
A Study on Training and Development in the Ministry of Agriculture, Forestry and Fisheries (MAFF), Cambodia (with special reference to agricultural productivity improvement project (APIP))

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Abstract Human Resource plays an important role for organizational development and change in Cambodia. In fact, the trained staff and managers under APIP project of MAFF were done as the sources of forces for development in the departments in MAFF and the provincial departments. Therefore, the study on Training and Development was done which special reference to Agricultural Productivity Improvement Project, in the Ministry of Agriculture, Forestry and Fisheries (MAFF). The results of survey indicated that large outputs of APIP staff training were achieved. More than 93 percent of respondents from many kinds of educational background (High School, Two Years Technical Training, Bachelor, Master and PhD degrees) participated in the Training Courses. The types of training included technical trainings, which were required by project and MAFF. Moreover, age-group-wise distribution of respondents showed that age of respondents lower than 35 years old and between 35 to 45 years old actively participated in the project. However, the trained staff participated in APIP faced the following problems such as: (1) the training activities were still not in balance between males and females, the motivation policies of government were also still limited due to shortage of budget for support and maintaining the sustainable training, and (2) problems related to HRD/TD in APIP of MAFF were serious challenges that the Ministry had been facing and it had still encountered with other projects in MAFF or in other Ministries of Cambodia. Furthermore, as training and development in human resource was one of the key factor developments among other main factors of Cambodian government's Policy, therefore, the government should consider and gather all information relating to this issue for resolving with creditors and donors to find a process method quickly for project implementation in MAFF or in Cambodia.

Keywords: Training, Development in MAFF, Reference to APIP

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Introduction

After the collapse of Pol Pot regime occurred and the end of the long term civil war; the Government of Cambodia has been facing many problems such as poverty, lack of food security, and lack of human resources. About eighty five percent of Cambodians are farmers. In 1990, 75 percent of the poorest people are living in rural areas. Most of them are not skilled but have agricultural knowledge. Their daily living is dependant on cultivating, fishing and the feeding animals. Due to the intervention of the United Nations, the Paris Peace Agreement on October 23, 1991, and the stabilization of the political climate; which resulted from the parliamentary election that was aided by the auspices of the United Nations Transitional Authority in Cambodia (UNTAC) in 1993; the Royal Government of Cambodia was successfully created. To reduce poverty, most of international non-governmental organizations (NGOs), international organizations (IOs), Asian Development Bank (ADB) and Food and Agriculture Organization (FAO) of the United Nations and other development agencies have cooperated to bring this above. In fact, in November 1993, one large project was supported by World Bank (WB) to the Ministry of Agriculture, Forestry and Fisheries; it was called the World Bank's Emergency Rehabilitation Project. Before the project was submitted for processing; it was reviewed several times by the World Bank's group missions; (it was called the mid-term review group). Therefore, on October 1994, the World Bank's Review mission group provided the comments that some departments of the Ministry of Agriculture, Forestry and Fisheries (MAFF) did not have enough activities for a rehabilitation project. The project needed to reallocate funds to invest in the power sectors and for general imports. By the end of year (1994), the rehabilitation project was changed to the Agricultural Productivity Improvement Project (APIP). The challenge and purpose of the project was "to rebuild the Government's capacity to plan, formulate and execute agricultural and rural development programs" (World Bank, 1997). The way of doing this would be through a series of activities in the departments of the Ministry of Agriculture, Forestry and Fisheries (MAFF), where each Director of Department tackled the problems confronting their own departments, themselves and their customers. The planned term of the project was five years; but in actual implementation, the project was extended for two years more.

The project was launched first in mid-1997 but civil war followed soon thereafter. It was re-launched in June 1998 after Technical Assistance (TA) bids had been called in April 1998.

The aim of the project was to assist and improve the quantity and quality of the technical, human, and physical resources. For achieving objectives, and

facilitating smooth project implementation in cooperation with the leaders of each department, a Project Steering Committee (PSC) was created. The PSC consisted of: the Minister of the Ministry of Agriculture, Forestry and Fisheries (MAFF) is the chairman; Secretary of State of MAFF, Project-Vice Chairman, and directors of departments who were members of the Project Steering Committee (PSC).

The project comprises of nine components that address the priorities of the departments of MAFF. These components are named in the Credit and Loan Agreements as: (1) Project Management Unit (PMU) with MAFF, (2) Human Resource Development and Management Component (HRDM)/TM which was implemented by the Department of Personnel (DOP), (3) Agricultural Planning and Statistics Component which was implemented by the Department of Planning, Statistics and International Cooperation (DPSIC), (4) Agricultural Education Component which was implemented under the direct responsibility of the Secretary of State in charge of Agricultural Education (AET), (5) Animal Health and Production Component which was implemented by the Department of Animal Health and Production (DAHP), (6) Agronomy Agriculture Land Improvement Component which was implemented by the Department of Agronomy Agriculture Land Improvement (DAALI), (7) Fisheries Component which was implemented by the Department of Fisheries (DOF), (8) Smallholder Rubber Research Component which was implemented by the General Department of Rubber Plantations (GDRP), and (9) Agricultural Hydraulics Component which was implemented by the Ministry of Water Resources and Meteorology (MOWRAM).

All goals, objectives and the activities of the departments in the Agricultural Productivities Improvement Project (APIP) of the Ministry of Agriculture, Forestry and Fisheries are outlined in a World Bank's document called, the Staff Appraisal Report (SAR). For improving the competencies of staff of Agricultural Productivities Improvement Project and MAFF, the majority of the departmental staff was selected for job training with the planned program of the project. During, APIP project was finished on June 30, 2006, all trained staff were sent back to their departments in MAFF. After, two or three years of the project finished, the monitor of project or researcher could measure a good training and development, and to evaluate the impact of human resource in MAFF.

Statement of the problem-Training and development play the important role in the effectiveness and efficiency of organization of MAFF. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train and develop their staff. Most organizations are cognizant of this requirement and invest

effort and other resources in training and development. Such investment can take the form of employing specialist training and development staff and paying salaries to staff undergoing training and development. Investment in training and development entails obtaining and maintaining space and equipment. It also means that operational personnel, employed in the organization's main business functions, such as production, maintenance, sales, marketing and management support, must also direct their attention and effort from time to time towards supporting training development and delivery. Moreover, the training and development can provide many advantages such as: increasing based knowledge, skills, and responsibilities of work performance to managers and staff. For example, for long time period, after Cambodia finished the civil war from 1975 to 1991, the new Royal Government of Cambodia determined that training and development was to be the first priority for developing Cambodia.

At present, training and development in the agricultural sectors are considered as the crucial problems. Many staffs who have worked in central and the provincial staff of MAFF do not have enough knowledge and skills for their performance and also transfer to the rural farmers in agriculture context yet. All staffs need to improve their capacity. Otherwise, the technical staffs sent by Royal Government to work in the provinces were not well motivated, since their salaries were low. By closely linking the provincial staff and central staff, many of these problems have been made easier to deal with; as good work performance, motivation, and working environment for the Ministry of Agriculture and other ministries. In fact, these problems above are under reform by the Royal Government of Cambodia (RGC).

In the Agricultural Productivity Improvement Project (APIP), staff and managers require training and development because they needed good performance in their daily work such computer using, report writing, English language and management. Moreover, for strengthening capacity of the staff and managers of MAFF, the Staff Appraisal Report was planned 1000 trainees (includes central and field levels) to be trained (in World Bank 's document, it was called Staff Appraisal Report (SAR)) for five years project. For this training over five year's period, the World Bank (WB) funded about five percent of total base cost. Moreover, to accelerate the implementation of the training program, World Bank agreed to delegate the responsibility for procuring the technical training to the departments of APIP/ MAFF with assistance from Project Management Unit (PMU) and HRD component. Furthermore, for the timely improvement of agricultural productivities to Cambodians, the APIP had tried to develop the capacity building for agriculture staff at the central and provincial levels through providing several types of

trainings. MAFF training activities were cooperated with National Coordinators of all departments of Agricultural Productivity Improvement Project (APIP) in MAFF. Activities focus on basic and advance computer, English training, management, and other. The level of effectiveness on these training and development were not identified yet. In this context, the present study focused on training and development of Human Resource Development and Management (HRDM) component in APIP of MAFF.

Significance of the Study: The study would help MAFF to understand the existing situation of HRD activities, impact of APIP on the staff of MAFF and Training and Development in the Ministry, which would assist in taking decisions to develop the human resource in MAFF. Moreover, this study would provide awareness on the training activities under APIP, constraints, and problem solution of project as the lessons learned for the staffs who are working in the similar projects. Further, researchers and students having interest in this field would be immensely benefited.

Scope and limitation of the study:-Due to the limitation of time and money, the study focuses on the HRD/ HR management component. It has played the main role to train staff in MAFF and among all components of MAFF. The selection focuses on the main technical components or the core components in APIP. The study uses both qualitative and quantitative data with more emphasis on qualitative data, which are collected through well-prepared questionnaires from the selected respondents. In this study, because of shortage in time and resource, data were collected only from 90 staff among 342 APIP staff trained by the project training program in MAFF. The study was only confined to the Training and Development of MAFF but further studies can be done by the researchers on the other management aspects of MAFF in the future. The period of the study was limited from 1998 to 2006. However, keeping the effort, time, data availability and other constraints in mind, the study was the modest attempt in its desired direction.

Materials and methods

In the study, the hypotheses were designed as H01: There is no significant relationship between the types of English training and their efficacies, H02: There is no significant relationship between the types of Computer training and their efficacies, H03: There is no significant relationship between the types of Management training and their efficacies, H04: There is no significant relationship between the types of English training taken and adequacy in the number of days of training, H05: There is no significant relationship between the types of Computer training taken and adequacy in the number of days of training, H06: There is no significant relationship between

the types of Management training taken and adequacy in the number of days of training, H07: There is no significant relationship between the types of English training taken and the adequacies of incentives, H08: There is no significant relationship between the types of Computer training taken and the adequacies of incentives, H09: There is no significant relationship between the types of

Management training was taken the adequacies of incentives. To achieve the research objectives, two types of data, i.e, primary data and secondary data were used. Both descriptive and quantitative approaches were used to analyze the data. Secondary data were collected from documents of Ministry of Agriculture Forestry and Fisheries (MAFF), such as documents relating to Training and Development, human development, work plan of departments of MAFF, annual progress report of Agricultural Productivity Improvement Project (APIP), completed report of APIP, official documents of MAFF, and Internet. The primary data were collected by using questionnaire for the research on Training and Development in MAFF, especially it focused on the trained staff of APIP in MAFF and among all components of MAFF. The selected respondents were introduced as the main technical components or the core components in APIP of MAFF. In this study, Data were collected only from 90 staffs, among 342 APIP staffs which were trained by the project training program in MAFF. The study was only confined to the Training and Development of APIP - MAFF but further studies could be done by the researchers on the other management aspects of MAFF in the future.

Results

First, analysis of the literatures reviews showed that the effectiveness of the Training and Development in developing country and developed country were considered to implement through both theories and practices. Currently, the economic growth of developing countries needed both good technology management and the appropriate Training and Development. Secondly, the study has dealt with the details of the research methodology including types and sources of data, sample size and sampling, procedures of collecting data, statistical tools and coverage of the study. Thirdly, this study addressed on HR practice and development in APIP - MAFF. Research was conducted and using a study approach to investigate impact of HR of APIP staff in MAFF. Tools were used including filling up the questionnaires from the trained staff of APIP/MAFF and participating in the discussions on the research work.

This study was prepared and compiled during period of research study from 2006 to 2011 about the Training and Development which was focusing on different training program and impact of APIP staff training in MAFF. The purpose of this research study was also addressed on key objectives such as:

introduction, literature review, organization structure and operation of MAFF, present HRM practices in MAFF, training under APIP of MAFF, data presentation and analysis, and making conclusion and recommendation.

Fourthly, hypotheses in the study was tested and after testing, it is found that the hypotheses Ho1, Ho2, Ho3, Ho4, Ho5, Ho7, Ho8, and Ho9 were not rejected, whereas, hypotheses Ho6 was rejected. Fifthly, the results of the survey on APIP staff training of MAFF indicated that the percentage of sex-wise distribution of respondents between male and female participants were 51.1, and 18.9 respectively; the percentage of Age-Group distribution of respondents between 35 to 55 years old showed that the largest percentage distribution of respondents was gap age among 35 to 45 years old, and after that the age was less than 35 years old; the percentage of Marital Status distribution of respondents between single and married were 11.1 and 88.9 respectively; the percentage of educational qualification distribution of respondents showed that among the 90 surveyed respondents, more than 73 percentage of respondents had the qualifications bachelor, master and Ph. D. degrees. The percentage of respondents having bachelor, master, two years technical training, high school, primary and Ph.D. degree qualification were 51.1, 21.1, 13.3, 12.2, 1.1 and 1.1 respectively. There were only three categories of trainings in the APIP project such as English, Computer, and management. In the English trainings, the Basic English level was 4.8 percent, English Intermediate level was 59.8 percent and English Advanced level was 35.7 percent. In the Computer trainings, the Advanced level was 26.4 percent and the Basic level was 73.6 percent. In the Management trainings, Monitoring and Evaluation was 9.1 percent, Human Resource Management was 25 percent, project management was 22.7 percent, and Financial Management was 43.2 percent. For impact of the training, percentage of respondents having the opinions that the trainings on English, Computer, Management and Others effective were 95.2, 98.1, 93.2 and 100.0 respectively. Sixthly, on the basis of finding of the study, the following important recommendations are suggested to improve Training and Development in MAFF of Cambodia: (1) the Government of Cambodia should improve its administrative procedures, create effective corporate governance, and make transparent operations with using appropriate tools of Training and Development, and available budget at the right time should be considered; (2) the high level management in MAFF should consider to improve their education and training system, which is highly required to build the capacity and competencies of staff to contribute the economic development in Cambodia. The education should focus on both professional and language skills with more focus on English language skills, management, and other requirement courses; (3) The strategy of capacity

building of APIP staff of MAFF should be promoted through the national workshop and the website of MAFF for improving effectiveness and efficiency of MAFF staff's performance and other projects. Additionally, it should be reviewed the performance management system, objectives development of staff capacity building, staff training plan in a year work plan including training budget of staff needs on time, training and development method, establishing an implementation schedule, the incentives, monitoring and evaluation of the strategy implementation to build staff capacity.

The overall result showed that Training and Development of MAFF has more effective due to very significant relationship between the types of training programs and their efficacies under APIP staff daily work which has significant positive impact to MAFF as follows:- (1) the three types of English trainings, Chi square test ($X^2=2.856$, d.f =2, Asymp. Sig=0.240) indicates that the association between the types of English training and their efficacies was not significant with 92.0 percent respondents, out of 50 respondents taken Intermediate Level English training expressed that the training was effective; the remaining 8.0 percent respondents, the training was ineffective. Hence, the null hypothesis "H01: There is no significant relationship between the types of English training and their efficacies" was not rejected; (2) Computer trainings, Chi square test ($X^2=2.839a$, d.f =1, Asymp. Sig=0.092) indicates that the association between the types of Computer training and their efficacies was not significant with 92.9 percent respondents out of 14 respondents taken Advance Level Computer expressed that the training was effective; and the remaining 7.1 percent respondents, the training was ineffective. Hence, the null hypothesis "H02: was no significant relationship between the types of Computer training and their efficacies" was not rejected and (3) management trainings, Chi square test ($X^2=3.118$, d.f =3, Asymp. Sig=0.374) indicates that the association between the types of Management training and their efficacies was not significant with 75.0 percent respondents out of 4 respondents taken Monitoring and Evaluation session expressed that the training was effective; and the remaining 25.0 percent respondents, the training was ineffective. When 90.0 percent respondents out of 10 respondents taken Project Management session expressed that the training was effective; and the remaining 10.0 percent respondents, the training was ineffective. While 94.7 percent respondents out of 19 respondents taken Financial Management expressed that the training was effective; and the remaining 5.3 percent respondents, the training was ineffective. Hence, the null hypothesis "H03: There is no significant relationship between the types of Management training and their efficacies" was not rejected, (4) Adequacy of Number of Days of English Trainings, Chi square test ($X^2=2.918a$, d.f =2, Asymp. Sig=0.232) indicates

that the association between the types of English training and these number of days of adequacies was not significant with 6.0 percent respondents out of 50 respondents taken Intermediate Level English expressed that the training was adequate; and 94.0 percent respondents, the training was inadequate. Meanwhile, 16.7 percent respondents out of 30 respondents taken Advance Level English expressed that the training was adequate; and 83.3 percent respondents, the training was inadequate. Hence, the null hypothesis “H04: There is no significant relationship between the types of English training taken and adequacy in the number of days of training” was not rejected, (5) Adequacy of Number of Days of Computer Training, Chi square test ($\chi^2=3.050a$; d.f =1, Asymp. Sig=0.081) indicates that the association between the types of Computer training and these number of days of adequacies was not significant with 57.1 percent respondents out of 14 respondents taken Advance Level Computer expressed that the number of days for the training was adequate; and the remaining 42.9 percent respondents, the number of days for the training was inadequate. Hence, the null hypothesis “H05: There is no significant relationship between the types of Computer training and adequacy in the number of days of training” was not rejected, (6) Adequacy of Number of Days of Management Training, Chi square test ($\chi^2=18.236a$, d.f =3, Asymp. Sig=0.000) indicated that the association between the types of Management training and these number of days of adequacies was significant with 80.0 percent respondents of 10 respondents taken training on Project Management expressed that the number of days for the training was adequate and the remaining 20.0 percent respondents, the number of days for the training was inadequate; and also 72.7 percent respondents of 11 respondents taken training on Human Resource Management expressed that the number of days for the training was adequate and the remaining 27.3 percent respondents, the number of days for the training was inadequate. Hence, the null hypothesis “H06: There is no significant relationship between the types of Management training and adequacy in the number of days of training” was rejected, (7) Adequacy of the amount of incentives received in English training, Chi square test ($\chi^2=2.856a$, d.f =2, Asymp. Sig=0.240) indicates that the association between the types of English training and adequacies of incentives was not significant with 2.0 percent respondents out of 50 respondents taken Intermediate Level English expressed that the training was adequate in incentive; and 98.0 percent respondents, the training was inadequate. Meanwhile, 10.0 percent respondents out of 30 respondents taken Advance Level English expressed that the training was adequate in incentive; and 90.0 percent respondents, the training was inadequate in incentive. Hence, the null hypothesis “H07: There was no significant relationship between the types of English training taken and the

adequacies of incentives” was not rejected, (8) Adequacy of the amount of incentives received in Computer training, Chi square test ($\chi^2=0.366a$, d.f =1, Asymp. Sig=0.545) indicated that the association between the types of Computer training taken and adequacies of incentives was not significant, with 97.4 percent respondents out of 38 respondents taken Basic Level Computer expressed that the training was inadequate of their incentive; and the remaining 2.6 percent respondents, the training was adequate of their incentive. Hence, the null hypothesis “H08: There was no significant relationship between the types of Computer training taken and the adequacies of incentives” was not rejected, (9) Adequacy of the amount of incentives received in Management training, Chi square test ($\chi^2=4.236a$, d.f =3, Asymp. Sig=0.237) indicated that the association between the types of Management training taken and adequacies of incentives was not significant with 84.2% percent respondents out of 19 respondents taken Financial Management expressed that the training was inadequate of their incentive; and the remaining 15.8 percent respondents, the training was adequate of their incentive. Hence, the null hypothesis “H09: There was no significant relationship between the types of Management training taken and the adequacies of incentives” was not rejected.

Therefore, to motivate staff and managers for achieving the project goal, the Government should consider on the gap of training’s need including training plan and other key problems such as: shortage of training budget, delays in implementation of training plan and budget disbursement because of bureaucratic and processors, inefficient corporate governance. Moreover, Government should gather all information related to training issues for reforming and responding to funded donors to prove a quick process method and successes for next projects in MAFF, Cambodia.

In fact, to achieve the research objectives, two types of data, primary data and secondary data were used. Both descriptive and quantitative approaches were used to meet the objectives of the study and test the hypotheses. In descriptive approach, the study was relied on relevant literatures on training and development. In quantitative approach, the study was used necessary tables, graphs and statistical calculations for the analysis of the data. The data for study were both primary and secondary data. The secondary data were collected from various sources such as annual agricultural reports of the Ministry of Agriculture, Forestry and Fisheries, final report of Agricultural Productivity Improvement Project, annual work plans of the department of human resource development, World Bank’s documents, Human Resource Development Strategy of MAFF and other necessary documents of major departments in MAFF, and from Internet. The primary data were collected by using questionnaire for the research on Training and Development in MAFF,

focusing on the trained staff of APIP in MAFF and among all components of MAFF. The selected respondents were in the main technical components or the core components in APIP of MAFF. The collected data was used to find out the way to improve training and development of human resources, and study the impact of APIP on MAFF. The sample size of the study is 90 who were selected from six components out of nine components of APIP in MAFF. The nine components were as follows:- (1) Project Management Unit (PMU), (2) Human Resource Development Component (HRD), (3) Planning and Statistic and International Cooperation Component, (4) Agricultural Education and Training Component, (5) Animal Health and Production Component, (6) Agronomy and Agricultural Land Improvement Component, (7) Fisheries Component, (8) Smallholder Rubber Research Component, and (9) Agricultural Hydraulic Component in Ministry of Water Resource and Meteorology (MOWRAM).

In order to select the respondents (staff) who were taken the training through APIP in MAFF, two-stage sampling is used. In the first stage, from among the nine components, six components, i.e. , (1) Human Resource Development Component, (2) Planning, Statistic and International Cooperation Component, (3) Animal Health and Production Component, (4) Agronomy and Agricultural Land Improvement Component, (5) Fisheries Component, and (6) Smallholder Rubber Research Component are selected purposively, because, these components are the core technical components of MAFF.

From each of the above six selected components, 15 respondents (staff) who training were selected randomly by using systematic random sample method in the second stage. Thus, the total number of respondents surveyed in the study was 90, and the data were processed through the use of SPSS and Excel Programs. The total number of staff taken training under APIP among six selected components and sample number of staff are shown in the Table 1:

Table 1. Component-wise Total Number of Staff taken Training under APIP and Sample Number of Staff.

Sl.No.	Name of the Component	Total Number of Staff (taken Training)	Number of Sample of Staff
1	HRD	19	15
2	DPSC	66	15
3	DAHP	81	15
4	DOA	71	15
5	DOF	23	15
6	SRRC	15	15
Total:		275	90

Source: 1-MAFF/PMU, (2003), Training Allowance for Gov. Staff; and 2-

Own Estimate

For the analysis of data, simple statistical tools like table, graph, average and percentage are used. To test the hypotheses one and two, the study has used Chi- Square (X²) test. The formula to calculate the Chi- Square (X²) value is as follows:

$$X^2 = \sum_{j=1}^n \sum_{i=1}^m \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

Where O_j=Observed frequency in class i.

d.f=(r-1)(c-1) E_j= Expected frequency in class i.
Where d.f= Degree of freedom
r= Number of rows
c= Number of columns

The results of the topic study was described in the findings of each chapter:

The important findings which were as follows:- (1) training and development (TD) can promote resources in the organization and the economic growth in the country or in the MAFF through a variety of channels. It provides the concepts, dimension of training and development, norms of training and development, principle, empirical studies, and other process of developing human competencies through different mechanisms (such as capacity building and training) and time of learning experiences to improve the productivity of the people/staff in order to achieve the organization goal of MAFF effectively and efficiently, (2) training permits employees to perform their present job to standards. It improves human performance on the job the employee is presently doing or is being hired to do. Also, it is given when new technology is introduced into the workplace, (3) development helps people to acquire new horizons, technologies, or viewpoints. It enabled leaders to guide their organizations onto new expectations by being proactive rather than reactive. It enables workers to create better products, faster services, and more competitive organizations. Development programs help people to grow and develop what keeps an organization in the cutting edge of competitive environments. Development can be considered the forefront of what many call the Learning Organization. Development involves changes in an organism that are systematic, organized, and successive and were thought to serve an adaptive function and it was any learning activity, which is directed towards future needs

rather than present needs, and which is concerned more with career growth than immediate performance.

The research findings were also focused as follows:- (1) Training and development (TD) was a long established task, within the Government's Management and HRD Framework. Through this task the Government fulfills its obligations to be a good employer, provides good staff motivation and seeks to secure staff commitment, staff development, and encourages staff to give of their best while serving people from central to provincial levels. The present of HRM activities of MAFF were fully implemented after national election in 1993, (2) training and development (TD) practices of MAFF indicate that tools of Training and development (TD) were implemented in HRD department of MAFF. The tools were: HRD development plan of training, role of personnel and HRD department, staff recruitment, pension and method of payment of salary with grade classification. The processes of these activities were as per training plan and the human resource development policy of Government, sub-degrees, Royal Decrees, strategy, Prakas and the law of co-statute of civil servant officers except training in HRD of MAFF. It still faced challenges such as: shortage of training budget, delays in implementation of training plan because of bureaucratic and administrative procedures and processors. This was due to many factors such as too many positions of Deputy Directors of department and vice chief offices resulting to a huge burden on national budget and lack of responsibility within department.

Training under APIP of MAFF resulted from the research findings were as follows:- (1) training and development (TD) was effective in MAFF, which was seen from the output of the project implementation, especially from large APIP project in MAFF, (2) tools of Training and development (TD) under APIP included the method of training, and the training way to increase knowledge of staff of an organization. Training under Agricultural Productivity Improvement Project provided key methods of training types with support from foreign experts and training by actual job performance. Moreover, all types and methods of training had the main concept of norms, which showed the examples to NGOs, trainers, and other planning trainers of government to know the process of training and how to train staff successfully.

The results of survey indicated that large outputs of APIP staff training were achieved. More than 93 percent of respondents from many kinds of educational background (High School, Two Years Technical Training, Bachelor, Master and PhD degrees) participated in the Training Courses. The types of training included technical trainings, which were required by project and MAFF. Moreover, age-group-wise distribution of respondents showed that age of respondents lower than 35 years old and between 35 to 45 years old

actively participated in the project. However, the trained staff participated in APIP faced the following problems such as: (1) the training activities were still not in balance between males and females, the motivation policies of government were also still limited due to shortage of budget for support and maintaining the sustainable training, and (2) Problems related to HRD/TD in APIP of MAFF were serious challenges that the Ministry had been facing and it had still encountered with other projects in MAFF or in other Ministries of Cambodia. Furthermore, as training and development in human resource was one of the key factor developments among other main factors of Cambodian government's Policy, therefore, the government should consider and gather all information relating to this issue for resolving with creditors and donors to find a process method quickly for project implementation in MAFF or in Cambodia.

Conclusion

The study revealed that training and development brings out the important values of trust, care, teamwork, encouragement and development, which help the Government to meet the principle of being a good employer and thereby motivating staff to give their best. The rectangular strategy of Royal Government of Cambodia states that Human Resource and HRD/TD are the key forces for the development of Cambodians. In fact, MAFF is the priority ministry for increasing rice productions for feeding people and exporting to overseas. All staff of departments of MAFF needed to have the capacity building to develop their own organization. Before APIP was launched in 1997, the training activities and training budget of human resource in MAFF were poorly implemented by the Office of Human Resource Development. HRD planning had not done proper evaluation of staff training activities of an organization such as Training Needs Assessment, Training Gap Analysis and Training Information System. After HRD adviser of APIP arrived in 2001, the principle of HRD/TD development was fully implemented. The structure and operation of MAFF were reformed and followed as per actual situation and requirement of MAFF in twenty first century. The training activities and impact of these in MAFF indicated that large outputs of APIP staff training were achieved. About 93 percent of respondents of different educational backgrounds (High School, Two Years Technical Training, Bachelor, Master and PhD degrees) participated in the Training Courses. The types of training including technical training were required by project and MAFF. Moreover, Respondents of age-group was less than 35 years and between 35 to 45 years actively participated in the project. The effectiveness of different types of training programs had significant relationship with works of the respondents. All the outputs are very much helpful to MAFF at the present and in the future.

Furthermore, the outputs of APIP project were successful; these were also according to tools of Training and Development were well prepared and implemented. It was also found that activities of the training and motivation of staff in MAFF had the problems lack of language communication, delay in administrative procedure, and inefficient corporate governance. But efforts had been made to solve these problems.

Recommendations

The following recommendations are suggested on the basis of the findings of study on Training and Development in MAFF. These recommendations are as follows:-(1) the Government of Cambodia should improve its administrative procedures, create effective corporate governance, and make transparent operations by using appropriate tools of training and development, and available budget at the right time, (2) the high level management in MAFF should consider improving the education and training system, which is highly required to build the capacity and competency of staff to contribute to the economic development of Cambodia. The education should focus on both professional and language skills with more focus on English language skills, management, and other requirement courses, especially the problems of staff and manager training implementation of APIP and other similar project should be reconsidered: (1)the training should have enough budgets and ensure training schedule plan, (2) the training activities should be conducted followings the work plan such as types of training: technical training for technical staff, technical skill in oversea, oversee technical short course, and project management course in oversea, (3) the training supports and technical training should be continually active till complete levels of each staff needed as mentioned in work plan, (4) the approval procedures of training activities from Donor, Chairman and executive projector should be approved on time. However, MAFF should make explicit and transparent policies on oversea and local external training, both long-term/degree and short-term, including criteria for selection of MAFF trainees and seriously consider using the results of the training needs analysis and training gap analysis as the basis for further staff training and development in efficiency. Moreover, MAFF should issue the APIP training management procedures and guideline for implementation in the Personnel and HRD department and other departments and provinces. The strategy of capacity building of APIP staff of MAFF should be promoted through the national workshop and the website of MAFF for improving effectiveness and efficiency of MAFF staff's performance and other projects. It should review the performance management system, training objectives, development of staff capacity building, staff training plan in a year work plan

including training budget of staff needs on time, training and development method, establishing an implementation schedule, the incentives, monitoring and evaluation of the strategy implementation to build staff capacity.

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