

Kingdom of Cambodia

FY 2015 Ex-Post Evaluation of Technical Cooperation Project  
“Cambodia-Japan Cooperation Center”  
“Cambodia-Japan Cooperation Center (Phase 2)”

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## 0. Summary

This project<sup>1</sup> was implemented to contribute to Cambodia’s transition into a market economy, human-resource development for the private sector, and information exchange and mutual understanding between Japan and Cambodia through establishment of an operation and management system of the Cambodia-Japan Cooperation Center (hereinafter, CJCC), and implementation and strengthening of business courses, Japanese language courses, and mutual-understanding programs<sup>2</sup>.

This project was consistent with Cambodia’s development plan, which focused on private-sector development, employment creation, capacity building, and human-resource development, as well as with Cambodia’s development needs during the marketization process and deepening its economic and cultural relationship with Japan. The project was also consistent with Japan’s ODA policy at the time of ex-ante evaluation; this policy recognized sustainable economic growth and poverty reduction as top-priority issues in Cambodia and focused on improving business climate for economic promotion and educational enhancement. Therefore, its relevance is high.

In the two phases, the total number of participants for the business courses, Japanese language courses, and mutual-understanding programs was about 4,000, 3,000, and 144,000, respectively. The project’s purpose—CJCC becoming a center of human-resource development and information exchange for private-sector development—was achieved. After the completion of Phase 2, the three programs continued, and the cumulative number of participants for each of the business courses, Japanese language courses, mutual-understanding programs was about 6,000, 5,000 and 215,000 respectively by the end of FY2015. In addition, there have been many positive impacts of the project, such as business networking among an economic group of Japanese and Cambodian business owners, new businesses created by the graduates of business courses, and the promotion of Japanese language education through Japanese seminars. Therefore, its effectiveness and impact are high.

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<sup>1</sup> In this report, this project indicates Phase 1 and Phase 2, the target of current ex-post evaluation, and two phases were evaluated as one project. After completion of Phase 2, Phase 3 was implemented (see 1.1 Background).

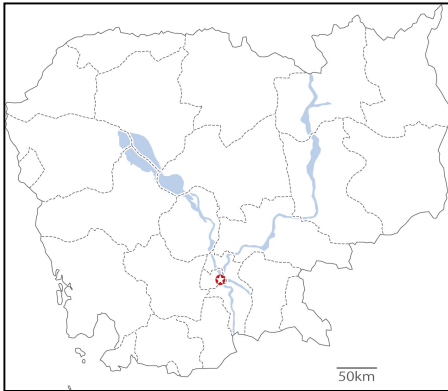
<sup>2</sup> Japanese cultural events such as Shodo and Ikebana, big festivals, study-abroad fair, and so on.

Although the project period was as planned for both phases, the project cost exceeded the planned amount for the total of the two phases. Therefore, efficiency of the project is fair.

CJCC is positioned clearly by a government ordinance. It works on strengthening and diversifying its income sources. On the other hand, it seems necessary to clarify the direction of Japanese cooperation for CJCC including future strategies and share the future vision of self-sustained CJCC, and further strengthen the organization towards these objectives. It also seems necessary to further develop CJCC's capacity for maintaining and improving its business courses, Japanese language courses and achieving its strategic operation and management. Therefore, the sustainability of the project effects is fair.

In light of the above, this project is evaluated to be satisfactory.

## 1. Project Description



Project Location



Cambodia-Japan Cooperation Center

### 1.1 Background

In Cambodia, infrastructure, human resources, social systems, and many other things were lost because of a civil war that lasted more than twenty years. The influence of the civil war remained in the wake of the disturbance caused by the communist regime's radical policies during the 1970s. Although the government made an effort toward marketization after the peace agreement of 1991, soft support such as human-resource development and the establishment of government systems was required in addition to hard support. In particular, systems and human resources were recognized as necessary for the market economy.

Concurrently, the idea to establish the "Japan Center"<sup>3</sup> as the base for training the practitioners who promote transition to a market economy and realize "aid with a Japanese flag"

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<sup>3</sup> At the time of the ex-post evaluation, ten Japan Centers were established in nine countries: Southeast Asia (Cambodia, Vietnam (Hanoi and Ho Chi Minh), Myanmar and Laos), East and Central Asia (Mongolia, Uzbekistan, Kazakhstan and Kyrgyz) and Ukraine.

in Asian and the former Soviet Union countries on the road to a market economy was emerging as Japan policy.

In Cambodia, the “Cambodia-Japan Cooperation Center” (hereinafter, Phase 1) was implemented from April 2004 to March 2009. CJCC was initially operated at the Royal University of Phnom Penh (hereinafter, RUPP) and the building was constructed in November 2005 with funds from Japan’s ODA grant. After the completion of Phase 1, the “Cambodia-Japan Cooperation Center (Phase 2)” (hereinafter, Phase 2) was implemented from April 2009 to March 2014.

In Cambodia, influenced by the continuous foreign direct investment inflow and by the economic integration in ASEAN region, the needs for human-resource development in business were high after the completion of Phase 2. Many Japanese companies also invested in Cambodia. To utilize the assets attained in the projects and to strengthen CJCC’s function as a center for the development and networking of business human resources, the “Project for Institutional Capacity Development of CJCC for a Center of Development and Networking for Business Human Resources” (hereinafter, Phase 3) was implemented in April 2014; it is scheduled to last until March 2019<sup>4</sup>.

## 1.2 Project Outline

Table 1. Project Outline

		Phase 1	Phase 2
Overall Goal		To enhance consistent human resources development to promote market economy and to further strengthen the mutual understanding and cooperation between Cambodia and Japan.	CJCC contributes to human resource development to promote economic development in Cambodia and mutual understanding between Cambodia and Japan.
Project Purpose		To establish a management system and a framework of CJCC.	CJCC becomes the human resource development and information center to promote private sector development in Cambodia.
Outputs	Output 1	To establish efficient and effective management, planning and operation system of CJCC.	Management of CJCC is further strengthened to be a sustainable service-providing organization.
	Output 2	(1) Management, planning and operation system for HRD (business) course are established. (2) HRD course including Seminar Series, Entrepreneurship Course, and Corporate Management Course on market economy and business management skill are provided.	(1) Business Training Course further contributing to private sector is implemented. (2) Management and implementation of Business Training Course is strengthened with more initiatives and utilization of local resources.

<sup>4</sup> Japanese Language Courses were implemented by JICA Technical Assistance Project in cooperation with The Japan Foundation in Phase 1 and 2. Starting Phase 3, The Japan Foundation is supporting independently.

		(3) The systems for information sharing and collaborative activities among Cambodian business community, education and training institutions, international organizations, public organizations and CJCC/HRD course are established.	
	Output 3	To provide high-quality Japanese language education (intermediate level).	(1) High-quality Japanese language courses for career development are implemented, which complements needs and activities of other Japanese educational institutions. (2) Management system with local resources is strengthened.
	Output 4	To provide exchange activities to contribute to human resources and information networks between Cambodia and Japan.	Function to provide and to facilitate services of exchange activities and information between Cambodia and Japan is strengthened.
	Output 5	To promote the Center through its website and other promotion activities, to provide information, to do networking with outside organizations both in Cambodia and Japan.	
	Total Cost (Japanese Side)	1,180 million yen	631 million yen
	Period of Cooperation	April 2004 – March 2009	April 2009 – March 2014
	Implementing Agency	Ministry of Education, Youth and Sport: MoEYS Royal University of Phnom Penh: RUPP	
	Other Relevant Agencies / Organizations	N/A	
	Supporting Agency / Organization in Japan	Japanese Language Course: The Japan Foundation Business Course: Phase 1: International Development Center of Japan, Inc. / Japan Economic Research Institute Inc. Phase 2: International Development Center of Japan, Inc.	
	Related Projects	[Grant Aid] The Project for Construction of Cambodia-Japan Cooperation Center (E/N signed in 2004) [Technical Cooperation Project] Project for Institutional Capacity Development of CJCC for a Center of Development and Networking for Business Human Resources (April 2014 – March 2019)	

### 1.3 Outline of the Terminal Evaluation

#### 1.3.1 Achievement Status of Project Purpose at the Time of the Terminal Evaluation

At the time of the terminal evaluation for Phase 2 (September 2013), each indicator of the

project's purpose had been approximately 70% to 100% achieved. Through the activities of Phase 2 (subsequently to Phase 1), CJCC's organizational development as the center of human-resource development and information exchange has progressed.

### 1.3.2 Achievement Status of Overall Goal at the Time of the Terminal Evaluation (including other impacts.)

Two indicators, "The number of CJCC course graduates who work in private sector exceeds 10,000" and "Awareness of CJCC in Phnom Penh and major cities increases to more than 20%" were set as the overall goals of Phase 2. The Terminal Evaluation Report for Phase 2 mentioned that the total number of students in the business courses and Japanese language courses during Phase 1 and Phase 2 was less than 4,000<sup>5</sup>. In addition, CJCC's activities were implemented mostly in Phnom Penh. Activities outside Phnom Penh were not commenced in earnest, although there were a few cases of specific activities in other cities. Therefore, additional time is required to satisfy those indicators after the terminal evaluation of Phase 2.

### 1.3.3 Recommendations at the Time of the Terminal Evaluation

1. Continue to make an effort to enhance financial independence.
2. Make the contents of the Japanese-style business courses consistent with local needs.
3. Make an effort to improve course contents, the timing of advertisements about the opening of courses, and sales activities.
4. Make an effort to recognize and respond to customer needs through the operation and management of courses and services.
5. Review the scoring method used in the student course evaluations and introduce an evaluation of lecturers' capacity that is to be conducted by responsible local staff members.
6. Work on local staff members' capacity development by means of deepening their participation in business courses, such as through facilitation or assistance in the implementation of business courses

## **2. Outline of the Evaluation Study**

### 2.1 External Evaluator

Masaaki Hamada, Foundation for Advanced Studies on International Development

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<sup>5</sup> Although the basis of the number (4,000) as of the terminal evaluation of Phase 2 is unknown because the information source is unavailable, the total number of students during Phase 1 and Phase 2 verified in this ex-post evaluation study is more than 7,000, based on the documents prepared by JICA until mid-term review of Phase 2 and CJCC's annual report.

## 2.2 Duration of Evaluation Study

For the current ex-post evaluation, following study was conducted.

Duration of the Study: January 2016 – March 2017

Duration of the Field Study: April 17, 2016 – April 29, 2016 and August 7, 2016 – August 13, 2016

## 2.3 Constraints during the Evaluation Study

This ex-post evaluation study focuses on Phase 1 and Phase 2. These phases were consecutive with regard to the substance of the projects. The logic behind the achievement of the project's purpose for each output has basically not changed. It is possible to understand that strengthening the management of CJCC (Output 1) as well as improving the contents and strengthening the management of the business courses (Output 2), Japanese language courses (Output 3), and mutual-understanding programs (Output 4) will lead to establishing a system within CJCC for human-resource development and mutual understanding (Project Purpose, Phase 1). Thus, the project aims to make CJCC a center for both private-sector and human-resource development, as well as for the promotion of mutual understanding and information exchange (Project Purpose, Phase 2).

Based on the above, Phase 1 and Phase 2 were evaluated as a single project in this ex-post evaluation. To be specific, the evaluation of the effectiveness and impact of the two continuous projects was based on the degree to which the indicators for the outputs, project purpose, and overall goal of Phase 2 were achieved.

## **3. Results of the Evaluation (Overall Rating: B<sup>6</sup>)**

### 3.1 Relevance (Rating: ③<sup>7</sup>)

#### 3.1.1 Relevance to the Development Plan of Cambodia

At the time when Phase 1 was planned, human-resource development was recognized as one of the highest-priority issues in Cambodia's development policies, such as the "Second Five Year Socioeconomic Development Plan (SEDP II)." Thereafter, the "National Strategic Development Plan (NSDP)" (initially for 2006-2010 and revised for 2009-2013<sup>8</sup>) indicated four principles: "enhancement of agricultural sector," "further rehabilitation and construction of physical infrastructure," "private-sector development and employment generation," and "capacity development and human-resource development" as part of a rectangular strategy. Investment promotion, enhancement of small and medium-sized enterprises (SMEs), and

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<sup>6</sup> A: Highly satisfactory, B: Satisfactory, C: Partially satisfactory, D: Unsatisfactory

<sup>7</sup> ③: High, ②: Fair, ①: Low

<sup>8</sup> The next revised version (for 2014-2019) was formulated in July 2014 after the completion of Phase 2 (see. 3.4.1 Related Policy and Institutional Aspects for the Sustainability of Project Effects).

improvement of education quality were positioned as the tactics. The NSDP is the most significant national development policy in Cambodia, so the project was consistent with Cambodian development policy from the ex-ante evaluation of Phase 1 through the completion of Phase 2.

### 3.1.2 Relevance to the Development Needs of Cambodia

In Cambodia, few training institutes for studying business existed before 2004, when CJCC was established. The period of Phase 1 and Phase 2 (from 2004 to 2014) matched the stage when Cambodia shifted to a market economy and achieved rapid economic growth. There was demand for human-resource development in business, and CJCC's business courses aligned with Cambodia's development needs. Japanese investment in Cambodia has drastically increased particularly since the 2010s. Large manufacturing and retail companies have moved into Cambodia, and the membership of the Japanese Business Association of Cambodia reached 152 in 2014, when Phase 2 was completed. In parallel with the Cambodia's strengthening economic relationship with Japan and the boosting presence of Japanese companies, the need for studying Japanese-style business management grew. In addition, Japanese companies in Cambodia also required workers who knew Japanese and who understood Japanese-style management and Japanese culture. Supported by the national character of Cambodian people, who have an affinity for Japan, deepened relationship between the countries heightened the demand for studying the Japanese language and Japanese culture. As stated above, the project was consistent with Cambodia's development needs from the time of the ex-ante evaluation of Phase 1 through the completion of Phase 2.

### 3.1.3 Relevance to Japan's ODA Policy

In Japan's Country Assistance Policy for Cambodia (February 2002), "improvement of foundation for socio-economic development" was indicated as the main issue for development in Cambodia. This program stated that "advancement of industry which has international competitiveness is urgent challenge"; "the effort for basic socio-economic development such as education, vocational training and health service is essential"; and so on. As stated above, the project was consistent with Japan's ODA policy at the time of the ex-ante evaluation of Phase 1.

This project was highly relevant to the country's development plan and development needs, as well as Japan's ODA policy. Therefore, its relevance is high.

## 3.2 Effectiveness and Impact<sup>9</sup> (Rating: ③)

### 3.2.1 Effectiveness

#### 3.2.1.1 Project Output

##### (1) Establishment and Strengthening of CJCC's Operation and Management System (Output 1)

CJCC's operation and management were evaluated as having been strengthened because the indicators (such as meeting execution, plan and report preparation, and the implementation of staff trainings) were mostly satisfied by the completion of Phase 2.

Regarding the indicator "Formulated annual management plan becomes more detailed and integrated every year," Annual Strategic Plan and Annual Report were prepared every year from 2011 onward through the initiative of counterparts, and activity plans and implementation reports were systematically organized by each program and department. The indicator "The number and contents of both networking activities and established CJCC database on human resource" had not been satisfied as of this ex-post evaluation. The database is intended to control student information and is to be utilized for follow-up and marketing. JICA is supporting the establishment of a database in Phase 3, and it is planned to be completed and to be operated in 2016.

##### (2) Strengthening Business Courses (Output 2)

CJCC provides business courses that focus on Japanese-style business management; the course deals with contents that can be used in practice in the real world. A variety of topics are covered, such as entrepreneurship, business management, business manners, marketing, and SMEs finance. The students' business types vary and include manufacturing, transportation, communication, finance, property management, and government<sup>10</sup>.

The indicators for Phase 1 and Phase 2 were mainly the number of courses held, the number of students attending, and those students' degree of satisfaction. Few of the indicators had specific targets, and each course differed in terms of length and graduation requirements. The contents of the business courses were evaluated as being improved, and the management was evaluated as being strengthened, as over 15,000 students participated in the business courses or seminars during two phases and their degree of satisfaction was high<sup>11</sup>. In the beneficiary survey<sup>12</sup>, 87.7% of the respondents answered that the contents and level of the business courses

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<sup>9</sup> Sub-rating for Effectiveness is to be put with consideration of Impact.

<sup>10</sup> Results of the beneficiary survey

<sup>11</sup> In the Terminal Evaluation Report for Phase 2, the average degree of satisfaction, as measured in the post-course questionnaire, was greater than 3 on a scale of 1 to 4.

<sup>12</sup> Survey targets were randomly selected from the student list prepared by CJCC, and 92 answers were collected through an email and telephone survey. In addition, during the field survey, interviews were conducted with 14 respondents who were students in the Japanese language courses or participants in the mutual-understanding programs by the introduction of CJCC. The breakdown of the total 106 respondents is as follows: 49 from business courses (male: 41; female: 8) and 57 from Japanese language courses or mutual-understanding programs (male: 27, female: 30).



were “very much” or “to some extent” satisfactory. The number of business courses and number of students are stated in Table 2.

Table 2. Achievement of Business Courses

	FY	2004	2005	2006	2007	2008	Total
Phase 1	Business Courses	N/A	16	16	18	30	80
	Students	N/A	126	191	344	554	1,215
	(Entrepreneurship Courses)	N/A	15	19	25	22	81
	Graduates	N/A	96	159	310	591	1,156
	Business Seminars	N/A	9	9	13	6	37
	Participants	N/A	1,051	1,914	1,867	889	5,721
	FY	2009	2010	2011	2012	2013	Total
Phase 2	Business Courses	37	38	37	43	78	233
	Students	680	544	626	390	656	2,896
	(Entrepreneurship Courses)	16	26	16	28	79	165
	Graduates	585	402	519	375	642	2,523
	Business Seminars	13	14	12	8	17	64
	Participants	1,486	1,169	1,406	769	795	5,625

Sources: The number of courses and number of students are extracted from the Terminal Evaluation Report for Phase 1 (FY2005 - FY2008, with the data for FY2008 being as of the terminal evaluation), the Mid-term Review Report for Phase 2 (FY2009 - FY2010), and CJCC’s Annual Reports (FY2011 - FY2013). CJCC provided the number of graduates.

Regarding “The number and contents of networking activities,” there were no specific activities other than regular alumni meetings. In the beneficiary survey, respondents provided different answers, and 25% answered that the network among students was “to some extent,” “medium,” or “not so much” organized; one respondent also mentioned launching a new joint business by utilizing a network formulated in the business courses. The indicator “The share of teaching time by local trainers exceeds 50% of the total in 2014” was not satisfied because the share was 43% at the completion of Phase 2. However, the share is increasing every year (starting from 27% in FY2010<sup>13</sup>, the oldest figure that could be verified), and local resources have been found to be proactively utilized. The share reached 94% in FY2015.

### (3) Strengthening Japanese Language Courses (Output 3)

The indicators were mainly the number of courses held, the number students attending, the courses’ contents, and the students’ degree of satisfaction. Few of the indicators had specific targets, but the contents of the Japanese language courses were evaluated to have improved, and the management was evaluated to have strengthened because over 6,000 students participated in courses or seminars during two phases and because their degree of satisfaction<sup>14</sup> was high. In the beneficiary survey, 91.3% of respondents answered that they were “very much” or “to some

<sup>13</sup> Fiscal year of CJCC is from 1<sup>st</sup> April to 31<sup>st</sup> March.

<sup>14</sup> In the Terminal Evaluation Report for Phase 2, the results of the post-course questionnaire stated that most students were “very much satisfied” or “satisfied” with the courses.

extent” satisfied with the contents and level of the Japanese language courses.

Regarding “The number and contents of networking activities,” although no specific activities were found, students engaged in constant voluntary networking, and many students answered in the beneficiary survey that they were “very much” or “to some extent” satisfied with the network among students. CJCC also held networking and collaborative activities, such as seminars and events with external organizations. Although no specific target was indicated for the indicator “Number of developed Japanese Language teachers at TOT course,” 16 Japanese language teachers were trained during Phase 2 (from FY2009 to FY2013). CJCC was found to have contributed to local Japanese language education not just through the Japanese language courses but in many ways.

Table 3. Achievement of Japanese Language Courses

FY		2004	2005	2006	2007	2008	Total
Phase 1	Japanese Courses	2	4	6	6	7	25
	Students	32	153	203	335	195	918
	Japanese Seminars	0	0	1	1	2	4
	Participants	0	0	450	320	115	885
FY		2009	2010	2011	2012	2013	Total
Phase 2	Japanese Courses	8	10	11	14	25	68
	Students	225	237	269	462	935	2,128
	Japanese Seminars	5	1	10	6	4	26
	Participants	360	40	718	1,013	608	2,739

Sources: FY 2011 CJCC Annual Reports (FY2004 – FY2013), CJCC Annual Reports of correspond year (FY2014 – FY2015)

#### (4) Strengthening Mutual-Understanding Programs (Output 4)

Although few indicators had specific targets, the contents of the mutual-understanding programs were evaluated to have improved, and management was evaluated to have strengthened, as shown in the stakeholders’ answers to the questionnaires, the interviews during the field survey, and the results of the beneficiary survey. The findings show that over 600 activities were implemented and over 140,000 people participated in the program during two phases. The program was operated through the initiative of local staff members, and the participants’ degree of satisfaction was high. In the beneficiary survey, 80.7% of respondents answered that they were “very much” or “to some extent” satisfied with CJCC’s events to promote mutual understanding. In addition, 86.0% of respondents answered that their understanding and impression of Japan had “positively” changed.

Regarding the indicator “Number of services for Japanese companies and universities,” some activities were implemented for Japanese universities, including exchange activities with RUPP,

a study tour, and a joint study-abroad fair<sup>15</sup>. In addition, Japanese companies cooperated in holding the job fair and joint seminar and in providing training for the work-abroad experience.

Table 4. Achievement of Mutual-Understanding Programs

FY		2004	2005	2006	2007	2008	Total
Phase 1	Mutual-Understanding Activities	7	44	65	63	29	208
	Participants	377	8,405	5,935	11,532	14,024	40,273
FY		2009	2010	2011	2012	2013	Total
Phase 2	Mutual-Understanding Activities	140	127	N/A	95	84	446
	Participants	15,541	8,169	20,779	23,847	35,967	104,303

Sources: The Terminal Evaluation Report for Phase 1 (FY2004 – FY2008, with the data for FY2008 being as of the terminal evaluation), the Mid-term Review Report for Phase 2 (FY2009 – FY2010), and the CJCC Annual Report (FY2011 - 2013)

#### (5) Publicity (Phase 1 Output 5) (Reference<sup>16</sup>)

According to the record, as of the completion of Phase 2, the number of visitors and website accesses had steadily accumulated. The number of visitors during Phase 1 was 150,000, compared to the target number of 25,000. The total number since the start of Phase 1, as of the end of FY2014, had reached 575,829. The number of website accesses was 166,678, compared to the target number of 50,000; there were 254,565 website accesses during Phase 2<sup>17</sup>.

#### 3.2.1.2 Achievement of Project Purpose

In Phase 2, the project's purpose was to make CJCC a center of private-sector development, human-resource development, and information exchange. The achievement, as stated in Table 5, indicates that the project purpose was largely achieved as of the completion of Phase 2.

During Phase 1 and Phase 2, the activities under Output 1 were to establish and strengthen the operational and management system of the entire CJCC in terms of planning, financing, human-resource management, and so on. The activities under Outputs 2 through 4 were to strengthen the CJCC's three pillars: business courses, Japanese Language courses, and mutual-understanding programs. The strengthening of the three pillars was considered to lead to an increased number of people trained by CJCC and gathered at CJCC, as well as improved awareness of CJCC; hence, each output was connected to the project's purpose. Therefore, the project largely achieved its purpose.

<sup>15</sup> In FY2013, Kyoto University, Meiji University, Kyushu University, Nagoya University, International University of Japan, Kanazawa University, Niigata University, and Tokyo University of Science participated.

<sup>16</sup> Because this output was not included in Phase 2, the facts have been verified only for reference and it was taken into account for the evaluation of effectiveness and impact.

<sup>17</sup> JICA provided the number of visitors. The CJCC verified the number of website accesses from the data stated in the answers to the questionnaire in this ex-post evaluation study.

Table 5. Achievement of Project Purpose

Project Purpose	Indicator	Actual
Phase 1		
To establish a management system and a framework of CJCC	1. Number of the membership has increased to 900	CJCC Membership: 1,083 (Source: Terminal Evaluation Report for Phase 1)
	2. 15% of the Center's local expenditures is covered by the Center's own income	Percentage of CJCC's local expenditures covered by its own income from April to August 2008: 28% (Source: Terminal Evaluation Report for Phase 1)
	3. Name of the Center is more recognized in Phnom Penh	According to the results of the Public Awareness Assessment <sup>18</sup> , the awareness of CJCC increased from 14% in FY2007 to 24% in FY2008. In particular, awareness of CJCC was relatively higher among young adults aged 18 – 25 (29% in 2008). (Source: Terminal Evaluation Report for Phase 1)
	4. Number of exchange activities such as exchanging program among universities in both countries	The exchange program between universities in Japan and Cambodia was realized. There were 26 study tours from Japanese universities to CJCC during Phase 1. (Source: Terminal Evaluation Report for Phase 1)
	5. All stages of HRD (Business) courses are done by the counterpart's initiative	All stages of business courses gradually were transferred to the counterpart's initiative. (Source: Terminal Evaluation Report for Phase 1)
	6. 6 of ex-participants of HRD courses have started a new business	Number of new businesses started by graduates of business courses: 10 (22% of 45 total graduates started businesses) (Source: Terminal Evaluation Report for Phase 1)
	7. 70% of ex-participants of HRD courses have improved management in their current environment	The percentage of graduates who improved the management in their current environments out of all graduates: 65% (Source: Terminal Evaluation Report for Phase 1)
	8. All stages of Japanese language courses are done by the counterpart's initiative	All stages of Japanese language courses were gradually transferred to the counterpart's initiative. (Source: Terminal Evaluation Report for Phase 1)
	9. Number of ex-participants (including Yomiuri Scholarship students and the twinning program) who goes to Japan for his/her study has increased	17 graduates of Japanese language courses went to Japan to study after receiving scholarships from Japan's Ministry of Education, Culture, Sports, Science and Technology or from other resources. (Source: Terminal Evaluation Report for Phase 1)
	10. All stages of Exchange Program are done by the counterpart's initiative	All stages of the exchange programs were gradually transferred to the counterpart's initiative. (Source: Terminal Evaluation Report for Phase 1)

<sup>18</sup> The CJCC entrusted this survey to a private research company. The surveys were conducted in 2007, 2008, and 2013; they measured awareness of CJCC's logo, name, and so on. The survey in 2013 targeted 100 students, 500 businesspeople, and 100 business owners.

Phase 2		
CJCC becomes the human resource development and information center to promote private sector development in Cambodia	1. More than 3,000 certificates are issued for the participants of BT (Business) courses (except for seminars)	The number of graduates during Phase 2 was 2,523 (achievement ratio indicator: 84.1%). The total number of students was 2,896 (see Table 2).
	2. More than 400 certificates are issued for the participants of Japanese language courses	The data on the number of graduates is not available. The number of students during Phase 2 was 2,128. If the target number is 400, the achievement ratio would be 507% (see Table 3). Due to the interview with the expert from the Japan Foundation, recent rate of graduation was about 50%.
	3. Total number of participants for both organized and facilitated events in the project period exceeds 100,000	The number of participants in mutual-understanding programs during Phase 2 was 104,303; the achievement rate for the target number of 100,000 was 104% (see Table 4). The number of participants during Phase 1 was 40,273.
	4. Number and contents of both networking activities and established CJCC database on human resource	Although the database was created, it was not well-managed at the time of the completion of Phase 2. JICA is still supporting the establishment of the database during Phase 3. (Source: Field Survey, April 2016)
	5. Awareness of CJCC in Phnom Penh increases to more than 35% in 2014	The awareness of CJCC in Phnom Penh is stated below. (Source: Public Awareness Assessment, August 2013) [Students] Logo mark: 52%; Name: 66% [Businesspeople] Logo mark: 51%; Name: 69% [Business owner] Logo mark: 59%; Name: 73%



An office in the CJCC building (with a layout introducing “Wai Gaya”<sup>19</sup>)



Classroom for Japanese language courses



The “Business Show” exhibition booth for companies at the CJCC. Companies need to pay to be part of the display. This functions as a base of networking and publicity.

### 3.2.2 Impact

#### 3.2.2.1 Achievement of Overall Goal (Phase 2)

The timing for achieving the overall goal was not indicated, so the degree of achievement as

<sup>19</sup> This communication method (short for “Waiwai Gayagaya”) involves frank discussions with others in the same organization regardless of their positions.

of this ex-post evaluation was identified in the study. The overall goals of Phase 2 were to contribute to Cambodia’s human-resource development to ensure economic development and to promote mutual understanding between Japan and Cambodia. However, some indicators seemed to be insufficient for making evaluation judgement, so supplemental data was taken into account in the evaluation.

Regarding indicator 1 “The number of CJCC course graduates who work in private sector exceeds 10,000”, the total number of CJCC graduates might be in the 8,000 to 9,000 range, as of FY2015, and the number is increasing. However, it is difficult to know how many graduates are actually working in the private sector. Regarding indicator 2 “Awareness of CJCC in Phnom Penh and major cities increases to more than 20%”, the awareness of CJCC in Phnom Penh (as stated in the Public Awareness Assessment of FY2013) was around 70%, which greatly exceeded the target, but the awareness in other major cities is impossible to determine with existing information. Although awareness of CJCC in Phnom Penh significantly improved from its 24% level in 2008, CJCC focuses on activities in Phnom Penh where 10% of population and 20% enterprises concentrate<sup>20</sup> and has not conducted activities in other cities in earnest.

The project has achieved, at a limited level, its overall goal based on evaluations of the results for the above two indicators.

Table 6. Achievement of Overall Goal

Overall Goal	Indicator	Actual
Phase 1		
To enhance consistent human resources development to promote market economy and to further strengthen the mutual understanding and cooperation between Cambodia and Japan	1. Number of the membership has increased to 1,500	CJCC Membership: 1,083 (Source: Terminal Evaluation Report for Phase 1) There have been 3,283 new membership registrations for library service and 151 for facility service as of the middle of 2016 since 2009. (Source: Answers to the CJCC questionnaire)
	2. Certain amount of the local expenditure is covered by the Center’s own income	A certain amount of local expenditures are covered by CJCC’s own income. The percentages of expenditures covered by CJCC’s own income in terms of total local expenditures were 34.6% as of the completion of Phase 1 (FY2009), 60.3% as of the completion of Phase 2 (FY2014), and 61.8% in FY2015. (Source: Documents provided by JICA)
	3. All courses and programs are operated by the Cambodian side with some assistance from Japan	All the courses and programs are now implemented by the Cambodian side, with Japanese assistance.

<sup>20</sup> Data by the National Institute of Statistics under the Ministry of Planning as of FY2014

Phase 2		
CJCC contributes to human resource development to promote economic development in Cambodia and mutual understanding between Cambodia and Japan	1. The number of CJCC course graduates who work in private sector exceeds 10,000	<p>The numbers of graduates from the business courses are stated below.</p> <p>FY2004 – FY2008 (Phase 1) subtotal: 1,156  FY2009 – FY2013 (Phase 2) subtotal: 2,523  FY2014 – FY2015 (Phase 3) subtotal: 836  Total: 4,515 (Source: Answers to the CJCC questionnaire)</p> <p>(Reference) The numbers of students in the business courses were 1,215 in Phase 1, 2,896 in Phase 2, and 1,875 in Phase 3, for a total of 5,986.</p> <p>The number of graduates from Japanese language courses was not available. The total numbers of students are stated below. According to an interview with a Japan Foundation expert, the recent rate of graduation is about 50%.</p> <p>FY2004 – FY2008 (Phase 1) subtotal: 918  FY2009 – FY2013 (Phase 2) subtotal: 2,128  FY2014 – FY2015 (Phase 3) subtotal: 2,171  Total: 5,217 (Source: CJCC Annual Report)</p> <p>Therefore, the total number of graduates from business courses and Japanese language courses by FY2015 is thought to be approximately 8,000 to 9,000; 92%<sup>21</sup> of the employment is in private sector in Cambodia; thus, many of graduates would be working in the private sector, but the exact share is unknown.</p>
	2. Awareness of CJCC in Phnom Penh and major cities increases to more than 20%	<p>The awareness of CJCC in Phnom Penh is stated below. (Source: Public Awareness Assessment in August 2013; the survey has not been conducted since then.)</p> <p>[Students] Logo mark: 52%; Name: 66%  [Businesspeople] Logo mark: 51%; Name: 69%  [Business Owner] Logo mark: 59%; Name: 73%</p> <p>CJCC has not implemented major activities outside Phnom Penh, and the survey on public awareness has not been conducted in other cities as of this ex-post evaluation.</p>

### 3.2.2.2 Continuation of the Output's Effect and the Project's Purpose

#### (1) Establishment and Strengthening of CJCC's Operation and Management System (Output 1)

The activities for strengthening CJCC's operation and management system continued after the completion of Phase 2. The formulation of annual strategic plans and reports and the management of the budget and expenses have been maintained through the initiative of counterparts since the completion of Phase 2 until this ex-post evaluation. The process of

<sup>21</sup> 「Private Sector Assessment」 ADB (2003)  
<https://www.adb.org/sites/default/files/institutional-document/32209/psa-cam.pdf>

creating the “PDCA<sup>22</sup> Budgetary Sheet,” including a budget plan and expense report for each activity, so as to obtain approval, was introduced for management improvement. In FY2015, the format of the annual report was modified to better compare the actual expenses with the planned budget.

#### (2) Strengthening Business Courses (Output 2)

The half-year Entrepreneurship Course<sup>23</sup>, several-day management courses to meet busy businesspeople’s needs, tailor-made courses corresponded to individual companies’ needs, and business seminars continue to be provided. In the satisfaction survey that was conducted by CJCC in FY2015, the degrees of satisfaction were 3.21 at the lowest and 4.83 in the highest; the average was greater than 4 (80%) on a scale of 1 to 5. In addition, many business services, such as a mentoring (consulting and coaching) service for local SMEs, a consultation and visitor service for Japanese companies (run by CJCC’s Japan Desk), a job fair for students, and Japanese study tour arrangements, are being provided. According to the results of the beneficiary survey, most students in the business courses did not have any experience studying business other than at the CJCC. Although private training institutes seem to be increasing in number as of this ex-post evaluation, CJCC still plays an important role as one of the few business training institutes in Cambodia.

#### (3) Strengthening Japanese Language Courses (Output 3)

In Phase 3, the experts from the Japan Foundation are supporting the operation and management of Japanese language courses. The teaching method uses the *Marugoto* textbook and is based on the Japan Foundation’s Japanese language training standards<sup>24</sup>; it was introduced in Phase 3. To improve local Japanese language education, experts from the Japan Foundation held a Japanese language education seminar; a Japanese language teacher-training course is also being implemented. In addition, CJCC works as a secretariat for the Japanese Language Proficiency Test (JLPT) in Cambodia, and the test is held at CJCC.

#### (4) Strengthening Mutual-Understanding Programs (Output 4)

The Kizuna Festival<sup>25</sup> began in 2012, and it has expanded every year; 18,000 people

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<sup>22</sup> This stands for Plan, Do, Check, and Act; it is an approach to repeat these process for continuous management improvement.

<sup>23</sup> The midterm course is for students who want to become entrepreneurs or small-business owners. Currently, two half-year courses are provided each year, and classes are held on weekday evenings. Students learn topics such as entrepreneurship, marketing, and risk management, and they formulate their own business plans.

<sup>24</sup> This is a tool for thinking about how to teach, learn, and evaluate the study outcomes in Japanese language education.

<sup>25</sup> The CJCC organized the festival in cooperation with the Embassy of Japan, and it was held during Japan Week (which takes place every year in February). Various events are held to introduce Japanese culture and promote cultural exchange.



participated in February 2016. A variety of mutual-understanding activities are being implemented, such as festivals, student-exchange activities, and events for introducing aspects of Japanese culture, such as Ikebana and tea ceremonies.

(5) To Become a Center of Private-Sector Development, Human-Resource Development, and Information Exchange (Project Purpose)

In FY2015, the total numbers of students and graduates of the business courses (cumulative since Phase 1) reached 5,986 and 4,515 respectively. The total number of students of the Japanese language courses reached 5,217. Because a two-semester system was introduced in FY2013, the number of students is steadily changing. The total number of participants in mutual-understanding programs reached 215,028 in FY2015.

Table 7. Achievement after the Completion of Phase 2

FY	2014	2015	Total	Total since Phase 1
Business Courses	87	N/A	87	N/A
Students	1,331 <sup>26</sup>	544	1,875	5,986
Graduates	435	401	836	4,515
Business Seminars	9	7	16	117
Participants	1,248	623	1,871	13,217
Japanese Language Courses	47	48	95	188
Participants	1,021	1,150	2,171	5,217
Japanese language Seminars	11	13	24	54
Participants	1,097	1,055	2,152	5,776
Mutual-Understanding Activities	86	76	162	816
Participants	34,210	36,242	70,452	215,028

Source: The number of courses and the numbers of students and participants are from CJCC Annual Report. CJCC also provided the number of graduates.

3.2.2.3 Other Impacts

Related to the business courses, the Cambodia Japan Business and Investment (hereinafter, CJBI) was inaugurated in April 2016 as a platform for networking among private companies in Japan and Cambodia. In Phase 3, JICA is supporting the inauguration of CJBI, and CJCC is the secretariat. Utilizing CJCC's network in Cambodian business society developed so far, CJBI implemented exchange activities with the Kansai Association of Corporate Executives and Cambodian local companies in February 2016.

In Phase 2, the selected students in business courses participated in a training in Japan. This opportunity was highly appreciated because participants could directly learn to practice Japanese-style business management. In response to the usefulness of the training, CJCC is

<sup>26</sup> In FY2014, the number of students was larger than in other years because there was large, tailor-made course for an individual company.

operating its own training program in Japan for Cambodian business owners and practitioners with JICA support in Phase 3. More active involvement of the Cambodian counterpart is being seen. This is a positive impact of the progress in the Phase 1 and Phase 2 activities.

Regarding the impact on skills improvement and effect on students' current businesses, 77.6% of respondents in a beneficiary survey answered that the business courses improved their skills in management, planning, marketing, and so on. In addition, 30.6% of respondents answered that business courses influenced the improvement of business operations in their companies in terms of quality management, human-resource management, and so on.

One student in the Entrepreneurship Course owns a business that imports medical and baby goods based on a vision of contributing to health promotion in Cambodia since 2006. He originally did not have sufficient business knowledge, and his business was small. However, his business has grown drastically since his graduation from the course in 2007. Another student of the Entrepreneurship Course in 2007 started up a hotel business in 2008. His business is considered socially responsible as he hires street children to train to work in the hotel. His business has rapidly expanded, and he now owns seven hotels and has 300 employees as of this ex-post evaluation.

The purpose of Phase 2, namely "to be the center of human-resource development and information exchange for promoting private-sector development," was largely achieved. Although some of the indicators of overall goals have not yet been achieved (or it is impossible to see the degree of achievement), continuity of the effects of the project purposes of Phase 2 has been perceived by this ex-post evaluation, and there are many other positive impacts.

Based on the comprehensive set of factors, effectiveness and impact of the project are high.

### 3.3 Efficiency (Rating: ②)

#### 3.3.1 Inputs

Table 8. Inputs

Inputs	Plan	Actual
Phase 1		
(1) Experts	Long-term experts: 5 (1 for chief advisor, 1 for coordinator, 1 for business courses, 1 for Japanese language courses, and 1 for mutual-understanding program) Short-term experts: some (Necessary number for lecturers of business courses, etc. Necessary number for third country experts)	Long-term experts: Total 7 (Chief advisor, coordinator, Japanese language courses, and mutual-understanding programs) Short-term experts: 46 short-term experts for business courses for a total of 158 times. 5 short-term experts for publicity and other fields for a total of 11 times.
(2) Trainees received	Country training was planned for C/P, local staff, lecturers, students of some courses * No specific number indicated	Training in Japan: 8 people

(3) Equipment	Furniture for seminar room, equipment, books for library, PC and office materials, audiovisual equipment, etc.	Copy machine, vehicle, hardware like PC and related software, books, DVDs, and CDs
(4) Others	Support for local expenses for the project (local operating expenses)	Salaries for about 40 local staff members employed by CJCC was covered by local expenses.
Japanese Side Total Project Cost	700 million yen	1,180 million yen
Cambodian Side Inputs	Counterpart: Director, manager for business courses, manager for Japanese language courses, manager for mutual-understanding program, office staff, etc. Land and Facilities: Facility for the project before the completion of the CJCC building, land for the CJCC building constructed by Japan's ODA grant	Counterpart: Originally 5 RUPP staff members, including the director, were exclusively located in CJCC. Land and Facilities: the CJCC building was completed in November 2005 by Japan's ODA grant (Land was prepared at RUPP by Cambodian side). From 2004 to November 2005, the Cambodian side provided necessary rooms and facilities at RUPP.
Cambodian Side Operational Expenses	Expenses of running the CJCC operation	Basic salary of counterparts and utilities were covered by the Cambodian side.
Phase 2		
(1) Experts	Long-term experts: 4 (Chief advisor, coordinator, Japanese language courses, mutual-understanding program/publicity) Short-term experts: No specific number indicated (operation and lectures for business courses)	Long-term experts: 4 (chief advisor, coordinator, Japanese language courses, senior advisor/program coordination) Short-term expert: Total 104
(2) Trainees received	C/P training was planned for director, management staff, and staff * No specific number indicated	Training in Japan: Total 36 people
(3) Equipment	Not listed	33 items including audiovisual equipment
(4) Others	Local operation cost * No specific number indicated	Local operation cost: In total about 127 million yen
Japanese Side Total Project Cost	949 million yen	631 million yen
Cambodian Side Inputs	Counterparts: 5 (CJCC director, manager for general affairs, manager for business courses, manager for Japanese language courses, manager for mutual-understanding program) Land and Facilities: CJCC	Counterparts: 3 managers of CJCC (Government officials) Land and Facilities: CJCC
Cambodian Side Operational Expenses	Running expenses of CJCC operation and maintenance (especially for utilities)	Utilities were covered by RUPP. Total payment was about 21 million yen from FY2009 to FY2013.

### 3.3.1.1 Elements of Inputs

The total project cost to the Japanese side in Phase 1 greatly exceeded the planned cost, while the calculation of the integrated estimation as of ex-ante evaluation is not available. Most of the project cost was for dispatching experts (long-term experts and short-term experts (business course lecturers, expert on publicity, etc.)), and there was no major difference from the plan in dispatches of long-term experts; hence, dispatches of short-term experts may have been the reason for the difference between planned and actual project cost. This may be associated with the expansion of business courses and the increase of dispatch of lecturers in business courses after the establishment of CJCC in response to local needs.

The local cost covered by RUPP for basic salaries of counterparts and CJCC utilities was disbursed as planned.

### 3.3.1.2 Project Cost

In Phase 1, the actual project cost was 1,180 million yen, which greatly exceeded the planned cost estimated at 700 million yen (169%). In Phase 2, the actual project cost was 631 million yen, within the planned cost estimated at 949 million yen (66%). To sum up, actual project cost of the two phases was 1,811 million yen and exceeded the planned cost, estimated at 1,649 million yen (110%).

### 3.3.1.3 Period of Cooperation

The project period was from April 2004 to March 2009 (5 years) in Phase 1 and from April 2009 to March 2014 (5 years) in Phase 2 as planned.

Although the project period was as planned for both phases, the project cost exceeded the plan in total of Phase 1 and Phase 2. Therefore, efficiency of the project is fair.

## 3.4 Sustainability (Rating: ②)

### 3.4.1 Related Policy and Institutional Aspects for the Sustainability of Project Effects

The revised “National Strategic Development Plan (NSDP)” (2014-2019) formulated in July 2014 continues focusing on private-sector development and human-resource development.

Government order No. 123 (Sub Decree on Establishment of Cambodia-Japan Cooperation Center, October 2005), which is the legal grounds of CJCC, states that CJCC is an organization under RUPP (Article 1), CJCC holds an account for its own budget management (Article 3), CJCC is managed by Cambodian director and deputy directors (Article 4), and so on. This government order clearly identifies the position of CJCC in Cambodia and strengthens the sustainability of CJCC. The principle that CJCC is one of the centers in RUPP has not changed since its establishment, and CJCC’s institutional position is sustained.

As stated above, political and institutional sustainability is high.

#### 3.4.2 Organizational Aspects of the Implementing Agency for the Sustainability of Project Effects

CJCC places importance on the principle that counterparts take the initiative on management, and Japanese experts (JICA experts (Chief advisor and coordinator) and Japan Foundation experts (Japanese language education expert and coordinator) provide support. As of this ex-post evaluation, the roles of counterparts and Japanese experts are clearly identified and the communication in the organization is also good.

In Cambodia, counterplanning for employee turnover is a challenge in general. CJCC positively recognizes staff's turnover accompanied with his/her career development. For example, there was a case of a young CJCC staff member who was headhunted by a Japanese company and is now serving in a managerial position. According to the interview during the field survey, smooth operation of CJCC is sustained by the operation manual and constant capacity building of the staff through OJT even in the situation where the staff turnover is difficult to avoid. CJCC has enough staff members for its operation as of this ex-post evaluation.

The challenge in an organizational aspect is that the sustainable image CJCC wants to achieve has not been clarified among the two countries, such as the long-term direction of Japan's cooperation including the strategy for the future, areas of responsibility, and shared obligations of the Cambodian and Japanese sides, as well as the perspective on income management—in other words, how to maintain CJCC's own income for future activities. Japanese cooperation plays a big role for CJCC's operation, and Japan also utilizes CJCC as a base of economic and cultural exchange in Cambodia. Hence, it is necessary to share a common understanding of the future image of CJCC in both countries in order to strengthen organizational sustainability.

As stated above, organizational sustainability is fair.

#### 3.4.3 Technical Aspects of the Implementing Agency for the Sustainability of Project Effects

##### (1) Operation and Management of CJCC

The Annual Strategic Plan and Annual Report are prepared by counterparts and local staff. The mindset that CJCC is operated and managed by the initiative of counterparts supported by Japanese experts is deeply rooted in CJCC. At the beginning of Phase 1, counterparts and local staff were not involved in finance management. As of this ex-post evaluation, CJCC's income and expenses are managed by counterparts and local staff.

Japanese long-term experts in Phase 3 mentioned in the interview that they recognize as a challenge that CJCC's Annual Strategic Plan is just the integration of each activity and is not formulated as "strategy," so they will work on the capacity building of CJCC for the formulation of medium- and long-term strategy, plan of actions based on the strategy, and establishment of a

system for monitoring the implementation.

## (2) Business Courses

The share of Cambodian local lecturers in business courses is increasing. In FY2015, Entrepreneurship Course was completely localized and there was only one Japanese lecturer (in charge of new product development, production launching, etc.) even in other courses. Local lecturers delivered 368 hours of classes and reached 94% of the total hours of business courses except seminars, up from 43% in FY2013. Therefore, the localization proceeded drastically in the last three years. Lectures on Japanese business manner and Japanese-style business management are also provided by local lecturers with the support of Japanese experts. The local lecturers are mainly actual businesspeople, including many CJCC graduates. While Japanese lecturers who also worked on course planning and operation were dispatched by JICA in FY2014 until March 2015, Japanese lecturers have been dispatched only for individual courses since April 2015, and the number of dispatches has been significantly reduced.

In recent years, the total number of students in business courses has been around 500 in a year. The courses that are repeatedly provided or that deal with contents implemented by other institutes have difficulty attracting students. An increasing number of companies are also conducting in-house training. It is not easy to respond to local needs in such a changing environment, and increasing demand is recognized for more specific and special contents such as logistics and SME finance. Since Japan has an advantage especially in content related to the manufacturing industry, such as 5S<sup>27</sup>, Kaizen<sup>28</sup>, and productivity improvement, the courses that can express Japan's advantage and characteristics are thought to be important. CJCC is trying to concentrate more on such courses.

The main focus of business courses is educating entrepreneurs in Cambodia. However, in the interview with Japanese companies, it was found that there are also needs for talented human resources working in Japanese companies as middle management staff. The courses or services in response to such needs are worth consideration. It is a challenge for strengthening technical sustainability to respond to the changing environment and various local needs. Further capacity building to deepen the business knowledge of staff and enhance marketing toward potential customers is necessary for CJCC.

## (3) Japanese Language Courses

It is thought in CJCC that Japanese language teachers from Japan are necessary for sustaining

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<sup>27</sup> 5S is a method for improving rationality and efficiency by practicing sorting, setting in order, standardizing, shining and sustaining the discipline.

<sup>28</sup> Kaizen is a series of activities for reviewing work at production sites. Workers at the sites actively discuss measures for improvement and address the issues to improve productivity and secure safety. The concept applies not only to the manufacturing industry but also to the service industry.

the quality of courses. In Phase 3, one Japanese language education expert and one coordinator are being dispatched from the Japan Foundation, and other Japanese language teachers are being locally recruited. Among locally recruited Japanese language teachers, 3 are from Japan and 14 (5 full-timers and 9 part-timers) are Cambodians. The share of class hours taught by local teachers, including locally recruited teachers from Japan (class hours by Japanese language teachers except Japan Foundation experts), was 97% as of FY2015.

Counterparts lead the operation and management of Japanese language courses with the support of Japan Foundation experts. They try to identify local needs and improve courses by distributing questionnaire surveys and holding staff meetings and study meetings. In recent years, the number of students in Japanese language courses per year has been around 1,000, which is the number necessary to fill up the classrooms. The number of students is steadily changing as the presence of Japanese companies and popularity of Japanese culture increase. The result of the beneficiary survey shows that many students in Japanese language courses have a strong interest in Japan and Japanese language and wish to study in Japan or get a position in a Japanese company.

The level of Cambodian Japanese language teachers is mainly N3<sup>29</sup> level of JLPT. According to Japan Foundation experts, the N3 level is not entirely sufficient for providing lectures. Although there seems to be no specific problem in the courses at the moment, further capacity building of Cambodian teachers is a challenge with regard to advancement of the level of students and diversifying local needs in the future.

#### (4) Mutual-Understanding Programs

A variety of events, such as festivals, student exchange events, and cultural events like Ikebana and tea ceremonies are implemented by the initiative of local staff. According to the result of the beneficiary survey, the degree of satisfaction with these events is high, and many respondents answered that their impression toward Japan positively changed after the participation in the events. While there is no specific technical problem in mutual-understanding programs, a counterpart in Japanese language courses and mutual-understanding programs mentioned in the interview that he wishes to expand the mutual-understanding programs but that he still needs knowledge and cooperation from Japan.

In summary, local human resources are well utilized, and the initiative of the Cambodian side for operation and management is being maintained.

On the other hand, in terms of operation and management, capacity building on strategy

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<sup>29</sup> The levels are divided from N1 (high) to N5 (low) on the scale of 1 to 5. N3 is the level “able to partially understand Japanese in daily situation”

formulation, planning, and monitoring implementation is still thought to be necessary. In business courses, the number of students is a little stagnating in recent years. There is a need for more special courses, and services contributing to the supply of talented human resources for Japanese companies are also needed. It is necessary to work on further capacity building for responding to diverse local needs and enhancing information activity. In Japanese language courses, further capacity building of Cambodian Japanese language teachers is important for sustaining and improving the quality of courses.

As stated above, technical sustainability is fair.

#### 3.4.4 Financial Aspects of the Implementing Agency for the Sustainability of Project Effects

Overall CJCC's income is composed of the center's own income, RUPP contribution, JICA local operation cost, and other sources.

The share of expenses from the center's own income in relation to all expenses (operational cost) is increasing year by year and reached 61.8%<sup>30</sup> as of FY2015. Since FY2013, the amount of JICA local operation cost has been decreasing. While most of the JICA local operation cost is used for staff salaries, the coverage by CJCC's own income is increasing every year. RUPP as the implementing agency covers utilities and the basic salaries of counterparts.

Table 9. Actual of Income and Expense of CJCC (FY2011 – FY2015)

(Thousand yen)<sup>31</sup>

	FY	2011	2012	2013	2014	2015
Income	CJCC's own income	16,022	26,266	43,498	62,325	60,057
	(Business courses)	3,896	3,087	5,439	14,294	8,144
	(Japanese courses)	1,929	4,214	9,394	12,777	22,657
	(Mutual-understanding programs)	10,197	18,965	5,826	4,721	3,588
	(Facility rental, etc.)			20,730	28,005	25,499
	Interest			2,108	2,529	168
	RUPP contribution	3,708	4,528	5,523	7,395	10,555
	JICA local operation cost	21,315	24,108	33,277	20,423	17,985
	Others	0	0	0	12,566	11,094
	Total	41,045	54,902	82,298	102,709	99,691
Expense	(Business courses)	1,533	1,145	3,554	9,128	11,178
	(Japanese language courses)	202	833	434	3,324	2,119
	(Mutual-understanding programs)	1,080	1,261	2,093	4,538	4,810
	(Other management cost)	33,924	48,711	72,585	84,827	85,715
	Total	36,739	51,949	78,666	101,817	103,822
Expense from CJCC's own income	11,716	23,314	39,865	61,433	64,188	
Balance		4,306	2,952	3,633	892	-4,131

Source: Documents provided by JICA

<sup>30</sup> Expenses from CJCC's income: 64,188 thousand yen, local expenses: 103,822 thousand yen

<sup>31</sup> Above figures are rounded down to the nearest thousand, and some figures do not add up.



From FY2013 to FY2014, income from business courses expressly increased because of a contract for a big, tailor-made course. From FY2014 to FY2015, income from Japanese language courses increased. Income from facility rental, cafe, and catering services is steadily changing due to the effort to diversify income sources since the latter part of Phase 2.

JICA covers the costs other than local operation costs stated in Table 9 for dispatch of experts, training in Japan, equipment, and so on. According to the documents provided by JICA, the cost for dispatch of experts decreased to 20% of the average from FY2012 to FY2014 (30 million yen) in parallel with the reduction in the number of experts. It was affected by the fact that only one expert was dispatched in FY2015 because the form of expert dispatch from Japan was changed from a comprehensive contract including course design to a contract only for lectures in individual courses due to the decrease in the number of students.

The result of the effort toward diversification of income sources is seen in CJCC's own income, which is steadily increasing. The coverage of operation cost by CJCC's income and CJCC's share of responsibility is increasing. Input by JICA, including dispatch of experts, is decreasing.

As stated above, since the financial sustainability of the project has improved, financial sustainability is high.

Some minor problems have been observed in terms of the organizational and technical aspects of CJCC. Therefore, sustainability of the project effect is fair.

## **4. Conclusions, Lessons Learned and Recommendations**

### **4.1 Conclusion**

This project was implemented to contribute to Cambodia's transition into a market economy, human-resource development for the private sector, and information exchange and mutual understanding between Japan and Cambodia through establishment of an operation and management system of the Cambodia-Japan Cooperation Center, and implementation and strengthening of business courses, Japanese language courses, and mutual-understanding programs.

This project was consistent with Cambodia's development plan, which focused on private-sector development, employment creation, capacity building, and human-resource development, as well as with Cambodia's development needs during the marketization process and deepening its economic and cultural relationship with Japan. The project was also consistent with Japan's ODA policy at the time of ex-ante evaluation; this policy recognized sustainable economic growth and poverty reduction as top-priority issues in Cambodia and focused on improving business climate for economic promotion and educational enhancement. Therefore, its relevance is high.

In the two phases, the total number of participants for the business courses, Japanese language courses, and mutual-understanding programs was about 4,000, 3,000, and 144,000, respectively. The project's purpose—CJCC becoming a center of human-resource development and information exchange for private-sector development—was achieved. After the completion of Phase 2, the three programs continued, and the cumulative number of participants for each of the business courses, Japanese language courses, mutual-understanding programs was about 6,000, 5,000 and 215,000 respectively by the end of FY2015. In addition, there have been many positive impacts of the project, such as business networking among an economic group of Japanese and Cambodian business owners, new businesses created by the graduates of business courses, and the promotion of Japanese language education through Japanese seminars. Therefore, its effectiveness and impact are high.

Although the project period was as planned for both phases, the project cost exceeded the planned amount for the total of the two phases. Therefore, efficiency of the project is fair.

CJCC is positioned clearly by a government ordinance. It works on strengthening and diversifying its income sources. On the other hand, it seems necessary to clarify the direction of Japanese cooperation for CJCC including future strategies and share the future vision of self-sustained CJCC, and further strengthen the organization towards these objectives. It also seems necessary to further develop CJCC's capacity for maintaining and improving its business courses, Japanese language courses and achieving its strategic operation and management. Therefore, the sustainability of the project effects is fair.

In light of the above, this project is evaluated to be satisfactory.

## 4.2 Recommendations

### 4.2.1 Recommendations to the Implementing Agency

#### (1) Formulate Medium- and Long-term Strategy and Specific Plans and Strengthen Monitoring

In the operation and management of the organization, it is important to formulate a medium- and long-term strategy, break it down into specific plans, and monitor whether the plan is properly implemented. The Japanese experts dispatched in Phase 3 recognize that it is a challenge to develop the capacity of CJCC on strategy formulation, planning, and monitoring. The counterparts currently formulate strategic plan and annual report every year. It is recommended to work out a necessary strategy for CJCC from the medium- and long-term perspectives and identify the position of each activity in the strategy by utilizing these documents for planning and operation of the organization.

#### (2) Realize Effective and Efficient Operations

CJCC receives tuition fees from students in the business courses and Japanese language courses. However, there is an upper limit to expanding such income bases because of the

capacity of the facility. Japanese language courses have already reached near full capacity in terms of its intake at the time of the ex-post evaluation. Other income sources, such as service fees for visitor services like facility rentals, café services, and consulting for companies, will be important, as well as courses implemented outside CJCC, such as in client companies. It is recommended to review CJCC's hard and soft assets, analyze room for more efficiency, and identify the feasibility of new programs and activities utilizing existent knowledge and networking to achieve more effective and efficient operations.

### (3) Enhancing Information Activity in consideration of Collaboration with Japanese Companies

Japanese companies expect CJCC to train middle management. In this regard, it is recommended to train young, middle-management-level people in addition to entrepreneurs and business owners and to publicize such activity of CJCC among the Cambodian business society, including Japanese companies hereafter. It is important to consider how to establish a human-resource network with Japanese companies in accordance with CJCC's mission, not merely for worker mediation. It seems to be worthwhile to utilize CJBI, established in April 2016, as the platform for exchange among Japanese and Cambodian companies. Activities to facilitate human-resource matching by making use of connections with Japanese companies, such as internship opportunities for capable people in Japanese companies, might be useful.

#### 4.2.2 Recommendations to JICA

The role of Japanese experts is still thought to be important for realizing the recommendations stated above. Therefore, it is recommended that Japanese experts follow up them with counterparts and continue to work for strengthening the operations, management, and information activities of CJCC.

#### 4.3 Lessons Learned

##### Attention toward the stabilization of Japan Center in terms of Institution and Employment

The internal system and communication of CJCC is stabilized, and this has led to a high degree of achievement of the project purpose and many positive impacts. This is because the Japanese experts respect the CJCC staff and keep supporting them. It is also because CJCC makes an effort to improve its staff's salary and does not recognize staff turnover as negative, considering the general steps of career development prevalent in Cambodia. CJCC has tried to strength the institutional capacity for smooth operation by capacity building of staff through attentive duty transfer and OJT.

In the Japan Center project, it is important to pay attention to the above points and appropriately review internal communication and staff management to avoid problems such as substantial turnover that could disrupt the operation of the organization.