental preservation and socio-economic development.	Lack of human resource and limited capital on this sector is an obstacle part of the development in the organization.	<N/A> To provide suitable working conditions that facilitates an open and honest communication of information among employees to promote teamwork, productivity and cooperation for the organization's growth.
		By Age (20–29/30–39/Over 40)	1090/1091/961			
		Degree (BA/MA/PhD)	908/139/4			
		English Level (Business/Graduate School)	0/21			
		Area Distribution (Central/Province)	1921/1236			

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
9	Telecom Cambodia	Permanent Staff	576	Provide telecommunication network both domestic and international operation using the radio communication, satellite, fiber optic cable, which include > Telephone and Fax traffic (IDD) > Provide trunk connection for Domestic operators > Provide International Gateways (001) > Internet – IIX, and DIX > National and International Private Leased Circuit (IPLC) > Provide TV booking point-to-point > Provide VSAT system service > Provide VoIP (154)	Main issue to develop HRD for both technical skill and management skills > Technical skill: OSP, Fiber optic, Switch, ICT new technology > Customer Care: Marketing, Sales, Customer care > Administrator: Office management, leadership, computer, audit	1. <Budget Plan 2014 (HRD plan in 2014)> Our vision is to build the human capacity, skills, experiences and to assure highly motivates employee with well-trained to increase productivity. 2. <Mission of HR> – Provide training and development to improve skill and knowledge – Prepare job description and analysis “right person for right job and right place” – Carry out performance appraisal, other incentive and motivation program – Follow up and update policy and company’s regulation – Develop employee’s career for best achievement (increase the level of job satisfaction)
		By Age (20–29/30–39/Over 40)	N/A			
		Degree (BA/MA/PhD)	107/22/2			
		English Level (Business/Graduate School)	N/A			
10	Ministry of Labour and Vocational Training	Permanent Staff	2924	MoLVT mission is lead and manage the labour and vocational training sector, by increased the minimum wage for workers/employees and...and short term skills training.	> Lack of human resources management and the training of officials with the skills related to their roles and positions > Lack of cooperation with national and international organizations in acquiring support and resources	N/A
		By Age (20–29/30–39/Over 40)	813/1489/622			
		Degree (BA/MA/PhD)	1061/339/33			
		English Level (Business/Graduate School)	N/A			
12	Preah Kossamak Polytechnic Institute * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	97	> PPI is committed to providing quality education at an affordable courses to students in the areas of Engineering as Electrical, Electronic, Civil Construction, and Business Administration such as Marketing, Management, and Accounting. > So that the graduates are competitive, qualified and committed to the development of the country.	> New lecturer: limited teaching capacities. > Equipment: old equipment and used many years. > Lack of practical materials. > Technical and Vocational students (a number of Skill worker students decrease dramatically.) > Market demand for Business course is limited.	1. <Strategic Plan 2012–2016> – New lecturers are not allowed to teach students. They must examine experienced lecturer’s teaching and they prepare teaching document and materials for two years. Then they are able to teach students. – We train experienced lecturer to use computer and English Language. – We request donation from government and NGOs. – We find any way to motivate and research in village commune in Phnom Penh. – We find business partnership. – We develop Competency Standard for all skill.
		By Age (20–29/30–39/Over 40)	N/A			
		Degree (BA/MA/PhD)	67/25/1			
		English Level (Business/Graduate School)	75/15			
14	National Institute of Business (NIB) * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	81	<Vision> To be an educational leader in providing the students with opportunity of professional career and successful business in the context of rapidly changing technology, economy, and society. National Institute of Business (NIB) has great mission in the Cambodian educational field: > Strive to provide quality education as in morality, responsibility, creativity, and entrepreneurship > Cultivates relationships with government, private sector and NGOs to seek job opportunities for the students > Innovates the instructional equipment and facilities; and awards scholarship to outstanding, poor, and remote area students across the country > Constantly develop the curriculum and lecturers to keep up with the changing world and challenging labor market demand > Seeks support and consultancy from other donors to sustain development; and extension to other skills related to business	Lecturers are the prioritized development issues for NIB to build up capacities to meet the labour market demands to the respect fields.	N/A
		By Age (20–29/30–39/Over 40)	23/27/31			
		Degree (BA/MA/PhD)	18/61/1			
		English Level (Business/Graduate School)	47/11			
15	Ministry of Public Work and Transport	Permanent Staff	5011	N/A	N/A	N/A
		By Age (20–29/30–39/Over 40)	N/A			
		Degree (BA/MA/PhD)	N/A			
		English Level (Business/Graduate School)	N/A			
15	Ministry of Public Work and Transport	Area Distribution (Central/Province)	N/A	N/A	N/A	N/A
		Area Distribution (Central/Province)	1575/1783			
		Area Distribution (Central/Province)	1575/1783			
		Area Distribution (Central/Province)	1575/1783			

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
16	Ministry of Posts and Telecommunications	Permanent Staff	704	The Ministry of Posts and Telecommunications (MPTC) has had a remarkable progress through the expansion of the coverage of the Psots and Telecommunication Services and internet and increase in the numbers of users. This is a fiercely competitive sector. Therefore MPTC will continue to develop the Posts and Telecommunications infrastructure, promote the development of Postal services and information adn Communication Technology (ICT) to ensure high quality conforming to international standard, making a favorable condition to people to send and receive information as well as quick communication. To allow people to get benefit by using both services. Increase the cooperation with development partners as well as to persuade local and foreign investors to invest on both domains in order to strengthen the socio economic growth and integrate into the region and the world. To pay concentration on human resource capacity building.	The efficiency in the management of telecommunication sector is still limited as law on telecommunication is yet to be approved by the national assembly. Illegal international gateways continue to adversely affect government revenues and legal international gateway although the Ministry of Posts and Telecommunications has been trying to crack down these illegal activities. Coordination between Ministry of Posts and Telecommunications and operators/development agencies is still to be improved. Private postal services are more competitive than public postal services and the capacity of human resource in postal sector is still limited. The official human resource capacity building is still limited do not response to the need of fast and technology development.	<MPTC's National Strategic Development plan 2014-2018 (NSDP 2014-2014)> Improved the cooperation of international postal network, provide postal technical knowledge and skill, support existing services and keep going on to create new one, motivation. Continue to expanse telecommunication network backbone infrastructure to rural area, economic and tourish potential area.
		By Age (20-29/30-39/Over 40)	41/79/145			
		Degree (BA/MA/PhD)	138/56/4			
		English Level (Business/Graduate School)	5/15			
18	Cambodia Thai Skill Development Centre * Under Ministry of Labor and Vocational Training (MLVT)	Area Distribution (Central/Province)	339/365	In order to share the technical vocational skill for all people to get an accurate profession for Employment product or making some business. Preparing the document or the units in Cambodia or English for technical instructors, students or trainees, library and usage in general. Designing the master plan development for three years per time to meet the labor market needs and improvement of technology today. In order to increase the officers and instructor's capacity by training locally and overseas to be suitable to the civilized technology in sharing the accurate implementation-lecturing to the students or trainees. Tools and materials are equipped, refering to the knowledge of technical vocational instructors and meets the labor market needs that are improving today. In order to increase the communication well with the center, institute, organization, community and private sector to support the technical vocational training. Asking for local and foreign experts to share the idea for technical vocational training that assurance the quality.	1. Electrical Engineering field 2. Air condition Engineering field 3. Automotive Engineering field 4. Small machinery Engineering field	<Strengthening the Technical Vocational Field> > Objective: Determining the direction for the vocational training and Reinforcing widely the training field > Goal: Expanding the training quality and the competency of the officers-instructors and strengthen the labor market widely. > Target: Improving the income of the graduated learners and communicated the market partners. > Major challenge: Technology is civilized and existing the vocational training challenge.
		Permanent Staff	44			
		By Age (20-29/30-39/Over 40)	15/50/35			
		Degree (BA/MA/PhD)	38/6			
20	Ministry of Industry, Mining and Energy	English Level (Business/Graduate School)	5/30	Training locally and abroad: (Please refer to the attachment of Master Plan) A. Local Training - Provide training to all government officials. - Provide job training and follow up the performance. - Provide training on public administration to officials complied with the Office of the Council of Minister. - Spread out the training plan of MIME to all officials. B. Oversea Training - Officials were depatched to attend training in Asean countries and European country	N/A	N/A
		Area Distribution (Central/Province)	N/A			
		Permanent Staff	1396			
		By Age (20-29/30-39/Over 40)	205/330/861			
		Degree (BA/MA/PhD)	517/219/8			
		English Level (Business/Graduate School)	0/8			
		Area Distribution (Central/Province)	623/773			

Summary of Target Organization (1-3. Economic Development)

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
1	National Technical Training Institute (NTTI) * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	74	To create the opportunities for students by providing high quality and competency (Theories, Practice and Ethics) of Technical Vocational Education and Training. To provide a unique of technical and vocational training to prepare them within technical skills to enhance the current and future needs of labor market. NTTI is committed to its further development as a leading higher education institution in Cambodia in providing Technical and Vocational Education and Training. It is committed to providing quality training courses in consistence with flexible and responsive National System of Technical and Vocational Education and Training to meet the needs of the labor market, developing a set of competency-based curricula for the technical and vocational centers of the country, training and upgrading capacity of the instructors and trainers, designing and producing a supply of appropriate teaching/learning resources and becoming a center of excellence in instructor training in the regions.	HRD is the key function within this institution. We aim to reach the highest degree of staff in order to avoid the leaped gap between employees. As mentioned in the first part, 40 staff with bachelor degrees, whereas, the very little points have not reached the minimum level. However, the institution has always been encouraged and supported them to pursue their qualifications. So far, some of staff been pursued degrees from diploma level to bachelor level and some of them are also on the wheel of reaching Master degrees. Apart from the above mentioned, the short course training programs on relevant skills to meet the competency-based standard have always ranked as our top prioritization. Furthermore, the institution also has training workshops on upgrading skills for technical and vocational teachers to meet the required and social changes. Besides, we have dispatched staff to not only local training programs but also to overseas in order to enhance the capability.	N/A
		By Age (20-29/30-39/Over 40)	25/27/22			
		Degree (BA/MA/PhD)	40/27/0			
		English Level (Business/Graduate School)	50%/50%			
		Area Distribution (Central/Province)	100%/0%			
3	Polytechnics Institute of Battambang (PIB) * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	47	<History> PIB was previously named Provincial Technical Center (PTC) founded by ILO in 1993, and transferred to Ministry of Education (MOEYS) in 1998. In 2004, PTC was transferred from MOEYS to a newly established Ministry of Labor and Vocational Training. In 2007, PTC was upgraded to Polytechnic Institute. <Vision> TO increase more jobs and providing employed work for Cambodian following by vocational and technical training in term of pushing government strategy for poverty reduction efficiency. Polytechnic Institute going to be the institute that is recognized as national standard for human development effectiveness. <Mission> Providing technical training in order to apply market demand as technology growth. > To enhance livelihood and living standard as providing appropriate technical skill within quality in rural and remote area. > To provide student's lecturing and researching with high quality to become good leader and enterpriser with good moral such as social reliable and conscience for development country. BA course: Information Technology / Electronic / English Literature / Business of Administrative	Human resource have limited of capacity building. The staff are mostly attending the local workshop or training in the Ministry. We have a few in abroad.	1. <To develop the human resource in Polytechnic Institute of Battambang> Outline of the Policy/Strategy> To build the capacity of staffs, lecturers, and leader for strengthening the skills and knowledge broadly with quality and long sustainable. 2. <To enhance training qualities followed by upgrading human capacity building> To promote and encourage the staffs, lecturers, and leader to participate the workshops, seminars and training in local or abroad.
		By Age (20-29/30-39/Over 40)	29/4/4			
		Degree (BA/MA/PhD)	30/6/0			
		English Level (Business/Graduate School)	5/8			
		Area Distribution (Central/Province)	N/A			
5	Cambodia-India Entrepreneurship Development Centre * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	82	CIEDC recognizes the role of small businesses in providing large-scale employment for equitable distribution and effective mobilization of capital resources and skills in Cambodia. The CIEDC focuses on the skills component. It aims to contribute to the demand for investment capital and utilization thereof by micro and small enterprises as potential key engine of a dispersed economic development in Cambodia. CIEDC Training Programs offer an opening for existing low productive enterprises to scale up on the productivity score, besides helping create new businesses with an overarching goal of sustainable poverty reduction by augmenting job creations together with enhancing self-employment among the rural and urban youth, women and men.	N/A	N/A
		By Age (20-29/30-39/Over 40)	39/41/2			
		Degree (BA/MA/PhD)	66/16/0			
		English Level (Business/Graduate School)	N/A/12			
		Area Distribution (Central/Province)	N/A			
10	Ministry of Labour and Vocational Training	Permanent Staff	2924	MoLVT mission is lead and manage the labour and vocational training sector, by increased the minimum wage for workers/employees and...and short term skills training.	> Lack of human resources management and the training of officials with the skills related to their roles and positions > Lack of cooperation with national and international organizations in acquiring support and resources	N/A
		By Age (20-29/30-39/Over 40)	813/1489/622			
		Degree (BA/MA/PhD)	1061/339/33			
		English Level (Business/Graduate School)	N/A			
		Area Distribution (Central/Province)	1599/1325			

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
12	Preah Kossamak Polytechnic Institute * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	97	> PPI is committed to providing quality education at an affordable courses to students in the areas of Engineering as Electrical, Electronic, Civil Construction, and Business Administration such as Marketing, Management, and Accounting. > So that the graduates are competitive, qualified and committed to the development of the country.	> New lecturer: limited teaching capacities. > Equipment: old equipment and used many years. > Lack of practical materials. > Technical and Vocational students (a number of Skill worker students decrease dramatically.) > Market demand for Business course is limited.	1. <Strategic Plan 2012–2016> – New lecturers are not allowed to teach students. They must examine experienced lecturer's teaching and they prepare teaching document and materials for two years. Then they are able to teach students. – We train experienced lecturer to use computer and English Language. – We request donation from government and NGOs. – We find any way to motivate and research in village commune in Phnom Penh. – We find business partnership. – We develop Competency Standard for all skill.
		By Age (20–29/30–39/Over 40)	N/A			
		Degree (BA/MA/PhD)	67/25/1			
		English Level (Business/Graduate School)	75/15			
		Area Distribution (Central/Province)	88/9			
13	Cambodian Development Resource Institute (CDRI)	Permanent Staff	78	CDRI's mission is to contribute to Cambodia's sustainable development, and the well-being of its people, through the generation of high quality relevant development research, knowledge dissemination and capacity building.	1. Economics 2. Governance 3. Natural Resources and the environment 4. Poverty agriculture and Rural Development 5. Social Development	N/A
		By Age (20–29/30–39/Over 40)	19/21/38			
		Degree (BA/MA/PhD)	13/30/10			
		English Level (Business/Graduate School)	80%/60%			
		Area Distribution (Central/Province)	78/0			
14	National Institute of Business (NIB) * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	81	<Vision> To be an educational leader in providing the students with opportunity of professional career and successful business in the context of rapidly changing technology, economy, and society. National Institute of Business (NIB) has a great mission in the Cambodian educational field: > Strive to provide quality education as in morality, responsibility, creativity, and entrepreneurship > Cultivates relationships with government, private sector and NGOs to seek job opportunities for the students > Innovates the instructional equipment and facilities; and awards scholarship to outstanding, poor, and remote area students across the country > Constantly develop the curriculum and lecturers to keep up with the changing world and challenging labor market demand > Seeks support and consultancy from other donors to sustain development; and extension to other skills related to business	Lecturers are the prioritized development issues for NIB to build up capacities to meet the labour market demands to the respect fields.	N/A
		By Age (20–29/30–39/Over 40)	23/27/31			
		Degree (BA/MA/PhD)	18/61/1			
		English Level (Business/Graduate School)	47/11			
		Area Distribution (Central/Province)	N/A			
18	Cambodia Thai Skill Development Centre * Under Ministry of Labor and Vocational Training (MLVT)	Permanent Staff	44	In order to share the technical vocational skill for all people to get an accurate profession for Employment product or making some business. Preparing the document or the units in Cambodia or English for technical instructors, students or trainees, library and usage in general. Designing the master plan development for three years per time to meet the labor market needs and improvement of technology today. In order to increase the officers and instructor's capacity by training locally and overseas to be suitable to the civilized technology in sharing the accurate implementation–lecturing to the students or trainees. Tools and materials are equipped, referring to the knowledge of technical vocational instructors and meets the labor market needs that are improving today. In order to increase the communication well with the center, institute, organization, community and private sector to support the technical vocational training. Asking for local and foreign experts to share the idea for technical vocational training that assurance the quality.	1. Electrical Engineering field 2. Air condition Engineering field 3. Automotive Engineering field 4. Small machinery Engineering field	<Strengthening the Technical Vocational Field> > Objective: Determining the direction for the vocational training and Reinforcing widely the training field > Goal: Expanding the training quality and the competency of the officers–instructors and strengthen the labor market widely. > Target: Improving the income of the graduated learners and communicated the market partners. > Major challenge: Technology is civilized and existing the vocational training challenge.
		By Age (20–29/30–39/Over 40)	15/50/35			
		Degree (BA/MA/PhD)	38/6			
		English Level (Business/Graduate School)	5/30			
		Area Distribution (Central/Province)	N/A			

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
19	National Bank of Cambodia	Permanent Staff	1327	The vision of the National Bank of Cambodia is to be a healthy and sustainable banking and monetary authority for the purpose of safeguarding and developing the banking system, maintaining price stability and renovating belief of its national currency in order to promote economic progress and living standard for the nation. The main mission of the central bank is to determine and direct the monetary policy aimed at maintaining price and financial stability in order to facilitate economic development within the framework of the Kingdom's economic and fiscal policy.	> Analytical skills in Macroeconomic and monetary policy forecasting and modeling for Cambodia's dollarized economic situation, banking supervision and financial stability, and payment and settle system development. > Soft skills in leadership and communication, in particular, promote young leadership program at the National Bank of Cambodia level;	1. < Promote a strong knowledge based organization for medium term and strategic based organization for long term> – To realize and organization with a high performance base culture; and a competitive and contributive human resource, – To develop a competitive and contributive human resource through diversifying its training and development programs – To strengthen the institution through good governance practice, effective communication and legal framework – And to optimize the achievement and benefits of the National Bank of Cambodia's initiatives. 2. <Develop leadership program> – Create opportunities for understanding what is leadership and what leaders do to be successful. – Promote through leadership – Share knowledge and expertise of leadership – And change mind set and attitude of NBC's staff from teaching or sharing knowledge and experience in class room into learning organization in order to develop institutional skills and capacity as well as changing executive roles.
		By Age (20–29/30–39/Over 40)	40%/24%/36%			
		Degree (BA/MA/PhD)	281/208/			
		English Level (Business/Graduate School)	45%/25%			
		Area Distribution (Central/Province)	920/407			
20	Ministry of Industry, Mining and Energy	Permanent Staff	1396	Training locally and abroad: (Please refer to the attachment of Master Plan) A. Local Training – Provide training to all government officials. – Provide job training and follow up the performance. – Provide training on public administration to officials complied with the Office of the Council of Minister. – Spread out the training plan of MIME to all officials. B. Oversea Training – Officials were depatched to attend training in Asean countries and European country	N/A	N/A
		By Age (20–29/30–39/Over 40)	205/330/861			
		Degree (BA/MA/PhD)	517/219/8			
		English Level (Business/Graduate School)	0/8			
		Area Distribution (Central/Province)	623/773			

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
30	The Cambodian Rehabilitation and Development Board, Council for the Development of Cambodia (CDC)	Permanent Staff	35	<p>1. To serve as the “focal point” and the “One-Stop Service” in the contact between the Royal Government and the countries, international organizations and NGOs which are donors to Cambodia, and to serve as the focal point and “One-Stop Service” in the contact among ministries and other governmental institutions in the coordination of the receiving and/or distributing of development assistance;</p> <p>2. To formulate and implement strategies on the management of development cooperation to strengthen the ownership and the leadership of the Royal Government in the development activities, and to strengthen partnership with the development partners community;</p> <p>3. To mobilize and allocate development assistance for the implementation of the priorities set out in the National Strategic Development Plan and the Sectoral Development Programs;</p> <p>4. To lead the harmonization of the implementation of development projects and programs by development partners to enhance the effectiveness of development assistance;</p> <p>5. To provide technical support to the Government-Donor coordinating committee which is a mechanism for discussing and formulating policies, and to provide various support to enhance the mechanism of joint-technical working groups;</p> <p>6. To cooperate with relevant ministries and institutions in preparing strategic concepts for rehabilitation and development of Cambodia, and in setting the priority needs of the country for the immediate term, the short-term, the medium-term and the long-term in order to prepare rolling plans of action. These plans of action shall be inter-related and coherent;</p> <p>7. To participate in preparing socio-economics and sectoral planning to develop Cambodia;</p> <p>8. To manage public investments in cooperation with the relevant ministries and institutions. This process shall mainly be related to the coordination and direction of the allocation and utilization of the national and external resources with the aim of rehabilitating and developing Cambodia;</p> <p>9. To sign agreements on behalf of the Royal Government with bilateral and/or multilateral donors and international organizations for the reception and/or allocation of development assistance, pursuant to the delegation of authority by the Prime Minister;</p> <p>10. To lead preparatory works, in cooperation with relevant ministries and institutions, for international meetings for rehabilitating Cambodia such as the “Cambodia Development Cooperation Forum”.</p>	<p>– Coordinate and cooperate with development partners in terms of ODA</p> <p>– Assist the sectoral TWG in the Joint Monitoring Indicator aims to achieve the result base management.</p> <p>– Organize the ODA policy dialogue and ODA request survey every year. Purpose is to invite the line ministries to make project proposal to Japanese Government and provide information to the forum about the information related to procedure and ODA scheme and program which presented by representative from JICA and CDC.</p> <p>– Organize the high level forum CDCF meeting with development Partner to look overview on the progress and challenges that Government has made.</p>	<p><u>1. The strategic Framework for Development Cooperation</u> National Operational Guideline</p> <p><u>2. The Development Cooperation and Partnership Strategy</u></p>
		By Age (20–29/30–39/Over 40)	10/ 10/ 15			
		Degree (BA/MA/PhD)	18/ 15/ 2			
		English Level (Business/Graduate School)	10/ 25			
		Area Distribution (Central/Province)	35/ 0			
33	Ministry of Women Affairs	Permanent Staff	1096	<p>Implementation of the Gender Policy is identified as one of 4 elements of the Capacity Building and HR Development component of Phase II of the government’s Rectangular Strategy for Growth, Employment, Equity and Efficiency (2009–2013). The Ministry of Women’s Affairs (MOWA) is the national machinery for the promotion of gender equality and the empowerment of Women. Its mandate is to act as a catalyst and advocate to encourage public institutions, Civil society and the private sector to integrate gender equality into their policies and programs, and as a coordinator and facilitator.</p> <p><u>MOWA’s Vision:</u> The people of Cambodia enjoy peace, democracy, prosperity, justice and the rule of law, good governance and transparency, equality and well-being, which are shared equally by women and men. Respect for human rights, including women’s rights, women’s dignity and other key values are upheld by Cambodian society.</p> <p><u>MOWA’s Mission:</u> Women and girls enjoy equal access to services and control of resources, with equal opportunity to take part fully in national life and enjoy protection against all forms of discrimination and violations of their human rights.</p>	<p>The 5 years Strategic Plan (2009–2013) of the MOWA, entitled Neary Ratanak III, focuses on:</p> <p>* Five Strategic areas: (1) Economic Empowerment of Women (2) Education of Women and Girls, Attitudes and Behavior change (3) Legal Protection of Women and Girls (4) Health and Nutrition of Women and Girls, and HIV/AIDS (5) Women in Public Decision-making and Politics.</p> <p>* Gender mainstreaming program in national and Sectoral policies, and in government reform programs;</p> <p>* A Cross-cutting area: Strategic Management (including information and communication; planning, monitoring and reporting, finance/audit and inspection, administration, HR management), Capacity Development and Aid Effectiveness.</p> <p>To implement the Neary Ratanak III and the next 5 years plan as well as to fulfill its mandate, MOWA needs to build continuously capacity of its staffs.</p>	<p><u>* Five Year Strategic Plan 2009–2013 “Neary Ratanak III”</u></p> <p>1. Economic Empowerment of Women</p> <p>2. Education of Women and Girls, Attitudes and Behavior change</p> <p>3. Legal Protection of Women and Girls</p> <p>4. Health and Nutrition of Women and Girls, and HIV/AIDS</p> <p>5. Women in Public Decision-making and Politics.</p>
		By Age (20–29/30–39/Over 40)	346/ 236/ 514			
		Degree (BA/MA/PhD)	419/ 124/			
		English Level (Business/Graduate School)	122/ 30			
		Area Distribution (Central/Province)	290/ 806			

Summary of Target Organization (1–4. Agriculture and Rural Development)

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
29	Ministry of Rural Development	Permanent Staff	1797	<u>MRD's Mandate</u> The Royal Cambodian Government has given the Ministry of Rural Development complete responsibility within Cambodia for these following Rural Development initiatives and activities: 1. Coordinating, Cooperating, Implementing, Monitoring and Evaluating Rural Development Projects and Programs in order to rehabilitate and help develop the country's Rural areas by assisting the Rural population. 2. Coordinating the operational efforts of the various Line Ministries and assistance programs. 3. Actively Undertaking Independent Research Initiatives to practically develop the Rural areas of Cambodia by liaising widely, in order to assess likely needs and investigate possible solutions that would maximize identified opportunities, etc. <u>Mission Statement</u> 1. The MRD must, firstly, respond to the Urgent Short-term Needs of the Cambodian Rural population which may result from natural or man-made disasters, and then ensure that such suffering in the Rural areas is answered promptly, met effectively and alleviated quickly. 2. The MRD seeks to establish Long-term Sustainable Development in all Rural areas by encouraging self-sufficiency, so that the Rural community is able to make an increasing contribution to the National economy. 3. The MRD represents the Hopes and Aspirations yet to be achieved in Rural Cambodia through peace, and progress toward prosperity. These are the basic building blocks that can provide and guarantee the essential quality of life for all Rural people.	The ministry of Rural Development (MRD) has set out th prioritized development programs for implementation of the fifth legislature of the National Assembly as follows: 1. Ensuring the improvement of the living standards of people in rural areas are closely with downtown areas by 2025 2. Promoting rural economic growth through integrated rural development with the participation of the national and international communities.	<u>I. Rural Road Infrastructure Improvement plan</u> The objective of this plan is to ensure that all rural roads are safe travel by the people in all seasons and to help promote national economic development. 1. 900Km of rural road in 24 provinces will receive periodic maintenance and 2,000Km also receive regular maintenance and another 80Km will be improved from lateritic roads to DBST tarred roads. 2. 4500Km of rural road in 24 provinces will be registered in the inventory and installed with traffic signs for road signals and mapped. <u>II. Rural People Living Standards Improvement Plan</u> The objective of this plan is to ensure that the living standards of rural people will be improved from day to day through providing rural water supply and sanitary services, Vocational skills, and rural credit for family economic growth. 1. Rural Communities will receive clean water and sanitation 100% in 2025, and people can increase the cultivation season to twice per year in the project zone. 2. 4725 VDC members will receive rural basic skill training for increasing family income. 3. Providing rural credit to the people in the target areas to promote daily income generation. The major challenges are lack of materials, equipment, budget and technical staff in that field for implementation.
		By Age (20–29/30–39/Over 40)	165/ 499/ 1133			
		Degree (BA/MA/PhD)	559/ 219/ 9			
		English Level (Business/Graduate School)	12/ 35			
		Area Distribution (Central/Province)	488/ 1309			
35	Ministry of Environment	Permanent Staff	1293	> Protected area and managed natural resource (land, forest, sea) > Biological Safety on food. > Climate Change impact. > Pollution area (air, water, waste...) > GreenGrow is for sustainable development base on economic, environment, social and culture. > Educate people to understand about environment. > Environmental Impact Assessment	> The people have limited education to do, however they just do best on the experience. > Some departments do not know how to use computer as well. > Equipment are limited > The few staff can use English	<u>1. Educate staffs in local and over sea. Encourage and motivate who have the real abilities.</u> – Objective: improve staff quality in working place. – Summary: we see the new staffs fulfill of another skill, work in environment department then we need them to more improve in technique skill. So they need to improve their quality in place or field, as well we need them to learn/train more in local or over sea. – Target: The young staff. – Major challenges: Environment Tools, Management skill, and Computer Science.
		By Age (20–29/30–39/Over 40)	139/356/798			
		Degree (BA/MA/PhD)	527/225/11			
		English Level (Business/Graduate School)	10%/40%			
		Area Distribution (Central/Province)	521/772			
36	Ministry of Water Resources and Meteorology	Permanent Staff	1303	MOWRAM is responsible for irrigation management and rehabilitation through out the country in order to ensure adequate water resource for agriculture. In addition, MOWRAM is a government area executing and implementing water law to meet the requirement and achieve long term plan for water management in Cambodia.	The most important issues prioritized by MOWRAM include water resource management, infrastructure and rural development, agriculture, GIS and remote sensing, and others.	<u>1. <Raising issues or proposal to development partners explaining the HR needs></u> To increase water capacity for agricultural land through out Cambodia. The major challenges are technical knowledge, technological instrument and finance. <u>2. <Water Resource Development Plan, 5-year mandate for irrigation development></u> – Financial Resource from development partner. – Capacity development plan and budget availability – Commitment for poverty eradication.
		By Age (20–29/30–39/Over 40)	363/690/250			
		Degree (BA/MA/PhD)	855/250/15			
		English Level (Business/Graduate School)	375/688			
		Area Distribution (Central/Province)	674/629			

Summary of Target Organization (2-1. Improvement of Education Quality)

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
No answer from Target Organization						

Summary of Target Organization (3-1. Improvement of Administrative Functions)

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
7	Ministry of Interior	Permanent Staff	855	Ministry of Interior shall have the mandate to guide and control all levels of provincial administrative authorities, supervise the national police, protect social order and security and provide safety to the people of the Kingdom of Cambodia.	Ministry of interior has been implementing the National Program for Sub-National Democratic Development (NP-SNDD) for 10 years from 2010-2019 and within this program, ministry of interior has issued the priority for the First Three-Year implementation plan (2011-2013) of the National Program (IP3). The implementation of this NP-SNDD and IP3, ministry is always made the cooperation with ministry relevant under the umbrella of The National Committee for Sub-National Democratic Development (NCDD) leaded be minister of interior ministry.	1. <Sub-National Institutional Development> 2. <The Development of Strong Human Resource Management Systems> 3. <The Transfer of Functions and Resources> 4. <Sub-National Budget, Financial and Property Systems> 5. <Support Institutions for D&D Reform Process>
		By Age (20-29/30-39/Over 40)	43/390/422			
		Degree (BA/MA/PhD)	238/164/14			
		English Level (Business/Graduate)	N/A			
		Area Distribution (Central/Province)	N/A			
8	The Office of the Council of Ministers	Permanent Staff	1936	Personnel Department is committed to provide excellent leadership and qualified staff to support the whole organization. To achieve the goal, our department offers the staffs with a wide range of conditions, such as strict recruitment, oversea training, upgrade compensation, promotion, no corruption attitude and equal opportunity, for the purpose of improving the work efficiency and better job environment.	> To train the staffs oversea as much as we can. > To attract oversea scholars who skilled in Law, Economic, Public Policy, International Relations, Public Administration and Political Economic Development.	N/A
		By Age (20-29/30-39/Over 40)	244/818/831			
		Degree (BA/MA/PhD)	N/A			
		English Level (Business/Graduate School)	N/A			
		Area Distribution (Central/Province)	N/A			
21	The Secretariat of National Committee for Sub-National Democratic Development (NCDD)	Permanent Staff	44	To Assist NCDD to : > Design and implement the national program on sub-national democratic development. > Coordinate with all ministries/institutions in reviewing the functions of the ministries/institutions, departments, units and authorities at all levels in order to identify functions for transferring to sub-national councils. > Coordinate with the Ministry of Economy and Finance and other relevant ministries and institutions, as necessary to prepare financial regimes and properties of sub-national administrations. > Cooperate with ministries and institutions to identify policies and strategies for monitoring and reviewing the deployment of personnel, concurrent with the transfer of functions and duties, in order to establish a personal framework for the sub-national administrations taking into account planning, rationale, consultation and transparency; > Ensure coordination and consultation on policies, strategies and reform programs, implemented by ministries and institutions concerned, in order to make them consistent with the organic law and deconcentration reforms as well as national programs; > Coordinate in development of policies, strategies and plans for capacity building of sub-national councils and administrations; > Create an appropriate forum between the Royal Government and Development Partners for coordination, cooperation and support to decentralization and deconcentration reforms; > Report to the Royal Government on the implementation of the organic and National Program sub-national democratic development.	> Overall Policy Development > Sub National Organizational Development > The Development of Human Resource Management Systems > The Transfer of Functions > Sub National Financial Management Systems > Personnel and Human Resources Policy and System Development > Fiscal Decentralization/Sub-National own sources revenue mechanism > Sub-National Administration Planning systems > Sub-National Administration's political, operational and administrative systems.	1. <National Program for Sub-national Democratic Development> > Goals: - Democratic, inclusive and equitable development - Improved access, quality and utilization of service delivery - Contribution to poverty reduction. > Objectives: - To develop management systems of Capital, provincial, municipal, district, khan and Commune, Sangkat levels based on the principles of democratic participation that will operate with transparency and accountability in order to promote local development and delivery of public services to meet the needs of citizens and contribute to poverty reduction within the respective territories. - To create functioning sub-national administration institutions through the establishment of a management system in line with the democratic participation principles. - To institute a highly motivated and professional civil service in sub-national administrations that is accountable to and managed by the Council. - To promote the delivery level and quality of public services through the transfer of functions corresponding with responsibility, authority and resources to carry out those functions. - To establish and institutionalize a functioning, coherent system to enable SNAs to obtain/raise adequate resources over which they have varying degrees of discretion; to allocate these funds in a transparent and accountable manner.
		By Age (20-29/30-39/Over 40)	08/31/05			
		Degree (BA/MA/PhD)	23/21/0			
		English Level (Business/Graduate School)	0/0			
		Area Distribution (Central/Province)	44/0			
33	Ministry of Women Affairs	Permanent Staff	1096	Implementation of the Gender Policy is identified as one of 4 elements of the Capacity Building and HR Development component of Phase II of the government's Rectangular Strategy for Growth, Employment, Equity and Efficiency (2009-2013). The Ministry of Women's Affairs (MOWA) is the national machinery for the promotion of gender equality and the empowerment of Women. Its mandate is to act as a catalyst and advocate to encourage public institutions, civil society and the private sector to integrate gender equality into their policies and programs, and as a coordinator and facilitator. <u>MOWA's Vision:</u> The people of Cambodia enjoy peace, democracy, prosperity, justice and the rule of law, good governance and transparency, equality and well-being, which are shared equally by women and men. Respect for human rights, including women's rights, women's dignity and other key values are upheld by Cambodian society. <u>MOWA's Mission:</u> Women and girls enjoy equal access to services and control of resources, with equal opportunity to take part fully in national life and enjoy protection against all forms of discrimination and violations of their human rights.	The 5 years Strategic Plan (2009-2013) of the MOWA, entitled Neary Ratanak III, focuses on: * Five Strategic areas: (1) Economic Empowerment of Women(2).Education of Women and Girls, Attitudes and Behavior change (3).Legal Protection of Women and Girls (4). Health and Nutrition of Women and Girls, and HIV/AIDS (5). Women in Public Decision-making and Politics. * Gender mainstreaming program in national and Sectoral policies, and in government reform programs; * A Cross-cutting area: Strategic Management (including information and communication; planning, monitoring and reporting, finance/audit and inspection, administration, HR management), Capacity Development and Aid Effectiveness. To implement the Neary Ratanak III and the next 5 years plan as well as to fulfill its mandate, MOWA needs to build continuously capacity of its staffs.	* Five Year Strategic Plan 2009-2013 "Neary Ratanak III" 1. Economic Empowerment of Women 2. Education of Women and Girls, Attitudes and Behavior change 3. Legal Protection of Women and Girls 4. Health and Nutrition of Women and Girls, and HIV/AIDS 5. Women in Public Decision-making and Politics.
		By Age (20-29/30-39/Over 40)	346/ 236/ 514			
		Degree (BA/MA/PhD)	419/ 124/			
		English Level (Business/Graduate School)	122/ 30			
		Area Distribution (Central/Province)	290/ 806			

Summary of Target Organization (3-2. Legal and Judicial Development)

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
11	Royal Academy for Judicial Professions	<div>Permanent Staff</div> <div>By gender (Male/Female)</div> <div>By Age (20-29/30-39/Over 40)</div> <div>Degree (BA/MA/PhD)</div> <div>English Level (Business/Graduate School)</div> <div>Area Distribution (Central/Province)</div>	<div>15</div> <div>11/4</div> <div>9/4/2</div> <div>7/8/0</div> <div>6/9</div> <div>15/0</div>	<p>The Royal Academy for Judicial Professions (RAJP) was established by Royal Decree on January 21, 2005. The RAJP is the only state institution invested with tasks, missions and power to recruit and train new legal and judicial practitioners to improve not only the social justice and investment climate but also to develop the notion of Rule of Law in Cambodia. The RAJP, therefore, plays a crucial role in promoting and ensuring "good governance of public administration and social justice for all".</p>	<p>1. Human Resource Development and Institutional Capacity Building. 2. Quality and effectiveness of the training program for legal and judicial practitioners. 3. Strengthen the capacity of science research and and publication which focuses on the law context, economic development, criminology, and sociology.</p>	<p>1. <Human Resource Development and Capacity Building> > Objective: Human resource development and institutional capacity building through social development. > Goal: Modernize quality and effectiveness of the training program. > Target: - Strengthen capacity of our official and trainers by encouraging them to participant in the international and local training program such as short term and long term training program, graduate program, and language training program. - Recruiting and providing enough opportunity to freshly young leader to involve in the process of institutional development. > Major challenges: - Lack of human resource: we don't have enough qualified well trainers who are well educated and experience on legal and judicial development to train and share the new perspective of the new social context to the next generation. - Financial and physical facility is not sufficient to the end. 2. <Strengthen quality and effectiveness of the training program for legal and judicial practitioners> > Objective: modernize the judiciary institution in order to provide the fair and free trail for all. > Goal: Moral and capacity in the profession. > Target: Modernize training program, system and methodology, physical facility. > Major challenges: - Human Resource, financial resource and physical facility. 3. <Research and publication> > Objective: Establish the research and criminology center > Goal: Collect, organize, analyze and publish legal document and related document. > Target: Science research which focused on the role and the important of law regarding to social development. > Major challenges: - Human resource, financial resource and physical facility.</p>

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
34	The Council for Legal and Judicial Reform (CLJR)	Permanent Staff	19	<p>*The Strategy for legal and Judicial Reform was approved by the RGC in June 2003, having been developed from four basic concepts outlined in the Constitution of Cambodia: The rights of the individual; Liberal democracy; the separation of State powers and the Rule of Law.</p> <p>*The Council for Legal and Judicial Reform (CLJR) has the mission to "initiate and encourage the process and to follow up the implementation of legal and judicial reform policy and programs in accordance with the objectives of the Supreme Council of State Reform"</p> <p>* The Royal Government is Committed to accelerating the Legal and Judicial Reform process. the immediate policy is to improve the delivery of Legal and judicial services as a key to sustainable development, so cial justice and to reduce poverty.</p>	<p><u>* Priority Policy</u> It is recommended to continue the implementation of the legal and Judicial Reform and further strengthens the legal and institutional framework for the sector, in particular to strengthen the capacity, the independence and the impartiality of the Judicial institutions. These are important factor to strengthen the rule of law, the separation of powers, the respect of individual rights and ensuring the justice for all. It is therefore of utmost importance to monitor and evaluate the implementation result and revise the action plan for implementing the legal and judicial reform in order to face the challenges ahead, respond to the new development content, and to steadily increase the cooperation at the sub-regional, regional, inter-regional and global level.</p> <p><u>* Program of Actions and main activities to implement the priority policy</u> For the next 5 years period (2014–2018), the following activities concerning the four key areas of the legal and judicial should be implemented; <u>(1). Stable and Social development responding legal framework</u> – Elaborate new laws on state management, the ASEAN integration 2015, the integration Cambodia in the world, especially in order to strengthen economic foundation and attract investment. – Complete the remaining fundamental laws pertaining to the judiciary, including Law on the Organization and Functioning of the Court and Prosecution, Law on the status of Judges, Law on the Amendments of the law on the Organization and functioning of the supreme Council of Magistracy, as well as other laws, which were not yet completed in past legislative term. – Implement the guidelines on procedures and rules of the elaboration of draft laws and other acts. <u>(2). Account that is independent and well-functioning</u> – Construct and equip court buildings according to standard; – Develop and operate an IT system for courts and provide court administration in courts at all levels; – Implement the Code of Ethics for Judges and Prosecutors, and continue to develop/implement codes of ethics for other court officers; – Strengthen the Inspection Unit of the council for Dispute to the SCM; – Strengthen the Capacity of court officers, judges, prosecutors, and all court officers through the initial training and the continued training at the RAJP <u>(3). Improved Access to Justice</u> – Improve training and awareness program on law, human rights and fundamental rights at the national and sub-national level; – Strengthen the role and duty of lawyers ensuring the quality of the legal advice is provided to clients; – Develop and implement the policy on legal aid; – Review, develop, and adopt laws related to Human rights namely the law on NGO's, Law on Access to justice, and Law on Juvenile Justice; – Strengthen the mechanisms to defend the rights of the people; – Strengthen ADR mechanism and operate centers for Judicial Service at district/ Khan/ City. <u>(4). Coordinated and Well-functioning Legal and Judicial Sector</u> – Conduct awareness programs on legal and judicial reform at the national and sub-national level; – Accelerate the legal and judicial reform through training programs within the following areas: professional and technical skills training, planning, monitoring and reporting training; – Strengthen regular meeting between court-judicial police and prison; – Coordinate and strengthen the partnerships with donors.</p>	<p><u>1 <Improve the protection of personal rights and freedoms.></u> Outcome: Personal rights and freedoms promoted and enabled <u>2 < Modernization of the Legislative framework></u> outcome: The law making process and legislative framework modernized with the purpose of implementing the rule of law based upon a hierarchical system of laws and regulations. <u>3 < Provide better access to legal and judicial information></u> Outcome: public awareness promoted and knowledge about and access to legal and judicial information enhanced. <u>4 < Enhance Quality of Legal Processes and Related services.></u> Outcome: Due processes before administrative bodies and the courts of law and the right of appeal of all persons ensured. <u>5 < Strengthen Judicial Services, i.e. the judicial power and the prosecutorial services.></u> Outcome: A well-functioning and independent judiciary ensured. <u>6 < Introduce Alternative Dispute Resolution methods.></u> Outcome: Well-functioning alternative dispute resolution and mediation mechanisms established with regard to commercial disputes and minor disputes on community level. <u>7 < Strengthen Legal and Judicial Sector institutions to fulfill their mandates.></u> Outcome: Capacity and means provided in fields of planning and budgeting, monitoring and reporting in order to ensure effective, efficient and accountable enforcement. <u>**Challenges:</u> Achievements realized through the legal and judicial reform are numerous and worthy to be proud of, but from one legislature to another, the legal and judicial reform becomes more comprehensive and deeper. Compared to the determined goals and objectives the implementation of the LJR priority activities requires more active effort. A number of Challenges remain such as: – Legal education and dissemination is not yet widely spread; especially in rural areas; – Capacity of law enforcement officer is still limited, – Fundamental laws related to the judiciary are not yet approved; – Equipment and budget for court operations is limited; – Relationship between court and judicial police, the communication of information and the document management between prisons, prosecutors, and all level courts as well as the relationship and the coordination between ministries and institutions in the sector can be improved.</p>
		By gender (Male/Female)	13/ 6	<p>**The long-term strategic goal of the Legal and Judicial Reform is "The establishment of a credible and stable Legal and Judicial sector upholding the principles of the rights of the individual, the rule of law and the separation of powers in a liberal democracy fostering private sector led economic growth"</p> <p>* The focus is on 4 key areas: (1). A modernized legislative framework stable and responding on social development (2). An independent and well-functioning legal and judiciary, (3). Improved access to justice, (4). A coordinated and Well-functioning legal and judicial sector.</p> <p>* The Plan of Action (2005) sets out 97 priority activities to achieve before mentioned 7 strategies objectives. Until now ministry and other institutions implemented 70% of the those priority activities.</p> <p>* VISION: The Royal Government's vision for the Legal and Judicial Sector is based on the values enshrined in the Constitution and the principles of international laws as adhered to by Cambodia. The Vision aim to: · Secures the personal freedom and rights, including property rights, of all individuals throughout country through the timely, effective and fair delivery of justice; · Protects the existence of a liberal democracy within the sovereign Kingdom of Cambodia; · Ensures a credible and stable legal and judicial framework within a system of separation of powers, including an independent and capable judiciary; · Upholds the rule of law in a market-based economy; · Relies on institutions that uphold principles of good governance; · Ensures effective access to justice for all in the due process of law before a court or other conflict resolution mechanisms in all settlement of disputes between the State and individuals and between individuals; · Ensures the timely and impartial enforcement of all legal decisions, to be transparent and promote awareness by citizens of their rights and obligation; · Earn the confidence and respect of the citizens to the judiciary that is held to high standards of professionalism, ethics and accountability.</p>		
		By Age (20–29/30–39/Over 40)	1/ 8/ 10			
		Degree (BA/MA/PhD)	5/ 12/ 1			
		English Level (Business/ Graduate School)	6/ 13			
		Area Distribution (Central/Province)	19/ 0			

Summary of Target Organization (3-3. Building of International Relations)

No.	Target Organization	Basic Information	Number	Missions	Development Issues	Strategies/Plans
2	Ministry of Foreign Affairs and International Cooperation (MOFAIC)	Permanent Staff By Age (20-29/30-39/Over 40) Degree (BA/MA/PhD) English Level (Business/Graduate School) Area Distribution (Central/Province)	594 12.6/31.4/56 (%) 262/175/9 70/30 (%) 437/157	Represent the Kingdom of Cambodia in bilateral and multilateral negotiations with other countries / Serve as the diplomatic channel of communication with foreign countries and International organizations / Strengthen and develop friendly relationship and good cooperation between Cambodia and foreign countries as well as International institutions / Represent, promote and protect the political, security and economic interests of the nation as well as the legitimate interests of every individual Cambodian citizen / Promote respect for Cambodia's sovereignty and territorial integrity / Promote Cambodia's stature on the International arena / Analyze International and regional issues and provide foreign policy advice to the Royal Government.	The prioritized development issue of the Ministry is to develop capacity building among its officials. This vision can be realized through the utilization of all kinds of resources (Government budgets and foreign aid) to conduct special courses, seminars and professional skills.	1. <Domestic Training> The Ministry has encouraged officials to attend long and short courses organized by the Ministry itself, Inter-Ministries and other government partners such as Singapore Cooperation Programme. The number of officials have been trained by the Singapore Cooperation Programme is about 15.5% in 2013. However, the Ministry still needs this kind of training course that is organized by other developed countries especially Japan. 2. <Overseas Training> Overseas scholarship should be encouraged for higher education to give opportunity for officials to meet new challenges in a new culture, environment and language. However, the number of officials being dispatched every year is still low and leaves some officials less chance.
30	The Cambodian Rehabilitation and Development Board, Council for the Development of Cambodia (CDC)	Permanent Staff By Age (20-29/30-39/Over 40) Degree (BA/MA/PhD) English Level (Business/Graduate School) Area Distribution (Central/Province)	35 10/ 10/ 15 18/ 15/ 2 10/ 25 35/ 0	1. To serve as the "focal point" and the "One-Stop Service" in the contact between the Royal Government and the countries, international organizations and NGOs which are donors to Cambodia, and to serve as the focal point and "One-Stop Service" in the contact among ministries and other governmental institutions in the coordination of the receiving and/or distributing of development assistance; 2. To formulate and implement strategies on the management of development cooperation to strengthen the ownership and the leadership of the Royal Government in the development activities, and to strengthen partnership with the development partners community; 3. To mobilize and allocate development assistance for the implementation of the priorities set out in the National Strategic Development Plan and the Sectoral Development Programs; 4. To lead the harmonization of the implementation of development projects and programs by development partners to enhance the effectiveness of development assistance; 5. To provide technical support to the Government-Donor coordinating committee which is a mechanism for discussing and formulating policies, and to provide various support to enhance the mechanism of joint-technical working groups; 6. To cooperate with relevant ministries and institutions in preparing strategic concepts for rehabilitation and development of Cambodia, and in setting the priority needs of the country for the immediate term, the short-term, the medium-term and the long-term in order to prepare rolling plans of action. These plans of action shall be inter-related and coherent; 7. To participate in preparing socio-economics and sectoral planning to develop Cambodia; 8. To manage public investments in cooperation with the relevant ministries and institutions. This process shall mainly be related to the coordination and direction of the allocation and utilization of the national and external resources with the aim of rehabilitating and developing Cambodia; 9. To sign agreements on behalf of the Royal Government with bilateral and/or multilateral donors and international organizations for the reception and/or allocation of development assistance, pursuant to the delegation of authority by the Prime Minister; 10. To lead preparatory works, in cooperation with relevant ministries and institutions, for international meetings for rehabilitating Cambodia such as the "Cambodia Development Cooperation Forum".	- Coordinate and cooperate with development partners in terms of ODA - Assist the sectoral TWG in the Joint Monitoring Indicator aims to achieve the result base management. - Organize the ODA policy dialogue and ODA request survey every year. Purpose is to invite the line ministries to make project proposal to Japanese Government and provide information to the forum about the information related to procedure and ODA scheme and program which presented by representative from JICA and CDC. - Organize the high level forum CDCF meeting with development Partner to look overview on the progress and challenges that Government has made.	1. The strategic Framework for Development Cooperation National Operational Guideline 2. The Development Cooperation and Partnership Strategy
35	Ministry of Environment	Permanent Staff By Age (20-29/30-39/Over 40) Degree (BA/MA/PhD) English Level (Business/Graduate School) Area Distribution (Central/Province)	1293 139/356/798 527/225/11 10%/40% 521/772	> Protected area and managed natural resource (land, forest, sea) > Biological Safety on food. > Climate Change impact. > Pollution area (air, water, waste...) > GreenGrow is for sustainable development base on economic, environment, social and culture. > Educate people to understand about environment. > Environmental Impact Assessment..	> The people have limited education to do, however they just do best on the experience. > Some departments do not know how to use computer as well. > Equipment are limited > The few staff can use English	1. Educate staffs in local and over sea. Encourage and motivate who have the real abilities. - Objective: improve staff quality in working place. - Summary: we see the new staffs fulfill of another skill, work in environment department then we need them to more improve in technique skill. So they need to improve their quality in place or field, as well we need them to learn/train more in local or over sea. - Target: The young staff. - Major challenges: Environment Tools, Management skill, and Computer Science.

Selection and Recruitment of the First Batch of Candidates of the New System Second Phase
Coming to Japan in FY 2014
(The Kingdom of Cambodia)

The first batch of candidates for study in Japan from Cambodia under the new system (2nd Phase) were recruited and selected as follows:

1. Recruitment of Applicants (General Recruitment from September 18 to November 12, 2013 and Partial Extension to November 28, 2013)

According to the applicant qualifications, application guidelines and forms, and selection schedule that have been approved at the 1st Operating Committee meeting, the following assistance for recruitment was provided to the Target Organizations:

(1) Preparation of the Application Guidelines and Forms

As for the set of documents necessary for application, the following were prepared:

- Application guidelines and forms: 1,000 copies
- Posters: 1,000 copies
- Publication on the web site (publication period: From September 18 to November 28, 2013)

(2) Request for the Selection of Applicants

The documents necessary for application mentioned above were distributed¹ to the contact personnel of the departments in charge of the JDS of all the Target Organizations through the JDS Project Office to request to encourage applications.

(3) Organization of a Recruitment Seminar

After the start of the recruitment, Promotion Seminars were held in the end of September and the middle of October in Phnom Penh, and in the middle of October in Battambang. About 200 participants who attended the seminar received explanations of the JDS, the background information of each Sub-Program and Component, the characteristics of the Accepting Universities, and how to prepare application documents and research plans. Besides, the JDS participants who had returned to Cambodia after studying in Japan were invited to share hands-on experience and information about conducting research and living in Japan and also to provide advice on the elaboration of research plans.

Small Recruitment Seminars were held for 11 Target Organizations, and 18 Target Organizations were visited. During the seminars and visits, a summary of the JDS was given to the contact personnel for scholarship programs, encouraging more application to the Project.

¹ The application materials were also provided in the form of data when requested.

(4) Collection of Application Documents and Application Status

As of the application deadline on November 12, 2013 for the open recruitment, the number of applicants on some Components was falling short of the number that is three times the quota. Given the circumstance, with the approval of the Operating Committee, the recruitment period for only corresponded Components was extended to November 28, 2013. The total number of applicants as of the extended deadline reached 138. Out of this 138, the number of valid applications was 137. Table 1 shows the effective number of applications by Target Organization under each Sub-Program and Component.

Table 1: The Effective Numbers of Applicants and Successful Candidates for the 1st Batch
by Target Organization (by Component)

Target Organizations	Applicants	Successful candidates
1-1-1. Economic Infrastructure Development (Social Infrastructure)	13	3
Electricity of Cambodia (EDC)	2	1
Ministry of Environment	1	
Ministry of Labor and Vocational Training	3	1
Ministry of Land Management, Urban Planning and Construction	1	
Ministry of Public Works and Transport	2	1
Ministry of Rural Development	1	
Ministry of Tourism	1	
Phnom Penh Water Supply Authority	2	
1-1-2. Economic Infrastructure Development (Electrical Infrastructure)	7	2
Electricity of Cambodia (EDC)	4	1
Ministry of Labor and Vocational Training	3	1
1-2-1. Private Sector Development (Mechinery Industry Development)	7	2
Electricity of Cambodia (EDC)	1	1
Ministry of Industry, Mines and Energy	1	
Ministry of Labor and Vocational Training	5	1
1-2-2. Private Sector Development (ICT Industry Development)	7	2
Electricity of Cambodia (EDC)	2	
Ministry of Labor and Vocational Training	1	1
Ministry of Post and Telecommunication	2	
Office of the Council of Ministers	1	
Telecom Cambodia	1	1
1-3. Economic Development	29	3
Cambodia Development Resource Institute (CDRI)	1	1
Ministry of Economy and Finance	9	2
Ministry of Industry, Mines and Energy	1	
Ministry of Labor and Vocational Training	4	
National Bank of Cambodia	14	
1-4. Agriculture and Rural Development	12	2
Ministry of Agriculture Forestry and Fisheries	8	2
Ministry of Rural Development	4	
2-1. Improvement of Education Quality	37	3
Ministry of Education, Youth and Sport	37	3
3-1. Improvement of Administrative Functions	11	3
Ministry of Economy and Finance	1	1
Ministry of Interior	7	2
Ministry of Planning	2	
Ministry of Civil Service	1	
3-2. Legal and Judicial Development	5	2
Ministry of Justice	2	1
The council for Legal and Judicial Reforms	2	1
Royal Academy for Judicial Profession	1	
3-3. Building of International Relations	10	2
Council for the Development of Cambodia (CDC)	1	
Ministry of Economy and Finance	1	
Ministry of Education, Youth and Sport	1	
Ministry of Environment	1	
Ministry of Foreign Affairs and International Cooperation	6	2
Total	138	24

2. Screening of Application Documents by Accepting Universities (1st Screening) and Its Results

Of the submitted application documents except for one applicant who failed to attend the English and Mathematics Examinations, 137 documents which fulfilled the necessary qualifications were sent to the Accepting Universities, where faculty members examined the documents. Before December 26, the results of the screening were submitted by 9 graduate schools of 7 Universities. In addition, prior to the document screening, English and Mathematics examinations were administered (on November 23, and for the reopened recruitment on December 8). The results of the English and Mathematics tests were provided to the Accepting Universities as reference materials for the screening and technical interviews.

The details of each examination and selection are as follows:

(1) Basic Check

During the period between November 12 and December 6, as a prior step to the document screening, the following items were verified: The satisfaction of the qualifications established at the time of the application, the submission of all the necessary documents, and the entered contents of the application documents. Any unclear points were clarified with the applicants themselves or the Targeting Organizations. As a result of this process, all 138 application documents cleared the Basic Check.

(2) English and Mathematics Examinations

As reference materials for the document screening, English and Mathematics Examinations were administered on November 23 (December 7 for the applicants of the extended period of recruitment) to check basic academic skills. The TOEFL test (ITP) was used to verify basic competency in English on the part of the candidates, and the questions prepared by the university that had previously accepted JDS participants in the economics field were used to validate necessary skills in mathematics at a master's level.

With respect to both examinations, no minimum threshold was set for selecting JDS participants, and the test results of all the applicants² were submitted to the Accepting Universities as reference materials for the screening and technical interviews³.

In the case of Cambodia, after the introduction of the New System, improving the basic academic skills of the candidates and increasing score on examination have been issues. Given the circumstance, before the English and Mathematics Examinations, applicants were strongly encouraged to do prior study with past examinations.

² As for the mathematics examination, in addition to the scores, the original answer sheets including the math problem solving process were also submitted to the Accepting Universities.

³ With regard to the handling of the results of the English and mathematics examinations, it is left up to the Accepting Universities, because the importance of competency in English and mathematics and the literacy required after enrollment, among others, differ across the Universities.

(3) Document Screening

Except for one applicant who did not to attend the English and Mathematics Examinations, Document Screening for 137 applicants were conducted by accepting Universities. The following five items were considered in the screening: academic record (25 points), manner of applying the knowledge after returning home (20 points), research plan (30 points), recommendation letters (5 points), and level of fit with the concerned development issues (20 points), which made the total of 100 points. As for the decision, the passing score was not set. Instead, the applicants were ranked based on the scores by each Accepting University. At a maximum, as many applicants as three times of the number of each slot were allowed to pass the document screening.

As a result of this process, 67 applicants in total passed the document screening.

3. Technical Interviews by the Faculty Members of the Accepting Universities (2nd Screening) and Its Results

Technical interviews by the faculty members of the Accepting Universities and Consultation Meetings between the persons concerned in the Target Organizations and the faculty members were held between January 26 and 29, 2014 according to the following schedule.

Date		Schedule
January 26	Sun.	Departure from Japan and arrival in Cambodia
January 27	Mon.	Briefing and orientation
		Consultation Meeting with the Target Organizations (by Component)
January 28	Tue.	Technical interview
January 29	Wed.	Feedback Session to the Operating Committee
		Visit to Cambodia-Japan Cooperation Center (CJCC)
		Departure from Cambodia (Arrived in Japan on the next day)

The following three items were considered in the screening: Academic background and the learning ability (50 points), Foundation to complete the study in Japan (25 points), and Potential for making contributions to the development of Cambodia (25 points), which made the total of 100 points. In addition, the possibility of acceptance was evaluated with two options (“○” for “acceptable” and “×” for “unacceptable”). The passing score was not set. Instead, the candidates were ranked based on the scores by each Accepting University. Of the candidates who were given “○,” at a maximum as many applicants as twice of the number of each slot were allowed

to pass the Technical Interview. As a result of this process, 45 out of 66 interviewees passed the Technical Interview.

In a medical examination carried out before the Technical Interview, one applicant was diagnosed with tuberculosis (T.B.) and it interferes with studying abroad for two years. Taking those results, 66 candidates who passed a document screening except for this one applicant had a technical interview.

4. Comprehensive Interview by the Operating Committee (3rd Screening) and Its Results

The 45 candidates who passed the technical interviews by the faculty members were interviewed next by the Operating Committee on February 17. The following three items were considered in the screening: Potential for making contributions to the development of Cambodia (40 points), Grounding to make long-term use of the results of the study in Japan (30 points), and Foundation to complete the study in Japan (30 points), which made the total of 100 points. As for the acceptance decision, the candidates were ranked based on the score in the respective Universities, and 24 candidates were selected (refer to Table 2).

The number of applicants and successful candidates by each Target Organization is shown in Table 1. Ministry of Economy and Finance and Electricity of Cambodia were active in sending applications and three successful candidates each were selected from these two organizations. Aside from that, the tendency was similar to that observed during the past three years, 24 slots being distributed to 14 Target Organizations in balance. In Addition, from Telecom Cambodia, which has been a Target Organization but they had no successful candidate in the past, a successful candidate was selected for the first time.

It is essential to maintain or increase the number of applicants in order to improve the quality of candidates. It is, therefore, considered necessary to continue appealing to the Target Organizations actively in the future to encourage applications.

Table 2: Selection Results for the 1st Batch of Candidates (by Sub-Program and Component)

Sub-program (Target Priority Area)	Component (Development Issues)		Accepting University	Graduate School (GS)	Number of Applicants	Candidates after the Document Screening (*1)	Candidates after the Technical Interviews (*2)	Candidates after the Comprehensive Interview	Final Successful Candidates
1. Strengthening of Economic Basis	1-1. Economic Infrastructure Development	Social Infrastructure	Nagoya University	GS of Environmental Studies	13	8	6	3	3
		Electrical Infrastructure	Tokai University	GS of Engineering	7	7	4	2	2
	1-2. Private Sector Development	Machinery Industry Development	Tokai University	GS of Engineering	7	4	3	2	2
		ICT Industry Development	International University of Japan (IUI)	GS of International Management	7	5	4	2	2
	1-3. Economic Development		Kobe University	GS of International Cooperation Studies	28	9	6	3	3
	1-4. Agriculture and Rural Development		Tokyo University of Agriculture and Technology	GS of Agriculture	12	6	4	2	2
2. Enhancement of Social Development	2-1. Improvement of Education Quality		Hiroshima University	GS for International Development and Cooperation (IDEC)	37	9	6	3	3
3. Enhancement of Governance	3-1. Improvement of Administrative Functions		International University of Japan (IUI)	GS of International Relations (GSIR)	11	9	6	3	3
	3-2. Legal and Judicial Development		Nagoya University	GS of Law	5	4	3	2	2
	3-3. Building of International Relations		Waseda University	GS of Asia-Pacific Studies	10	6	3	2	2
				Total	137	67	45	24	24

(*1) Roughly, three times the maximum acceptable number (*2) Roughly, twice the maximum acceptable number