

Case Study Questions

1. Assess to what extent Cambodia achieved the MDGs.

The development goals can be found at <http://www.un.org/millenniumgoals/news.shtml> and <https://unstats.un.org/unsd/mdg/default.aspx> is the official site for monitoring the MDGs although this is on a regional and sub-regional basis. The 2015 MDG report can be found at [http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf).

Cambodia's plans for achieving the MDGs can be found at http://www.cdc-crdb.gov.kh/cdc/cmdgs_en.pdf. This is a long and complex document, but does have some useful summary tables.

ASEAN's Statistical Report on Millennium Development Goals 2017 is at: https://asean.org/storage/2012/05/ASEAN_MDG_2017.pdf. This provides figures for each country in ASEAN and to what extent they have reached the target. The Cambodian government has also produced development reports, such as http://www.undp.org/content/dam/undp/library/MDG/english/MDG%20Country%20Reports/Cambodia/CMDG%20Annual%20Report%202013_Final%20Draft.pdf

This question and can be used in a number of ways. It may be a straight commentary on Cambodia's achievement of the goals (see ASEAN doc.) but this could be developed to comment on the goals themselves. Were they; appropriate, useful, fair?

There could also be a link to Chapter 5 looking at the problems of data collection, especially in developing countries.

2. Explain the process of making the SDGs local, and how this might apply to Cambodia.

One of the criticisms of the MDGs was that the whole process had been 'top-down' and although the UN claims to have consulted widely some still consider the SDGs a 'top-down' process.

The SDGs, unlike the MDGs, are universal in that they are meant to apply to all countries equally. All governments are expected to integrate the goals into their own planning. They are also expected to include all stakeholders, including business, in the achievement of these objectives.

Making the SDGs local then is to make what are universal targets relevant to the local context, and to include all stakeholders (government, global and local NGOs, community groups, and business) in the formulation of, and action plans to achieve, actively shared local objectives.

The following references should help further:

https://sustainabledevelopment.un.org/content/documents/commitments/818_11195_commitment_ROADMAP%20LOCALIZING%20SDGS.pdf

<https://blog.usejournal.com/making-the-sustainable-development-goals-work-for-local-communities-everywhere-3f00bd5db31>

<https://opendevelopmentcambodia.net/topics/sustainable-development-goals/>

http://ticambodia.org/library/wp-content/files_mf/1448900988AnalyseSDGsforCambodiaFinal.pdf

<https://www.khmertimeskh.com/50523715/despite-moderate-progress-most-sdg-targets-addressed>

3. Explain the terms ‘cultural relativism’ and ‘ethnocentrism’.

Cultural relativism means accepting that countries and cultures are different and that the values attached to each are equally valid, i.e. no one culture is superior to any other. Contrast this with ethnocentrism which assumes that one’s own country’s values are superior to those of another, i.e. an assumption that what happens in one’s own culture is correct and universally valid.

4. Using Cambodia as an example, discuss the relevance of these terms to international business.

From a business point of view the obvious dilemma is how one should operate in the different countries of the world. Students might take some examples of issues in Cambodia (corruption is the most obvious but others include culture, language, human rights etc. (see Chapter 7) and map out the consequences of on the one hand imposing their own particular set of values and on the other operating on host country values. This may require some prior research.

From this it might be interesting to try and identify a common set of principles and discover the difficulties of establishing a possible code such as the UN Global Compact.

One possible exercise is to put students into groups of four. Two then write a short code of practice for the other two to adopt in a situation such as that in question 6. It produces some interesting results.

5. ‘The cost of corruption falls mainly on the poor’. Using Cambodia as an example, assess the accuracy of this statement.

The effects of corruption are listed on pp. 162–3. Students should be able to find many examples from the case study and references. The following references will also be useful:

<https://knowledgehub.transparency.org/helpdesk/cambodia-overview-of-corruption-and-anti-corruption>

<http://www.worldbank.org/en/topic/governance/brief/anti-corruption>

<https://www.investopedia.com/articles/investing/012215/how-corruption-affects-emerging-economies.asp>

<https://www.business-anti-corruption.com/country-profiles/cambodia/>

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/EASTASIAPACIFICEXT/CAMBODIAEXTN/0,,contentMDK:21053665~pagePK:141137~piPK:141127~theSitePK:293856,00.html>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/406346/corruption-evidence-paper-why-corruption-matters.pdf

See also the video links for this chapter.

6. Global Witness conclude their report by saying that international business should be wary of investing in Cambodia. What are the risks of such an investment?

The risks to business are listed on p. 163. Again students should be able to find many examples from the case study and references supplied, especially the Global Witness report. As well as the references above the following may be useful:

<http://www.doingbusiness.org/content/dam/doingBusiness/country/c/cambodia/KHM.pdf>

<https://www.transparency.org.uk/corruption/corruption-statistics/corruption-the-cost-to-business/>

<https://globalinvestigationsreview.com/insight/the-asia-pacific-investigations-review-2017/1068615/cambodia-anti-corruption>