

**JICA BASIC RESEARCH:
VERIFICATION OF THE OUTCOME
OF
THE PROJECT FOR
HUMAN RESOURCE DEVELOPMENT
SCHOLARSHIP (JDS)**

FINAL REPORT

FEBRUARY 2020

Japan International Cooperation Agency (JICA)

International Development Center of Japan Inc.

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Summary

1. Overview of the Basic Research

The Project for Human Resource Development Scholarship (JDS) is a grant aid project for accepting international students to Japan. It aims to enable capable young government officers from developing countries to improve their abilities at Japanese graduate schools, obtain a degree (master's or doctoral degree), and contribute to addressing development issues as core human resources after returning to their home countries. It also intends to contribute to the strengthening of bilateral partnerships through the building of human networks. The JDS program has accepted a total of 4,302 foreign students from 15 countries from JFY2000 to JFY2018. Currently, the program is operated in 16 countries (Uzbekistan, Laos, Cambodia, Vietnam, Mongolia, Bangladesh, Myanmar, the Philippines, Kyrgyz, Tajikistan, Sri Lanka, Ghana, Nepal, East Timor, Pakistan, and Bhutan) and there is a continued interest to further increase the target countries. Besides JDS, there are other higher education scholarship programs implemented in Japan and other countries that receive foreign students from developing countries. JICA is also promoting to conduct its scholarship programs including JDS more strategically under the JICA Development Studies Program (JICA-DSP). Thus, the circumstances surrounding JDS have been changing.

In 2014-15, JICA conducted “the Basic Research on Factor Analysis of the Outcome of Japanese Grant Aid for Human Resource Development Scholarship (JDS)” and reviewed the achievements of the program during that time and verified their contributing/obstructive factors. In view of the increased number of JDS graduates since that time and the above-mentioned circumstances, in order to verify the quantitative and qualitative effects of the program, JICA conducted “the Basic Research on Verification of the Outcome of the Project for Human Resource Development Scholarship (JDS)” from September 2019 to February 2020.

The target countries of the Basic Research are 13 countries out of the above-mentioned 16 countries, excluding the three countries of East Timor, Pakistan, and Bhutan where returnee graduates were not yet available in JFY2019. The field survey was conducted in five countries: Vietnam, Bangladesh, the Philippines, Kyrgyz, and Ghana. The work process of the Basic Research was divided into three steps: (i) preparatory survey and literature review in Japan, (ii) information gathering (interviews in Japan, field surveys in five countries, and the questionnaire survey to JDS graduates), and (iii) data analysis and report preparation in Japan. During the implementation period, a Basic Research review meeting was held twice with the participation of two experts from within and outside JICA appointed by the JICA Financial Cooperation Implementation Department, as well as other related departments in JICA and the implementing agents. The review meeting confirmed and discussed the direction of the work, the results of the analysis, and the direction of the recommendations.

2. Findings of the Literature Review

The JDS program started to accept students from Uzbekistan and Lao People's Democratic Republic in JFY2000. In JFY2002, the program started to receive students from the countries other than those in transition to a market economy. Since then, the target countries have gradually increased. In JFY2006, Indonesia became the first country to “graduate” from the program, followed by China in JFY2012. In JFY2012, Ghana joined the program as the first non-Asian target country. In JFY2008, a new system for the JDS program was introduced. Under the new system, the program has been implemented based on a four-year basic plan developed for each target country in order to ensure consistency with mid and long-term development strategies and human resource development policies of the target country and the Country Assistance Policy of the Japanese government.

Looking at the actual number of students accepted from the target countries (including Indonesia and China) from JFY2000 to JFY2018, the largest number came from Vietnam (576 persons), followed by Myanmar (509 persons), China (430 persons), Cambodia (418 persons), and Laos (398 persons). By region, Southeast Asia (six countries) accounts for 55% of the total, followed by East Asia (18%), Central Asia (13%), South Asia (13%), and Africa (1%). These figures indicate that the JDS program has focused on countries in South-East Asia, with emphasis especially on ASEAN late-developing countries.

In regard to the ratio of male to female students in the 13 countries covered in the research, the ratio of female students was 40.2%, an increase from the previous basic research result of a 37.6% average in 11 countries, indicating that JDS is increasing its contribution to human resource development of female government officers. The proportion of women is higher than men in Myanmar (67.5%), Mongolia (62.8%), the Philippines (57.9%), and Sri Lanka (51.1%), while it is still low in Tajikistan (11.5%), Uzbekistan (12.7%), Bangladesh (15.6%), and Ghana (17.8%).

The degree completion rates for the 13 target countries are as high as 98.7% overall and range from 95.9% to 100% for each country. Compared to the same rate (up to JFY2012 students accepted) in the previous research, there is little change in the overall figures and for individual countries. Compared to the degree completion rate for all international students studying in master's courses in Japan, 89.5% in JFY2017, the rate for JDS students was high in all the countries targeted in the JDS program.

The rate of the current number of JDS graduates serving as civil servants to the number of JDS graduates, who were civil servants before studying in Japan (up to JFY2016 students accepted), was relatively high for all 13 countries at approximately 80%. By country, Nepal, Sri Lanka, Tajikistan and Laos were the highest with over 90%. In contrast, the rates in Uzbekistan, Mongolia, Kyrgyz, and Vietnam were below average ranging from 57% to 73%,

indicating that a greater proportion of graduates have left government institutions after returning home.

Among the JDS graduates who returned to government service (up to JFY2016 students accepted), the percentage of those in managerial positions (head of division or higher) ranged from 20% (Nepal) to 97% (Bangladesh). In general, the level of “normal” in the percentage of managerial posts varied from country to country, and it was not possible to uniformly set the percentage to be achieved. In contrast, a comparison with the actual figures of each country confirmed in the previous basic research showed that the percentage of positions increased after five years in 9 out of 11 countries, suggesting that continuing the JDS program will lead to a steady increase in the percentage of managerial positions. Furthermore, the percentage of director-general-level officers and higher also increased significantly in Kyrgyz, Tajikistan, Uzbekistan, and Myanmar from the previous research study, indicating that promotion to higher positions was progressing, although there were differences in degree among countries.

Based on the above quantitative indicators, “degree completion rate,” “civil servant rate,” and “managerial positions rate,” the achievement level was high for “degree completion rate” in all countries. In terms of the degree of overall achievement in “civil servant rate” and “change in managerial positions rate,” Sri Lanka, Tajikistan, and Myanmar were judged as “high”; the Philippines, Laos, Cambodia, Uzbekistan, and Kyrgyz were judged as “generally high”; Vietnam and Bangladesh were judged as “moderate”; and Mongolia was judged as “low.”

3. Findings of the Questionnaire Survey

A questionnaire survey was conducted targeting 3,416 persons whose e-mail addresses were confirmed based on the database of JDS graduates among those who were accepted from 13 surveyed target countries from JFY2000 to JFY2017. Respondents were asked to answer the questionnaire sent in Excel format as an e-mail attachment or to respond using the questionnaire on the web. The number of persons contacted, excluding those with unknown contact information, was 3,149, with a response rate of 49.0% for those contacted and 45.2% for all survey subjects.

According to the results of the analysis, the Japanese government's provision of full scholarships, the need for new knowledge and skills at work, the acquisition of master's degrees, interest in JDS programs, and interest in Japan's economy, technology, and culture have influenced applications to the JDS program.

Satisfaction with the JDS program was extremely high. Regardless of country or age at the time of participation, living support by executing agencies, support from universities, teaching methods of professors, motivation to study, support before visiting Japan, and courses related to research had impacts on the level of satisfaction with the JDS program. However, these indicators have recently been on a declining trend. Participation in the JDS program has led to the improvement of respondents' self-confidence, analytical ability, ability to explain,

problem-solving ability, leadership, awareness of their own issues, and negotiating skills. The acquisition rate of the knowledge and skills from universities was over 80% and high; and expectations about promotions, the lectures related to study, and classmates in the laboratory influenced the acquisition rate regardless of age and country.

The utilization rate of learned knowledge and skills was higher than 70% and it did not decrease even with the passing years; and the knowledge and skills acquired in Japan were sufficiently useful. More than 90% of the respondents talked about their lives and research work in Japan to their colleagues. Concerning contributions utilizing acquired knowledge and skills, there were many cases where the work attitude of Japanese people, recommendations on establishing and improving policies and systems to supervisors and organizations, and improving the skills in the workplace were utilized. They also believed that it was necessary for them to continuously strive to contribute.

Participation in the JDS program has deepened pro-Japanese emotions. Support in the daily life and guidance methods of professors influenced this growth of pro-Japanese emotions. Activities to promote relations with Japan were often carried out. After returning to their home countries, there has been some exchange with friends and organizations.

The merits of the JDS program were full scholarships provided by the Japanese government, universities and research courses with many options, scholarships for Master's and Doctoral courses, simple and transparent selection process, acquiring knowledge about development issues in Japan as well as culture, knowledge, and skills at the same time, and daily life support by executing agencies.

JDS graduates, who have served as civil servants from the time they participated in JDS, evaluated the following areas such as improving their skills, studying in Master's courses, utilizing their acquired knowledge and skills, pro-Japanese emotion and JICA alumni meetings with higher points, compared to those who have not.

4. Findings of the Field Survey in Five Target Countries

An outline of the field survey findings conducted in five countries from November to December 2019 is as follows.

Vietnam

Vietnam has been one of the target countries of the JDS program since the early period of its history, and a total of 576 students (including three doctoral students) have come to Japan as of JFY2018, the largest number among all the target countries of the program. The degree completion rate of Vietnamese students who returned by JFY2018 was 99.4%. The accepting universities have highly evaluated the average basic academic ability (mathematics, etc.) of Vietnamese students.

The civil servant rate of Vietnamese JDS graduates was 72.9%, and of which 24.6% were in managerial positions. Although the percentage of returnees in managerial positions, especially those in higher positions above the director-general level, is small, graduates who hold high positions in important institutions are emerging. In addition, there are examples of graduates who work in positions related to Japan, as well as graduates who conduct research or projects in collaboration with their academic instructors at Japanese universities. In terms of critical mass, although there is a certain degree of concentration of graduates returning home at each university and institution, it cannot be said that the size of the group has had any impact on the decisions made by the organization due to the fact that the departments within the organization (including affiliated organizations) have been growing. In contrast, the accumulation of relatively young returnees has had the effect of continuously generating applicants from the same institution.

The relatively low rate of managerial positions of JDS graduates in Vietnam is due to the fact that the mobility of government officers to higher positions is not necessarily high. In addition, in recent years, the Vietnamese government has been promoting a policy of reducing the number of public servants, and the number of new recruits by major ministries and agencies has become extremely limited. Stronger strategic measures are needed to achieve more clear results in the future. One of these moves was the establishment of a quota through the Central Committee of Organization and Personnel (CCOP) of the Communist Party for students accepted from JFY 2018.

Bangladesh

The JDS program was initiated in Bangladesh in JFY2001 and it has accepted a total of 361 students, including three doctoral students by JFY2018. The program produced 293 graduates of the students who came to Japan in JFY2016, and the degree completion rate was 98.3%. In addition, the percentage of civil servants among returnees who came to Japan in JFY 2010 and later, under the new system of limiting the applicants to civil servants only, was 94.6%, that showed a high level in both the completion rate and the civil servant rate. Furthermore, the managerial positions rate for JDS graduates was 97.0%, a very high level compared to other JDS target countries. One possible reason for this was that only government officers in the Cadre, considered to be among the country's elite civil servants, were eligible to apply for JDS.

In the central ministries and agencies, personnel changes between ministries and agencies were frequently carried out, and the number of graduates in each ministry and agency was at most about a dozen. In contrast, 46 of the above 293 graduates were employed at Bangladesh Bank, which appeared to be forming a critical mass. Returnees have various positions and belong to different departments. The reasons for such a concentration of graduates were that, since the organization was a specialized institution, there were no transfers to other institutions,

unlike employees of central government ministries and agencies, and that the organization conducted policy allocation taking into account the knowledge and experience of returnees.

Interviews with returnees showed that most of the people who maintained their relationship with Japan through their work were those who had received long-term Japanese language training in the early stages of the JDS program, and they were still able to speak a certain level of Japanese. In contrast, the long-term decline in the number of applicants and the increase in the number of applicants who rejected the offer they received has become striking, and securing excellent candidates was recognized as an issue. The main reason for this was the availability of many other scholarship programs and the amount of stipends was larger than that of the JDS program.

Philippines

In the Philippines, approximately 20 students have been studying in Japan annually since JFY2003, and 340 have studied in Japan by JFY2018. Of the students accepted until JFY2016, no one failed in their studies, and the degree completion rate was 100%. According to the returning graduates, in addition to improving their knowledge and research and analysis skills in their major fields, many comments were made about changing attitudes and behavior based on their experience studying in Japan, such as placing importance on time management in their daily work, pursuing accuracy in data collection and analysis methods, and considering various opinions and positions. As one of the achievements of JDS, there were many returnee students who mentioned the ability to form personal connections.

Under the scholarship contract signed between the students accepted and their organizations before studying abroad, they were guaranteed the same workplace and position after returning to their home countries. In addition, the obligation to work for four years was required. After studying abroad, almost all the students returned to their original workplace. In contrast, the percentage of managerial positions for returnee graduates in the Philippines was 30.0%, which was relatively low compared to other countries. In the Philippines, there were no regular transfers or promotions, and unless there was a vacancy, there were no opportunities for promotion. In addition, there were very few director-level positions available.

In terms of contributing to the strengthening of bilateral relations, many of the returnees were active in important institutions involved in the implementation of ODA, and some were engaged in the review and negotiation of the Japan-Philippines Economic Partnership Agreement. In addition, in recent years there has been a sharp increase in the number of students from the Department of Public Works and Highways (DPWH) in the field of infrastructure, and a large number of students have returned home in connection with the Mindanao peacebuilding. Continuing human resource development as a bridge between the two countries in areas where Japan has established a certain degree of comparative advantage will contribute to the maintenance and development of bilateral relations. In a country such as the Philippines, which has achieved a certain level of economic development and is regarded

as an important partner in diplomatic and economic relations, it is necessary to utilize the JDS program to focus on strengthening bilateral relations, and clarifying the path and means to achieving this is a future challenge.

Kyrgyz

The JDS program in Kyrgyz started in JFY2006 and it has sent 210 students (including one in a doctoral course) from the 1st batch (JFY2007) to the 13th batch (JFY2019). Among them, a total of 171 students, up to the 11th batch students dispatched in JFY2017, have returned home with master's degrees as planned. There were five persons who failed. Prior to studying abroad, the student, the organization to which the person belongs, and the State Personnel Service sign a contract to stay at his/her former workplace for one year after returning, and for the next two years, he/she can change the workplace, but has to remain as a government officer. However, due to frequent organizational changes, the graduate's former workplace has often disappeared when he/she returns to the country.

There were many returnees in their thirties who became State Secretary, Vice-Ministers, and Ministers. In addition, since the contents of the research in Japan were related to the theme of their jobs, and in principle, the graduates returned to the same workplace, the research content was used in the formulation of policies at that workplace or at the next related workplace where they were promoted, and produced significant results and impacts due to the JDS program. One of the characteristics of the JDS program was that the research conducted in Japan was based on a realistic theme to improve practice.

In order for JDS graduates to be able to show their strength as a group, a certain amount of accumulation was required. For the most powerful President's Office, the percentage of JDS graduates including those currently in school, out of staff, was estimated at 7% (10/140). Of this percentage, 56% was overwhelmingly from the Department of Strategic Development Policy, Economics and Finance. In addition, 7% (16/238) of the staff in the Ministry of Finance were JDS graduates. In addition, the number of JDS graduates from major government agencies, including 8 graduates in the Parliament's Office and 8 graduates in the Ministry of Economy, were particularly large among the major government agencies (up to 13 batches, including those currently enrolled in schools).

The main factors behind these significant achievements were the following: the scarcity of human resources capable of supporting democratization and the market economy created a vacuum for JDS graduates to play an active role; the accumulation of JDS returnees has had a significant effect in slightly more than 10 years after the start of the JDS program due to the small size of the country; and the JDS program has had a comparative advantage in terms of content, with only the JDS program and the KOICA scholarships for master's programs approved for civil servants. In addition, the government's civil servant system and organizational structure have had a great influence, since administrative posts were open to the

public, and with a low seniority system, there was a high degree of mobility in the posts as a result of organizational restructuring.

Ghana

Ghana is currently the only JDS target country in Africa. Since the start of its acceptance in JFY2012, 55 students were accepted for 7 years until JFY2018, and 35 students have graduated among the accepted students in JFY2016 (returning in JFY2018). The percentage of female students who returned to Ghana was 20%. While gender balance remains an issue, the degree completion rate was 100%, and the civil servant rate was 82.9%. The rate of JDS graduates in managerial positions was only 34.5 %. There is currently no one promoted to the director level, and only two graduates at the deputy director level. As an example of the process of forming critical mass, six of the 35 graduates who returned to Ghana, work for the Bank of Ghana (central bank), and three of them belong to the Research Department that is deemed an elite department from which the current Governor was promoted.

As Ghana's JDS has only just started, it is expected that its contribution to addressing development issues will have a serious impact in the future. However, there have been cases where external funding such as UNICEF and WHO was obtained by making use of the research skills acquired while studying in Japan, and cases where knowledge and skills were utilized in the work of the organization to which the graduates belong. Although it is too early to see results in the area of strengthening bilateral relations, it was confirmed at local Japanese associations that there were cases where JDS graduates, who studied in the economics field, provided advice on new tax systems and laws and regulations introduced in Ghana.

One of the factors inhibiting success was the increasingly competitive environment with other scholarship programs in Ghana. In recent years, the presence of scholarship programs in China and other countries has been increasing. According to local Japanese officers and the media, as many as 6,475 Ghanaians were studying in China in 2018. In light of these changes in the environment, many Ghanaian government officers and JDS returnees expressed the view that more flexible rules and operations are needed to make the JDS program more attractive.

5. Findings of the Survey on Accepting Universities

In this basic research, in consultation with JICA, a total of 15 graduate schools in 10 universities, which have accepted a large number of JDS students, were interviewed.

Out of the 15 graduate schools interviewed, 12 of them have begun accepting JDS students since the inception of the program. Many of them have accepted more than 10 students each year. According to the interviews with the universities, JDS students account for the largest number among all the international students enrolled in English courses in both types of graduate schools mentioned above. As JDS has sent a stable number of students to these graduate schools each year, it has played an important role in the operation and development

of courses. Overall, JDS students are highly evaluated by the accepting universities because with their work experience in their home countries, they were more mature than other students, have a clear purpose and a serious attitude towards learning. It was often heard that the universities are comfortable in accepting JDS students because professors conduct interviews with candidates in respective countries and the overall quality of the students was guaranteed unlike other programs.

Through the special programs provided by accepting universities, JDS students have many opportunities to add value to their learning in class, and the contents have been diversified as knowledge and experience accumulate in each graduate school. Regarding the processing of expenses in special programs, a relatively large number of universities are more positive since the operation is becoming more flexible today compared to the past when they needed to calculate the amount by country according to the number of students from each country. In contrast, some universities requested further flexibility as a large amount of work and time was still required to prepare cost estimates and process applications. In addition, as part of JICA's Development Studies Program, universities provided lectures on the Japanese development experience, and JDS students were required to take those classes at some graduate schools. The current JDS students, who have attended these lectures, have greatly appreciated the lectures.

In all the graduate schools interviewed, participation in the JDS program has become an opportunity to open a course in English or played a role in promoting the development of pre-existing English courses. As a result, the universities and the graduate schools have been internationalized through, for example, the enrichment of English courses by increasing the number of classes in English, introducing admissions of students in October, increment and diversification of international students, internationalization of teachers and improvement of English skills among Japanese professors and staff. In addition to these measures, the impacts of the JDS program revealed through interviews are summarized below.

- (1) Impacts on teachers and other students (diversity within the laboratory, use of English, quality improvement of research content through specific experience and data of JDS students, etc.)
- (2) Being the role model for other courses and scholarship programs (use as a model when introducing other two-year programs)
- (3) Contributing to expanding the business of universities (publicizing JDS results when applying for other programs)
- (4) Contributing to improved operations of universities (introducing integrated management and administration of special program budgets within graduate schools, etc.)
- (5) Impact outside the university (activation of local volunteer groups, etc.)

The problems and requests pointed out by the accepting universities regarding the JDS program are as follows (main items only). While on-site specialized interviews during

recruitment and selection were generally highly regarded, there were some calls for online interviews (in countries where on-site interviews are currently conducted) because of the timing and security of the interviewers in some countries. In terms of procedures, as stated above, simplifying the application and settlement procedures for the Special Program was requested. In contrast, some universities involved in several JICA scholarship programs expressed the opinion that JDS was the easiest to handle and that it was desirable to standardize other training projects into JDS procedures. In addition, it was pointed out that in order for students to obtain a doctoral degree within a three-year period, it was necessary for students to sufficiently prepare before entering the JDS doctoral program.

6. Achievements of the JDS Program and Contributing and Inhibiting Factors

Based on the findings of the literature reviews and the field surveys, the quantitative and qualitative outcomes of the JDS program are summarized as follows.

Regarding “degree completion and acquirement of knowledge and skills by JDS students,” the degree completion rate in the 13 target countries was 98.7%, which was generally very high. According to interviews and questionnaire surveys, the JDS graduates widely acknowledged that they have acquired the necessary knowledge to solve development issues in their own country.

As for “use of acquired knowledge and skills by the JDS graduates,” the current civil servant rate in the 13 countries was relatively high at about 80% on average. According to the questionnaire survey, 74.4 % of the respondents used their acquired knowledge and skills, and their evaluation remained positive even after many years since their return to their respective countries.

Concerning “contribution to solving development issues,” the promotion level of JDS graduates, who are civil servants, was diversified among countries. Nevertheless, the rate of JDS graduates in managerial positions substantially improved in most of the target countries for the last five years, except for two countries.

With regard to “contribution to strengthening bilateral relations,” there were cases where returnee graduates contributed to strengthening bilateral relations by engaging in duties related to Japan as high officials of their government or as government officers in charge of ODA projects or Japanese companies. There were also a few countries that were relatively active in promoting the network of JDS returnees, but in many countries challenges about how to build, maintain, or effectively operate the network remain.

Based on the survey results, the factors affecting these results are as follows (see the main text for details).

Table: Elements/Factors of the JDS Program over Outcomes and Impacts

Stage	Positive Elements/Factors	Negative Elements/Factors	Outcomes
External Conditions	<p>[Civil Service System]</p> <ul style="list-style-type: none"> • Career track system • Functional merit system • Transparent and fair promotion through open recruitment • Small size of government office (few competing staff) • Minimal impact of political change on administration <p>[Diplomacy, Economic and Social Relations and ODA with Japan]</p> <ul style="list-style-type: none"> • Good diplomatic relations with Japan • Large presence of Japan in trade, investment and ODA • Many visitors between countries <p>[Availability/Competition of Other Aid/Scholarship Programs]</p> <ul style="list-style-type: none"> • No other competing scholarship programs 	<p>[Civil Service System]</p> <ul style="list-style-type: none"> • Limited promotion opportunities due to a few management posts • Less transparency on promotion system and criteria • Large size of government office (there are many competing staff) • Political change affects administration <p>[Diplomacy, Economic and Social Relations and ODA with Japan]</p> <ul style="list-style-type: none"> • Weak relationships with Japan • Other countries have better relations than Japan <p>[Availability/Competition of Other Aid/Scholarship Programs]</p> <ul style="list-style-type: none"> • Other Competing scholarship programs 	Reinstatement, Contributions to Development Issues & Bilateral Relations
Recruitment, Selection, Before Coming to Japan	<p>[Comparative Advantage of the JDS Program (Positive Side)]</p> <ul style="list-style-type: none"> • High transparency in selection • Higher age limits for applicants • Lectures in English • On-site interviews by university faculty members contribute to the selection of appropriate human resources. 	<p>[Comparative Advantage of the JDS Program (Negative Side)]</p> <ul style="list-style-type: none"> • Limited recruitment for the JDS program • Work experience requirements in the application • Longer procedures and more requirements in selection process than other scholarship programs • Limited target institutions for the JDS program • Less prior training for English language • Non/less prior training for Japanese culture and language • Strict rules during studying in Japan (ban on car driving, part-time job, etc.) <p>[Fundamental Skills for Civil Service]</p> <ul style="list-style-type: none"> • Some candidates in some countries have weak basic education, English and math skills to meet JDS program requirements 	Degree, Contributions to Bilateral Relations
During Staying in Japan	<ul style="list-style-type: none"> • Generous support of the JDS agency provides better environment to concentrate on study. 	<ul style="list-style-type: none"> • Officials in Japanese ministries are not yet fully aware of JDS students as "diplomatic assets." • Universities request the JDS 	Degree, Contributions to Development

Stage	Positive Elements/Factors	Negative Elements/Factors	Outcomes
	<ul style="list-style-type: none"> • Various special programs enable JDS students to improve their learning achievements and research standards. • The research at university is relevant to government works. • The JICA Development Studies Program on Japanese development experiences is useful because they are consistent with development issues in their home countries. 	<p>program and its special program to be more flexible in administration.</p>	Issues & Bilateral Relations
After Returning from Japan	<ul style="list-style-type: none"> • There is a bond policy/rule for reinstatement after returning to their country. • There is support from human resources management department for reinstatement after returning from Japan • Professors of the accepting universities hold seminars for JDS graduates when visiting their country to hold recruitment interviews for the JDS program. 	<ul style="list-style-type: none"> • There is frequent government restructuring and reshuffling due to political changes in some countries. As a result, there are a few cases where a previous post or organization no longer exists after students return to their country, making reinstatement no longer possible. • After completing the bond agreements, some JDS graduates change their jobs to international organizations or foreign companies with better salaries and allowances. • There is no mechanism to utilize networks between JDS graduates, the Japanese government, and companies. Even in the JICA office, information of JDS graduates is not efficiently shared. 	Reinstatement, Contributions to Development Issues & Bilateral Relations

7. Recommendations

Future direction of the JDS program and Design Improvements to Enhance Strategic Capabilities

The scope of JDS has expanded during the 20 years since its establishment. In contrast, in the world of international scholarship programs, acceptance of students by emerging countries as well as traditional donor countries has increased. The programs have also diversified to include scholarships by companies and foundations. Competition to recruit talented administrative officers among the different programs is also intensifying. In some countries where the JDS program is implemented, competition has intensified with other countries such as Australia, South Korea, China, etc. In some countries, the JDS program faces a decline in the applicant rate per intake slot in the face of competition from other scholarships. Some interviewees from the accepting universities commented that the parties involved in the JDS program cannot just sit and wait for excellent foreign students that they want to arrive.

In light of the above situation, in order for the JDS program to continue to be recognized as a high-value scholarship program without diminishing past achievements, it is necessary to differentiate the program by emphasizing its features. It is recommended that the target of the JDS program is clarified, the selection is strategized, more value is added, and branding is promoted.

(1) Clarifying the target

The JDS program was originally intended for young administrative officers in central government offices responsible for national policy planning, but the scope has been expanding. Coordination should be allowed according to the circumstances of the recipient country. However, it would be more effective to reorganize the basic focus of the JDS program along with the division of roles between the JDS and other scholarship programs by the Japanese government and JICA.

(2) Strategic Selection

When reorganizing the target groups in line with the focus clarified in (1), we propose that the Japanese side strategically identify the target organizations and departments and designate the candidates (special selection slot), in terms of critical mass and long-term transition of the JDS program.

(3) Creating high added value

Enhancing the content and attractiveness of the JDS program is a powerful way to promote the application of quality candidates in competition with other scholarship programs. Based on the purposes of the program and its clarified targets, adding value from the following aspects can be considered.

- Basic framework of the JDS program and the pre-visit programs: Strengthening Japanese language training, expanding short-term training options, and expanding the scope to include mid-level officers
- Activities while studying in Japan: Interchanges with Japanese ministries and agencies, internships at government agencies, NGOs, companies, etc.
- Activities after returning from Japan (strengthening follow-up activities): Sharing and dissemination of the JDS graduates in relevant organizations in Japan, developing an online database of graduates, supporting the alumni network, supporting research activities of graduates and their families
- Improving and strengthening public relations and promotion methods: Improving the presentation of websites, materials and brochures, introducing web applications

(4) Branding

Further branding of JDS is proposed. Branding can be fostered through high-value-added activities described in (3). In contrast, for example, even if it is not directly linked to a specific improvement in treatment, one of the branding strategies is to add spiritual value by raising the satisfaction level of students through strategic actions and careful response.

Considerations for Doctoral Programs

Careful consideration should be given to doctoral programs. The fact that the JDS program now includes students advancing to doctoral programs from JFY2017 is an effective decision in terms of enhancing both the value of the JDS program and competing with scholarship programs of other countries, and it is welcomed by the local government and returnee graduates. But, many university officials are skeptical that most students will actually get a Ph.D. within a limited period of three years. The negative impact on the JDS project will undoubtedly increase as the number of students who fail to complete their degree increases. The level of difficulty in obtaining a doctoral degree is incomparably higher than that of a master's degree. It is an urgent task not only for the students themselves and the universities themselves to do their best, but also to establish a system to select and hire those with high prospects of success. As a way to keep the completion rate high, it is conceivable for prospective faculty members to give sufficient advance guidance via email, Skype, or other remote means, scrutinize research plans, and have referee theses that meet some of the basic requirements for submission of doctoral theses first, before permitting students to proceed to higher education.

JDS Program Performance Indicators and Monitoring

In this basic research, in addition to the quantitative performance indicators of the JDS program that are currently used mainly by the parties concerned, we examined the segmentation of the program's results/effects and indicators that showed the degree of achievement. The results are shown in Table 7-2.

When conducting a periodic survey, a system that is integrated with the above-mentioned "branding" will be adopted in order to reduce the burden on the survey respondents, especially returnees answering the questionnaire. For example, celebrating "JDS Year" once every five years and a number of events are held in the year, including a periodical survey. A monitoring survey is also conducted as part of this process, which is expected to stimulate interest in the responses and improve the response rate.

Entry and Exit Strategies

In the midst of changes in the environment surrounding JDS, such as the increase of international scholarship programs and intensifying competition, and changes to meet the needs in the target countries, JDS should aim to enhance its program rather than expand its target countries in order to sustain its operations. However, depending on the circumstances, the following proposals are presented concerning the inclusion of new target countries or the transfer of programs in countries where the program is now implemented.

(1) When considering new countries

Based on an image of the kind of critical mass that Japan should aim for in the country or institution, judgment will be made on whether feasibility of target clarification by JDS is high and on the status of the career system of public servants in the country.

For example, for a country undergoing major political and economic changes, we will concentrate on developing key officers with the aim of “forming a mass where many JDS graduates hold high-rank positions as top officials from important ministries and agencies.” Kyrgyz is an example of this, but the number of countries that can expect this is very limited. For other countries, the decision should be made on whether to aim for “a focus strategy targeting specific institutions and departments” or “to simply continue accepting excellent candidates with high promotion potential with a view to long-term mass formation”.

Whether or not JDS can clarify the target may depend on the following requirements.

- 1) MEXT scholarship (-> Development of human resources at universities and in the private sector) and technical cooperation and training programs (-> Development of human resources for sectoral issues) are being actively implemented, allowing JDS to concentrate on developing core human resources in charge of policy planning. (Division of roles is expected.)
- 2) The need for grant aid targeting infrastructure and large-scale equipment has slowed down, and the need for human resource development has relatively increased.
- 3) There is a system that enables the careful handling of JDS fellows if the JDS program is initiated (existence of JICA Office, etc.).

The following are considered to be the criteria for determining the status of the civil service system.

- 1) Have a specific career track (cadre, etc.).
- 2) There is little possibility of transfers between ministries and agencies or between regions.
- 3) Supportive conditions for promotion (necessity for master's degree, post open recruitment system, small staff size, etc.) exist.
- 4) There is less outflow to the private sector (large attractiveness of civil servants).
- 5) There is a continuous supply of young people.
- 6) There are few opportunities to study abroad on other scholarships.

(Note) The above are major contributing factors, but this does not mean that all of the above must exist.

(2) When considering program transition

Given the above-stated basic recognition that the JDS program should be enhanced in countries where it is currently being implemented rather than expanding the scope of the program, the continuation of the JDS program in the ongoing countries is a prerequisite. Thus,

from the viewpoint of environmental changes occurring in the target countries and strengthening of the strategic operation of the program, the following scenario is presented as a tentative plan where the transition of the basic framework of the program including the implementation scheme is considered.

The two purposes of the JDS program focus on different types of human resources, and this section examines the transition based on these differences. The human resources and organizations targeted for each purpose are as follows.

[Purpose 1] Developing high-level policy planners to lead bilateral relations with Japan as leaders, such as vice-ministers, etc.: Targeted organizations are key ministries in the country, policy-planning departments of ministries, organizations in social sciences field, and central government agencies.

[Purpose 2] Fostering core administrative officers with expertise to contribute to addressing development issues: Targeted organizations are, in addition to the above, policy-related ministries, sector ministries, organizations in the natural sciences field, research institutions and universities, and local governments.

The current JDS framework, which sets priority areas in line with the country's development cooperation policy, seems to emphasize the concept of [Purpose 2]. In general, as income grows in developing countries, the number of development issues that donors must address decreases. In response to this, the JDS program needs to shift the focus of institutions and human resources as the program continues. The concept is shown in the table below.

It is assumed that the partner country will experience a transition in the order of $A \rightarrow B \rightarrow C$. The timing of the transition from A. to B. has been taken into account based on the degree of economic development, such as the entry of the target country as a middle-income country. Other factors to be considered are the constant decline in the need for young administrative officials to study abroad on development issues, and the situation in which the economic and diplomatic benefits of Japan's special quota for the development of specific human resources are particularly significant.

Table: Transition Image of JDS Program

Stage of Partner Country (Hypothetical)	A. Many development agendas (Framework in line with Country Assistance Policy) = Current JDS	B. Development Agendas + Important Issues for Japan	C. Important Political, Economic and Diplomatic Partner Countries (China JDS, etc.)
Focus of Human Resource Development	Development of core human resources in civil service to address development issues in the country (Responding to Development Issues)	Development of core human resources of higher positions in civil service who have influence on development issues in the country (Development challenges + Japan's national interests)	Fostering of human resources of higher positions in civil service to Bridge with Japan (Expectations for a diplomatic effect)
Targets for JDS	<ul style="list-style-type: none"> ➤ Young officers (Policy agencies and sector agencies), University faculty members ➤ Open recruitment 	<ul style="list-style-type: none"> ➤ Recruitment limited to policy agencies and policy departments of other agencies ➤ Reduction of the intake or introduction of cost-sharing between partner countries and Japan ➤ Designation of organizations and divisions subject to the Japan special quota 	<ul style="list-style-type: none"> ➤ Ministries, organizations and departments decided by mutual agreement ➤ Cost sharing decided by mutual agreement

Source: Prepared by the study team

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Acronyms and Abbreviations

AAAB:	Australia Alumni Association Bangladesh
AAV:	Australia Awards Vietnam
ABE:	African Business Education (Initiative for Youth)
ACR:	Annual Confidential Report
ADB:	Asian Development Bank
AL:	Awami League
ASEAN:	Association of South-East Asian Nations
AUN/SEED-Net:	ASEAN University Network / Southeast Asia Engineering Education Development Network
BCS:	Bangladesh Civil Service
BJS:	Bangladesh Judicial Service
BNP:	Bangladesh Nationalist Party
BPSC:	Bangladesh Public Service Commission
CCOP:	Central Committee of Organization and Personnel
CGPA:	Cumulative Grade Point Average
CIC:	Central Intelligence Cell
CSC:	Civil Service Commission
DFAT:	Department of Foreign Affairs and Trade
DPWH:	Department of Public Works and Highways
E/N:	Exchange of Notes
EPA:	Economic Partnership Agreement
EU:	European Union
GAJU:	Ghana Alumni of Japanese Universities
GDP:	Gross Domestic Product
GHS:	Ghana Health Service
GNI:	Gross National Income
GRIPS:	National Graduate Institute for Policy Studies
HSC:	Higher Secondary Certificate
ICRRS:	Internal Credit Risk Rating System
IDCJ:	International Development Center of Japan Inc.
IELTS:	International English Language Testing System
IMF:	International Monetary Fund
JAAP:	JICA Alumni Association of the Philippines
JASSO:	Japan Student Services Organization
JDS:	Project for Human Resource Development Scholarship (former Japanese Grant Aid for Human Resource Development Scholarship)
JDS:	Japan Development Service Co., Ltd.
JETRO:	Japan External Trade Organization

JFY:	Japanese Fiscal Year
JICA:	Japan International Cooperation Agency
JICA-DSP:	JICA Development Studies Program
JICE:	Japan International Cooperation Center
KOICA:	Korea International Cooperation Agency
MES:	Myanmar Engineering Society
MEXT:	Ministry of Education, Culture, Sports, Science and Technology
MJC:	Myanmar-Japan Center
NBR:	National Board of Revenue
NEDA:	National Economic and Development Authority
NGO:	Non-Government Organization
OC:	Operating Committee
ODA:	Official Development Assistance
OECD:	Organization for Economic Co-operation and Development
OHCS:	Office of the Head of Civil Service
OHLGS:	Office of the Head of the Local Government Service
PDM:	Project Design Matrix
PEACE:	Project for the Promotion and Enhancement of the Afghan Capacity for Effective Development
PHRDP:	Professional Human Resource Development Project
PPBMED:	Policy Planning, Budgets, Monitoring and Evaluation Directorate
PSA:	Philippines Statistic Authority
PSC:	Public Services Commission
SDGs:	Sustainable Development Goals
SNS:	Social Networking Service
SPS:	State Personnel Service
SSC:	Secondary School Certificate
TCP:	Technical Cooperation Project
TICAD:	Tokyo International Conference on African Development
TOEFL:	Test of English as a Foreign Language
TPP:	Trans-Pacific Partnership Agreement
UIS:	UNESCO Institute for Statistics
UMFCCI:	Union of Myanmar Federation of Chamber of Commerce and Industry
UNESCO:	United Nations Educational, Scientific and Cultural Organization
WTO:	World Trade Organization

Chapter 1 Overview of the Basic Research

1.1 Background and Objectives

The Project for Human Resource Development Scholarship (former Japanese Grant Aid for Human Resource Development Scholarship) (JDS) has been implemented since the Japanese fiscal year (JFY)1999. JDS has accepted a total of 4,302 foreign students from 15 countries from JFY2000 to JFY2018. The target countries have grown from those with an economy in transition in Asia to other Asian countries and to Ghana for the first time in Africa. Currently, the program is operated in 16 countries and there is continued interest to further increase the target countries. In addition to JDS, there are other higher education scholarship programs implemented in Japan and other countries that receive foreign students from developing countries. JICA is also trying to conduct its scholarship programs including JDS more strategically under the JICA Development Studies Program (JICA-DSP). Thus, the circumstances surrounding JDS have been changing.

In 2014-15, JICA conducted “the Basic Research on Factor Analysis of the Outcome of Japanese Grant Aid for Human Resource Development Scholarship (JDS)” and reviewed the achievements of the program during that period and verified their contributing/obstructive factors. In view of the increased number of JDS graduates since that time and the above-mentioned circumstances, in order to verify the quantitative and qualitative effects of the program, JICA has conducted “the Basic Research on Verification of the Outcome of the Project for Human Resource Development Scholarship (JDS).”

The objectives of the Basic Research are as follows:

- (1) To verify the effect and impact of the JDS program by collecting quantitative data on program results such as the graduates’ status, promotion rate, return to work, and qualitative data on the impact of the program such as utilization of knowledge/skills learned, contribution to strengthened relationships between the target countries and Japan, and impact on acceptance by Japanese universities. In addition, based on the verification results, to provide recommendations on setting effective quantitative effect indicators and data collection methods for target countries.
- (2) To draw lessons learned for enhancing a more strategic implementation of JDS based on an analysis of the quantitatively evaluated effects generated in the target countries and their trends. The lessons include the issues on criteria for selecting new target countries in the future and possible exit strategies for the present target countries.

1.2 Target Countries of the Research

The target countries of the Basic Research are the 13 countries of Uzbekistan, Laos, Cambodia, Vietnam, Mongolia, Bangladesh, Myanmar, the Philippines, Kyrgyz, Tajikistan, Sri Lanka, Ghana, and Nepal. Among them, the field survey was conducted in five countries: Vietnam,

Bangladesh, the Philippines, Kyrgyz, and Ghana¹.

The three counties of East Timor, Pakistan, and Bhutan, which were also JDS target countries in JFY2019, are not included in this Basic Research since returnee graduates do not exist as yet from these countries as of JFY2019.

1.3 Methodologies and Research Steps

The Basic Research was conducted for six months from the beginning of September 2019 to the end of February 2020. The work process was divided into three steps: (i) preparatory survey and literature review in Japan, (ii) information gathering (interviews in Japan, field surveys in five countries, and the questionnaire survey to JDS graduates), and (iii) data analysis and report preparation in Japan. The methodologies of each step are outlined below.

1.3.1 Preparatory Survey and Literature Review in Japan

The preparatory survey and literature review were conducted in Japan from the beginning of September to the middle of October 2019 to identify and organize the results and external conditions of the JDS program implemented in the 13 target countries from the existing literature and to understand the overall picture of achievement levels of the program. The Basic Research study team (hereinafter referred to as “study team”) implemented the following activities based on information obtained from the literature including the acceptance record of JDS students, the list of JDS graduates, JDS preparatory study reports, and JDS operation guidelines.

- (1) Review historical changes of the JDS program
- (2) Organize basic information on the JDS program’s implementation, achievement levels of quantitative and qualitative results, their contributing and obstructive factors, and issues to be considered for each target country to prepare a uniform sheet of result achievements; and provide tentative evaluation of the JDS program in the target countries in terms of effectiveness and impact.
- (3) Organize and analyze the external conditions.
- (4) Extract the factors and conditions that are considered important to achieve results; and set the hypotheses.

¹ Field survey countries were selected because they were considered to have the following different characteristics in relation to JDS operations: (i) Vietnam: Relatively low percentage of JDS returnees who have important positions. The largest number of JDS students ever produced, a socialist country. (ii) Bangladesh: The largest number of JDS students from South Asia. The proportion of senior officials among JDS returnees is high. There is a cadre system of civil service. (iii) Philippines: Relatively low percentage of JDS returnees who have important positions. Shifting from a lower to upper middle-income country is near at hand. (iv) Kyrgyz: A good example of many graduates promoted. Located in Central Asia. A country in transition to a market economy. (v) Ghana: The first African country to be targeted by the JDS program. Allocation to health and agriculture sectors.

- (5) Prepare the report on the “Detailed Implementation Plan of Information Gathering in Japan and in the Target Countries” to explain the basic policy, methodology and procedure by focusing on the verification of the factors and conditions identified in (4).

1.3.2 Information Gathering in Japan and in the Target Countries

In line with the Detailed Implementation Plan, from the beginning of November to the middle of December 2019, the study team gathered information through (1) a questionnaire survey, (2) a field survey, and (3) an interview survey in Japan to gain the supplemental information about the results of the preparatory survey and to verify the hypotheses.

- (1) The questionnaire survey of a total of approximately 3,100 JDS graduates in the target 13 countries was conducted through the internet. The outline and the result of the survey are shown in Chapter 3.
- (2) The field survey was carried out in Vietnam, Bangladesh, the Philippines, Kyrgyz, and Ghana to interview the concerned parties in government including the JDS Operating Committee, JDS target organizations (section in charge of the JDS program and personnel matters), JDS graduates, the related organizations of the Japanese government including JICA Office, JDS Project Office of the agent organization, and the Embassy of Japan, and other donor agencies that conduct similar scholarship programs. The findings of the field survey are shown in Chapter 4.
- (3) The interview survey was conducted targeting the Japanese accepting universities and the JDS implementing agents (Japan International Cooperation Center [JICE] and Japan Development Service Co., Ltd. [JDS Co.]) as well as concerned officers at JICA headquarters. The findings of the interview survey in Japan are explained in Chapter 5.

1.3.3 Data Analysis and Report Preparation in Japan

Based on the entire information collected through literature review and information gathering in Japan and the target countries, the study team compiled comprehensive levels of achievements and further analyzed their factors and impacts on the target countries/organizations as well as their bilateral relation with Japan (Chapter 6). In conclusion, the study team presented the recommendations based on the findings and analyses (Chapter 7). The recommendations included the future direction of the JDS program, the possible result indicators and monitoring system to be adopted, and implications for entry and exit strategies of target countries.

1.4 Operational Structure of the Research

The study team consisted of experts from the International Development Center of Japan Inc. (IDCJ) and the name and the responsibilities of the team members are shown below.

Table 1-1: Structure of the Study Team

Name	Responsibility	Countries Covered for Desk Review and <u>Field Survey</u>
(1) Mr. Yusuke Hasegawa	Team Leader and Comprehensive Analysis	<u>Vietnam</u> , Mongolia, Nepal
(2) Ms. Yukiko Sueyoshi	Deputy Team Leader and Comprehensive Analysis	<u>Philippines</u> , Laos, Cambodia
(3) Dr. Hiromitsu Muta	Expert in Human Resources Development and Evaluation Analysis	<u>Kyrgyz</u> , Myanmar
(4) Mr. Tomohide Uchida	Expert in Human Resources Development	<u>Ghana</u> , Uzbekistan, Tajikistan
(5) Mr. Teruki Akao	Expert in Evaluation Analysis	<u>Bangladesh</u> , Sri Lanka

To ensure the quality of the implementation policy, process, and reports of the Basic Research, the Financial Cooperation Implementation Department of JICA organized a Basic Research review meeting to discuss and confirm the basic policy, viewpoints of analyses and their results, and orientation of the recommendations. The review meeting was held when the Detailed Implementation Plan and the Draft Final Report of the Basic Research were prepared by the study team.

Dr. Nobuko Kayashima, Senior Vice President of JICA and Dr. Yoko Ishida, Professor, Center for the Study of International Cooperation in Education, Hiroshima University participated in the review meeting as the internal and external advisors, respectively,

The study team conducted interviews as necessary with the staff of JICE and JDS Co., who have worked as the implementing agents of the JDS program, at its headquarters and JDS Project Offices in the field survey countries. The study team also received valuable support from the agents concerning data collection, the questionnaire survey, and exchange of opinions throughout the course of the Basic Research.

1.5 Constraints of the Research

Major constraints faced by the study team during the implementation of the research are as follows.

- (1) The analysis of the eight countries where the field survey was not conducted was principally based on the literature reviews and the result of the questionnaire survey of JDS graduates, though the study team tried to collect the latest information by conducting interviews with the staff members in charge of the eight countries at the headquarters of the agent. The

extent of the coverage, depth, and most recent information used in the analysis was different between the five field-survey countries and the other eight countries.

- (2) Performance of the target countries such as the JDS graduates' rate of return to their home organizations and the level of promotion after returning cannot be compared simply among the target countries due to differences in the government structure and promotion system, and the time period when the JDS program was implemented. Based on the limitations, the study team made analyses to the extent that the team deemed it possible and useful to understand the broad tendency among the countries.
- (3) Concerning the factor analysis of the promotion status of the JDS returnee graduates, it was not enough to obtain information only from publicly disclosed regulations and data, such as regulations on the promotion system of public employees in the target country, and the actual situation might be different in many cases. Furthermore, since promotion and career paths are sensitive issues for individuals as well, it is not necessarily easy to understand their true feelings and actual conditions through interviews with the graduates and relevant organizations. The analysis was carried out based on the information collected under such constraints.
- (4) In this Basic Research, the study team confirmed the quantitative data on JDS students who obtained a master's degree and their promotion after returning to their home countries. The basic data used for this purpose were provided by JICA and the agents. When the study team classified and compiled each basic data for analysis, it received advice from the agents as needed. However, the final responsibility for the classification and analysis of this data belongs to the study team.

Chapter 2 Findings of the Literature Review

This chapter describes the result of the literature review conducted in the first stage of the Basic Research. The literature reviewed includes the documents related to the JDS program (the program outline, operation guidelines, implementation schedule, preparatory survey reports, list of graduates) and the documents and statistics on foreign students in Japan and social, economic, and administrative situations of the JDS target countries.

2.1 Outline and Historical Changes of the JDS Program

2.1.1 Outline of the JDS Program

Table 2-1 shows an outline of the JDS program. Items such as Overall Goal, Project Purpose, and Output were clarified by the study team in consultation with JICA.

Table 2-1: Outline of the JDS Program

Project/Program name	The Project for Human Resource Development Scholarship (JDS) (former Japanese Grant Aid for Human Resource Development Scholarship)
Target area	Higher education (support for studies to earn a master's or doctoral degree at Japanese universities). The main fields of study are in social science (law, economics, and public administration, etc.). Student acceptance in four years are decided in advance for each target country based on its development issues and Japan's priority areas in cooperation.
Target group	Capable young government officers of partner developing countries
Background	Under the Japanese government policy of "the 100,000 international students plan (1998)," the JDS program was established in 1999 to support the transition of developing countries to a market economy.
Overall goal	<ul style="list-style-type: none">➤ JDS returnees contribute to addressing development issues in the partner countries by using the acquired knowledge.➤ The friendship between the partner countries and Japan is strengthened where JDS returnees play an active role.
Project purpose	Target officers acquire the necessary knowledge in a specialized field.
Outputs	<ul style="list-style-type: none">➤ Relevant persons are selected➤ Relevant degree programs are provided by Japanese universities➤ Relevant support is provided to JDS students for studying and living in Japan
Implementation system	Japan side: Ministry of Foreign Affairs and JICA Target countries side: Ministry in charge of JDS Operating Committee: Basically, consisting of the recipient country government, Embassy of Japan, and JICA Office.

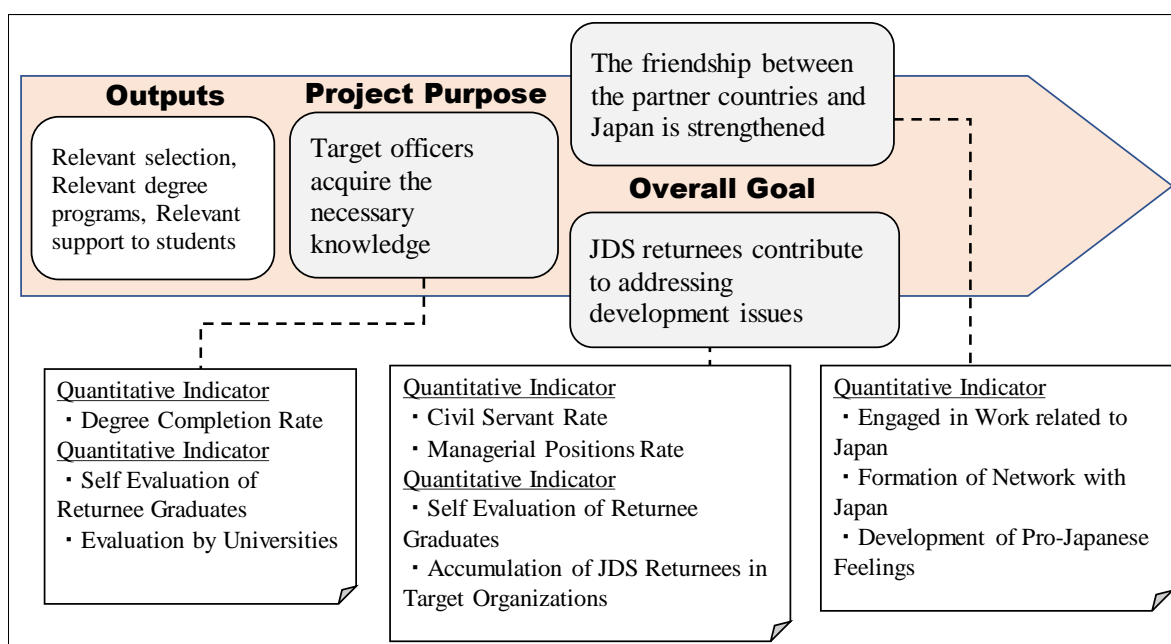
Target countries	As of JFY2018, the program targeted 16 countries and received students to Japan from 13 countries (Uzbekistan, Laos, Cambodia, Vietnam, Mongolia, Bangladesh, Myanmar, Philippines, Kyrgyz, Tajikistan, Sri Lanka, Ghana, and Nepal). From JFY 2019, the program started to receive students from East Timor, Pakistan, and Bhutan.
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Note: Overall goal, project purpose, and outputs were organized by the study team from the related documents.

Source: Documents provided by JICA, JDS Operation Guidelines, and Project Ex-Ante Evaluation Tables

In the Basic Research “Factor Analysis of the Outcome of JDS” conducted by JICA in 2014-15, a project design matrix (PDM) was created as an analytical framework, and the achievement status of the results and effects of the JDS program was verified from the viewpoints of relevance, effectiveness and impact, and efficiency and process. In this basic research, we will not analyze by using the criteria and the PDM, but will conduct verification and factor analysis focusing on quantitative and qualitative effects related to the project purpose and overall goals.

Based on the above, the logic model of the effects and impacts assumed in this basic research and the main quantitative and qualitative indicators used for the verification of each stage are illustrated below.



Source: Prepared by the study team

Figure 2-1: Assumed Logic Model and Quantitative and Qualitative Indicators

As will be described in 2.2, JICA officially launched the “JICA Development Studies Program (JICA-DSP)” in JFY 2018, and the JDS program is positioned within this framework. The program aims to provide human resources in developing countries with opportunities to learn about Japan’s development experience, so that they can systematically understand Japan and make effective use of their understanding in the development of their home countries after

returning. Furthermore, it is expected that such human resources will play active roles as leaders of pro-Japanese groups, and that the relationship between the partner country and Japan will be maintained and strengthened over the medium to long term. These objectives are consistent with the logic model of Figure 2-1. Since the activities of JICA-DSP have only just started, information will be collected from JDS students who participated in the program to a limited extent.

2.1.2 Historical Changes of the JDS Program

The JDS Program was established in JFY1999 and started to accept students from Uzbekistan and Lao People's Democratic Republic in JFY2000 to support their transition to a market economy. In JFY2002, the program started to receive students from the countries other than those in transition to a market economy. Since then, the target countries have gradually increased. In JFY2006, Indonesia became the first country to “graduate” from the program, followed by China in JFY2012. In JFY2012, Ghana joined the program as the first non-Asian target country. In JFY2019, the program started to accept students from East Timor, Pakistan, and Bhutan, and the program is currently operated in a total of 16 countries. Furthermore, the JDS program is expected to receive students from Maldives, Kenya, and El Salvador from JFY2021 (this is not the final decision since this has not yet obtained a cabinet approval), adding another country in Africa and the first country from Central America.

In JFY2008, a new system for the JDS Program was introduced. Under the new system, the program is implemented based on a four-year basic plan developed for each target country in order to ensure consistency with mid and long-term development strategies and human resource development policies of the target country and the Country Assistance Policy of the Japanese government. From JFY2009 onward, the new system has been adopted gradually (Table 2-2).

Other major changes in program operations under the new system were as follows. Under the new system, a preparatory survey is conducted once every four years in each target country to develop a basic plan for the next 4 years (4 batches). In addition, under the new system, the private sector was not covered in principle, while previously, the program covered not only government agencies but also the private sector. A more recent change since JFY2016 has made it possible for the program to accept a small number of students to doctoral courses if there is an appropriate need for more advanced human resources development and if appropriate human resources are available in the target countries.

Table 2-2: Historical Changes in the JDS Program

Fiscal Year	Event	Description	Note
1999	The JDS Program was established.	<ul style="list-style-type: none"> Scholarship program by grant aid scheme was newly introduced to support the transition to a market economy 	<ul style="list-style-type: none"> As part of the “100,000 International Students Plan” of the Japanese government
2000	The first students were accepted.	<ul style="list-style-type: none"> Uzbekistan and Laos 	
2002	Extended to countries not in transition to a market economy	<ul style="list-style-type: none"> Bangladesh 	<ul style="list-style-type: none"> The purpose of the program was to develop human resources to address development challenges
2006	The first country graduating from the program	<ul style="list-style-type: none"> The program for Indonesia was terminated with the last students arriving in JFY2006. 	<ul style="list-style-type: none"> Scholarship program by loan scheme was implemented in Indonesia.
2008	The new system was introduced.	<ul style="list-style-type: none"> JICA became the implementation management organization of the JDS program (October) A four-year basic plan is prepared based on the JDS preparatory survey for each country. Focuses in principle on government officers as a target group in the new system 	<ul style="list-style-type: none"> Overseas economic cooperation operations of the former Japan Bank for International Cooperation and (a part of) grant aid operations of the Ministry of Foreign Affairs were integrated into JICA (October). Stress on consistency with mid and long-term development strategies and human resource development strategies of the target countries and Japan’s Country Assistance Policy Aims at forming critical mass to a strengthened capacity to solve development challenges
2009	Began receiving students under the new system.	<ul style="list-style-type: none"> Uzbekistan, Laos, Mongolia and Tajikistan 	<ul style="list-style-type: none"> JDS Preparatory Survey started.
2011	Termination of the program for China was decided.	<ul style="list-style-type: none"> The program for China was terminated with the last students arriving in 2012. 	<ul style="list-style-type: none"> The program was taken over by the succeeding program called the JDS for Chinese Young Leaders.
2012	First African country to join the JDS Program	<ul style="list-style-type: none"> Ghana 	

Fiscal Year	Event	Description	Note
2016	Began recruiting students for Doctoral courses		

Source: Prepared by the study team based on JDS Preparatory Survey Reports and JDS Operation Guidelines

2.1.3 Application Eligibility and Qualifications

Applicants' eligibility and qualifications were established according to the JDS operation guidelines, although there are slight differences in the details among countries. Table 2-3 shows a summary of eligibility and qualifications based on the latest preparatory survey reports for the target countries.

Table 2-3: Eligibility and Qualifications of Applicants for the JDS Program

Item		Eligibility and qualifications
Nationality		Nationals of the target countries
Age (As of April 1 of the year of arrival)		22 or above and less than 40 years of age (39 years or less) *Vietnam: 24 years of age or above and less than 40 years; Bangladesh: 40 years or less; Myanmar and Kyrgyz: 22 or above and 40 years or less; Mongolia: 25 or above and less than 40 years; Sri Lanka: less than 40 years; Nepal: 25 years or above and 40 years or less; Ghana: less than 42 years of age.
Academic History	Basic Requirement	Bachelor's degree
Career history	Job Category	Permanent officers of target organizations *Vietnam: Officers of government organizations including the Party organizations, people's organizations, and state owned enterprises; Bangladesh: Officers of the Bangladesh Civil Service Cadre or Class-1 officers of the Bangladesh Bank; Cambodia and Tajikistan: Permanent officers of government organizations; Nepal: Gazetted Officers; Laos: Permanent officers engaged in developing/operating the institutions or formulating policies in the target organizations; Sri Lanka: Executive or Senior Executive as defined in civil service regulations and officers in five quasi-government organizations as stipulated; Myanmar: Government officers and the staff or members of the Union of Myanmar Federation of Chamber of Commerce and Industry (UMFCCI), Myanmar Engineering Society (MES), and Myanmar-Japan Cooperation Center for Human Resources Development (MJC); Mongolia: [civil servant slots] Permanent government officers and [private sector slots] (i) permanent employees of the companies who completed the business course of MJC and (ii) permanent employees of the companies that have obtained a loan under JICA's Two-Step-Loan Project for Small and Medium-scaled Enterprises Development and Environmental Protection and of the commercial banks that are engaged in lending under the project.
	Work experience	Many target countries require applicants with two or more years of work experience, with slight differences in detailed conditions. *Laos: two or more years of specialized work experience in

Item		Eligibility and qualifications
		developing/operating the institutions or formulating policies in the target organizations; Sri Lanka, Ghana, and Nepal: three or more years; Mongolia: [civil servant slots] three or more years and [private sector slots] five or more years of work experience as well as two or more years as a permanent employee at the company where the applicant currently belongs.
Language Ability Criteria		Participants must have adequate English proficiency to pursue studies in the master's/doctoral courses.
Restrictions pertaining to applicants who have received or will receive other scholarships		Persons who earned a master's degree abroad through other scholarship programs are not allowed to apply.
Conditions for work after returning		Uzbekistan and Kyrgyz: Returnees are required to work for at least three years in government organizations; Vietnam and Myanmar: at least four years; Tajikistan and Nepal: at least five years; Mongolia: at least two years. Cambodia, Bangladesh, and Laos: the period required for work after returning is different among target organizations. Laos and the Philippines: Returnees are required to work twice longer than the period of study in Japan; Sri Lanka: four times longer than the period of study in Japan.

Source: Prepared by the study team based on JDS Preparatory Survey Reports and interviews with the JDS implementation agents

As of JFY2019, Myanmar and Mongolia are accepting foreign students as “private slots” apart from government institutions (including quasi-governmental organizations). Myanmar accepts 11 out of a total of 44 students annually from the staff or members of UMFCCI, MES and MJC. In Mongolia, two persons only from private enterprises and organizations related to ODA are accepted to the master's courses taught in Japanese language in order to develop human resources who contribute to the development of both countries. However, as a result of the preparatory surveys conducted in JFY2019 in these two countries, annual acceptance of JDS students will be reduced to six from Myanmar and none from Mongolia to clarify the objectives of the JDS program.

2.2 External Factors Affecting the JDS Program

2.2.1 Japan's Policy for Receiving Foreign Students

The Japanese government has launched various policies and programs to promote internationalization of Japanese universities and to provide educational opportunities for the young people who can play active roles in the ever-globalizing world. One of the major policies is “300,000 Exchange Students Plan” launched in July 2008, which aims to accept 300,000 international students by year 2020. According to Japan Student Service Association (JASSO), the number of international students who are enrolling in Japanese higher education institution is 298,980 persons as of May 2019, the goal is likely to be achieved by the target year. In terms of

improving the international competitiveness of Japanese universities, the number of international students has increased, while there are gaps in rural and private universities. In addition, it is mentioned that there is a challenge in formulating and visualizing the network among the graduates who studied in Japan.

At the TICADV conference in 2013, Prime Minister Abe announced the African Business Education Initiative for Youth, called “ABE Initiative” . This program offered for 1,000 African young people to study in Japanese universities and to provide internship programs at Japanese private companies. Furthermore, at the TICAD VII held in August 2019, “ABE Initiative 3.0²” was announced to receive another 3,000 African youth in order to enhance human resources in various fields for contributing to the development of industries in Africa.

Moreover, at the “International Conference on the Future of Asia” held in June 2018, Prime Minister Abe declared the “JICA Development Studies Program³” as one of the programs of “the 150th anniversary of the Meiji Restoration⁴” , and said that the Japanese government aims to have approximately 2,000 foreign students to be constantly studying in Japan in the coming five years under the collaboration between JICA and Japanese universities.

2.2.2 Receiving Foreign Students in Japan

According to JASSO’s annual survey, the number of international students who were enrolled at a Japanese university, graduate school, junior college, technical college, professional training college, educational institution that offered university preparatory courses, and Japanese language schools in Japan was 298,980 persons as of May 1st, 2019. They were composed of 285,824 privately financed students (95.5% of the total) and 3,733 Japanese government-financed students⁵ (1.2%).

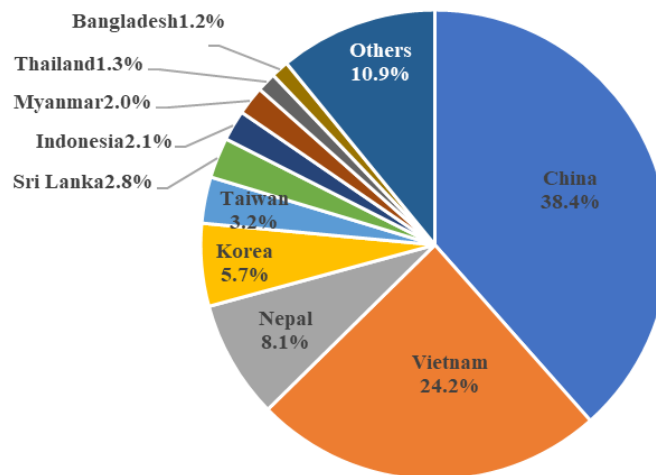
The breakdown of the number of students by the type of institution was as follows: 90,079 students at Japanese language schools (30.1%), 84,857 students at universities (28.4%), 67,475 students in professional training colleges (22.6%), 50,184 undergraduate students at universities (16.8%) and other. The data broken down by region showed that 93.4% of the total number of international students was from the Asian region, followed by Europe (3.4%) and North America (1.1%). As shown in Figure 2-2, most of the students were from China (38.4%), followed by Vietnam (38.4%), Nepal (8.1%), Korea (5.7%), and Taiwan (3.2%).

² MoFA web page, <https://www.jica.go.jp/africahiroba/business/detail/03/ku57pq00001jwm0b-att/about.pdf> (as of Dec 20th, 2019)

³ JICA-DSP invites future leaders from partner countries to Japan, and offers the opportunity to learn about Japan’s modernization and development experiences, which differ from those of Europe and the U.S., and its experience and knowledge as a country that provided cooperation toward the progress of developing countries after World War II.

⁴ The year 2018 marked the 150th anniversary of the Meiji Restoration. The Japanese government announced “the 150th anniversary of the Meiji Restoration,” which comprises various programs such as an event to review history after the Meiji Restoration.

⁵ Including international student financed by the foreign government, JDS scholars and Korean government scholars.



Source: JASSO.(2019). *Annual Survey of International Students in Japan 2019*.

Figure 2-2: Number of International Students by Nationality (Top 10 Countries)

As for the number of international students from the JDS target countries, over the ten thousand students were from Vietnam and Nepal, Sri Lanka (2.8%), Myanmar (2.0%), Bangladesh (1.2%). Another target country within the top twenty countries were Mongolia (1.0%), Philippines (0.8%), Uzbekistan (0.7%) and Cambodia (0.3%).

2.2.3 JICA's Program for Receiving Foreign Students

According to “JICA’s 5 Year Plan for Accepting International Students⁶,” JICA will continue to actively accept future leaders from partner countries and offer the opportunity to study in Master’s or Doctoral degree courses at Japanese graduate schools. It plans to accept about 1,000 international students per year from 2020 to 2023. JICA also aims to achieve synergy by coordinating between existing cooperation projects, training programs and JDS.

Major JICA projects supporting foreign students are as follows: JDS(Grant), ASEAN University Network/Southeast Asia Engineering Education Development Network Project Phase 3 (training program), Project for the Promotion and Enhancement of the Afghan Capacity for Effective Development Phase II (training program), SDGs Global Leader (training program), ABE Initiative (training program), Higher Education Project (Loan) and Egypt-Japan Education Partnership–Human Resource Development Project (Loan). Excluding loan projects, a total of 709 students studied in Japan in JFY 2018 under JICA projects.

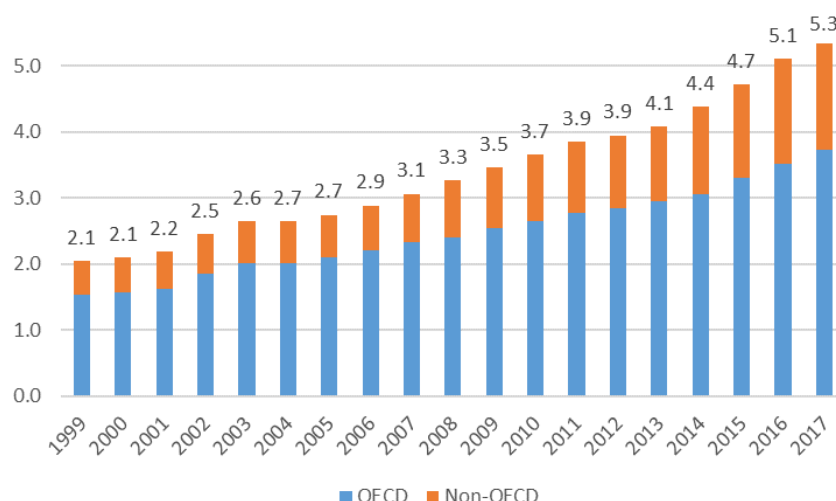
Under the “JICA Development Studies Program,” JICA currently offers two kinds of programs for participants who are enrolled in a degree program at Japanese universities. The first program is a short-term introductory course called “Program for Understanding the Japanese

⁶ Document provided by JICA (as of March 2019)

Development Experience.” It started in JFY2017 in collaboration with the National Graduate Institute for Policy Studies (GRIPS) as a non-credit course. Another program is the “Development Studies Programs” offered by various universities. These programs are designed to help better understand Japan’s development experience by universities and are now provided by 21 universities.

2.2.4 International Trends in Studying Abroad

Figure 2-3 illustrates the trends in the number of international students⁷ in tertiary education. It has expanded massively over the last two decades, from 2.1 million in 1999 to 5.3 million in 2017. According to OECD⁸, the average annual growth rate was 5% among OECD countries and 6% among non-OECD countries. The increase in foreign enrollment is being driven by variety of external factors. For instance, the need for new skills have rapidly increased because of knowledge-based and innovation-driven economies, while local education capacities cannot always keep up with the international market demand. Another factor in the increase is the rising wealth of emerging countries, where growing middle-class parents tend to give their children educational opportunities abroad. There are also economic factors (e.g. costs of international flights) and technological factors (e.g. the spread of the internet and social media to maintain contacts across borders). In terms of region of origin, students from Asia is the largest group of international students, totaling 2.1 million and 56% of all students across the OECD in 2017. Of these Asian students, two-thirds are in Australia, Canada, Japan, the United Kingdom and USA.



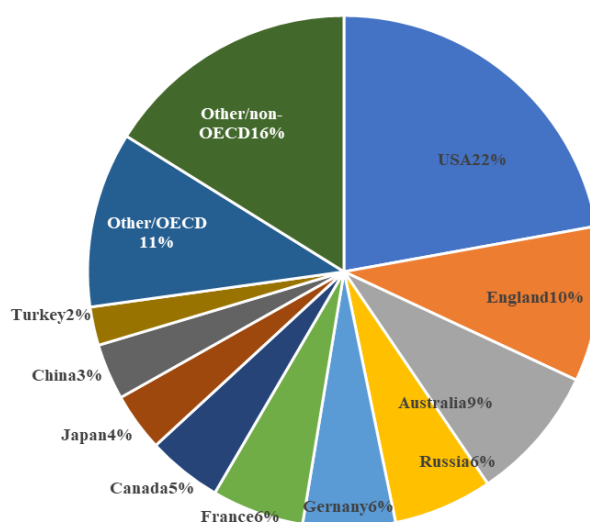
Source : OECD, “Education at Glance 2019_Indicator B6. What is the profile of internationally mobile students?”

Figure 2-3: Growth in International or Foreign Enrollment in Tertiary Education Worldwide (unit: million person)

⁷According to the OECD’s definitions, international students are defined as students who are not permanent or usual residents of their country of study, or alternatively as students who obtained their prior education in a different country.

⁸ OECD, “Education at Glance 2019_Indicator B6. What is the profile of internationally mobile students?”

Figure 2-4 shows the international education market shares in 2017. As a destination country, the top three countries are the USA, the United Kingdom and Australia, with these countries receiving more than 40% of all international students. This means that English-speaking countries are the most attractive student destinations overall. Japan has 9% of the market share and ranks 8th, just above China. At the time JDS was founded in 1999, Japan ranked 6th, however it continues to move down the list together with other non-English speaking countries such as Germany (previously ranked 3rd) and France (previously ranked 4th).



Source : OECD, “Education at Glance 2019_Indicator B6. What is the profile of internationally mobile students?”

Figure2-4: International education market shares (2017) (%)

In May 2019, OECD published “Indicators of Talent Attractiveness”⁹ which showed the ranking of countries attractive to international students. According to this report¹⁰, the top five countries were Norway, USA, Switzerland, Canada and Australia. In particular, USA, Canada and Australia as well as other English-speaking countries ranked high in the “skills environment” category as their environment is better equipped for acquiring knowledge and skills in English. In contrast, Norway and Switzerland ranked high, dominating the “income and tax” category, as international students with student visas can work; and the tuition for the domestic students and international students were the same. The category on “future prospects” was more favorable in countries like France, which allows easy transition from student visas to work permits after graduation and their tuition for international students is relatively low. Japan ranked 25th among 35 OECD countries.

⁹OECD (<https://www.oecd.org/migration/talent-attractiveness/>) This paper introduces a new set of indicators aimed at benchmarking how OECD countries fare in attracting talented migrants. Three different profiles of talent are considered: workers with graduate (master or doctorate) degrees, entrepreneurs, and university students. The OECD Indicators of Talent Attractiveness are composed of seven sub-indices which are (1) quality of opportunities, (2) income and tax, (3) future prospects, (4) family environment, (5) skills environment, (6) inclusiveness, and (7) quality of life.

¹⁰ OECD, “How do OECD countries compare in their attractiveness for talented migrants?” (May 2019)

2.2.5 Politics, Economy, and Society of the Target Countries¹¹

Table 2-4 shows the political and economic situation of the JDS target countries.

Among the target countries, Cambodia is the only monarchy headed by a king, while the others are republics governed by elected representatives. As for the economic situation, excluding Mongolia and Sri Lanka, the economic growth rate has been strong at over 5%. According to the World Bank classification, Nepal and Tajikistan are categorized as low income countries and other countries as lower-middle income countries. GNPs per capita in Mongolia, the Philippines and Sri Lanka exceed 3,000USD. In particular, Sri Lanka is likely to join the upper-middle income countries whose GNP is over 3,996 USD. The table also shows the ratio of internet users as an indicator of accessibility to information on universities and the educational situation in foreign countries. Vietnam and the Philippines account for more than 60%, while Bangladesh, Tajikistan, Lao and Mongolia are relatively low at less than 20%.

Table 2-4: Political and Economic Situation of Target Countries

Country	1. Political System	2. Population (ten thousand)	3. Real GDP Growth (%)	4. Economic Situation	5. GDP per capita (US\$)	6. World Bank Classification	7. Internet Users (%)
Uzbekistan	Republic	3,239	5.3	High economic growth was maintained, in the past, but slowdown due to low energy resources	1,980	Lower-middle income	52
Laos	People's democratic republic	685	6.9	Open economy is promoted through privatization of state-owned enterprises and revision of legal system	2,270	Lower-middle income	26
Cambodia	Constitutional monarchy	1,600	6.8	Economic growth was maintained by increasing foreign direct investments	1,230	Lower-middle income	40
Vietnam	Socialist republic	9,554	6.8	Achieved top-class economic growth in ASEAN region over the past years	2,170	Lower-middle income	70
Mongolia	Republic	308	1.0	Economic growth decreased due to low energy resources	3,290	Lower-middle income	24
Bangladesh	Republic	16,365	7.3	Upgraded to lower-middle income country in	1,470	Lower-middle income	15

¹¹ As mentioned in section 1.2, there are currently 16 target countries of JDS, however this study targets 13 countries. The information about the remaining three countries which are not the target countries of this study are not mentioned in this report but written as a reference in the following table.

Country	1. Political System	2. Population (ten thousand)	3. Real GDP Growth (%)	4. Economic Situation	5. GDP per capita (US\$)	6. World Bank Classification	7. Internet Users (%)
				2015 based on strong economic growth			
Myanmar	Republic	5,337	6.4	Reforms for open economy boost foreign investments and achieve strong economic growth	1,190	Lower-middle income	31
Philippines	Constitutional republic	10,050	6.7	Significant growth in the service sector including call center business	3,360	Lower-middle income	60
Kyrgyz	Republic	620	4.6	Economy relies heavily on remittances from migrant workers in Russia	1,130	Lower-middle income	38
Tajikistan	Republic	892	7.1	Economic growth has decreased due to economic recession in Russia	990	Low income	22
Sri Lanka	Republic	2,144	3.1	Strong economic growth is maintained based on high demand in reconstruction	3,840	Lower-middle income	34
Ghana	Republic	2,883	8.5	High economic growth was achieved through oil production started from 2010	1,490	Lower-middle income	39
Nepal	Federal democracy republic	2,930	7.5	Accepting large amount of development assistance	790	Low income	34
[Reference]							
East Timor	Republic	118	5.6	Maintaining high economic growth based on development of natural gas and oil	1,790	Lower-middle income	NA
Pakistan	Federal Republic	20,777	5.7	Faced with shortage of foreign currency, requested IMF to provide financial assistance in 2018	1,640	Lower-middle income	16
Bhutan	Constitutional monarchy	75	4.6	Industrial share of GDP is expanded through the development of electrical sector	2,956	Lower-middle income	48

Source : 1-6 : MOFA"ODA Data Book 2018", 7 : World Bank (<https://data.worldbank.org/indicator/IT.NET.USER.ZS>)

Reference : the ratio of internet users in Japan is 85%

2.2.6 Bilateral Relationship between the Target Countries and Japan

Table 2-5 summarizes the relationship between the target countries and Japan.

Overall, Japan has maintained good diplomatic relationships with all target countries. Looking at the trade with Japan, the amount is particularly large with Vietnam, Bangladesh and Philippines, while Tajikistan, Nepal and Kyrgyzstan are relatively low. With ASEAN countries, Japan ranks among the top five export partners, indicating close economic ties. As for ODA Gross disbursement, Japan ranks in the top three among bilateral donors, excluding Kyrgyzstan and Ghana, and among the nine bilateral donors Japan ranks at the top.

Table 2-5: Bilateral Relationship between the Target Countries and Japan

Country	1. Export to Japan (JPY Billion)	2. Import from Japan (JPY Billion)	3. Japan's Ranking among Export Partners	4. Japan's Direct Investments	5. Number of Japanese Firms	6. ODA Gross Disbursement (US\$ Million)	7. Japan's Ranking among Bilateral Donors
Uzbekistan	579.3	5.9	>5	NA	22	195.10	1
Laos	147.0	171.9	5	NA	150	63.78	1
Cambodia	466.1	1,775.5	4	2	196	140.92	1
Vietnam	18,141.6	23,352.4	3	1	1,848	1,583.47	1
Mongolia	571.5	35.8	>5	NA	448	191.43	1
Bangladesh	1,730.2	1,594.0	>5	>7	279	568.28	1
Myanmar	765.7	1,414.8	3	6	390	506.82	1
Philippines	12,431.6	11,524.3	1	3	1,502	301.51	1
Kyrgyz	18.3	41.2	>5	NA	NA	12.81	4
Tajikistan	13.9	0.8	>5	NA	NA	31.04	2
Sri Lanka	1,380.6	302.1	>5	11	130	199.03	1
Ghana	167.3	137.0	>5	NA	NA	33.42	>6
Nepal	58.0	11.8	>5	NA	NA	73.90	3
[Reference]							
East Timor	7.9	1.0	>5	NA	NA	36.71	2
Pakistan	2,315.6	389.7	>5	4	83	244.70	3
Bhutan	9.7	1.0	>5	NA	NA	19.79	1

Source:

1, 2 : MOF, Trade Statistics of Japan “Values by Country 2018” (Total amount between January-December)

(<http://www.customs.go.jp/toukei/srch/index.htm?M=23&P=0>)

3 : UNCTAD STAT Country Profile (<https://unctadstat.unctad.org/CountryProfile/en-GB/index.html>)

4 : JETRO “World Trade and Investment Report 2019”

5 : JETRO (<https://www.jetro.go.jp/world/>)

6, 7 : MOFA, “ODA Data Book 2018”

2.2.7 Overview of Higher Education and Situation of Studying Abroad

Table 2-6 shows an overview on higher education (at the tertiary education level) in the target countries and the situation of students studying abroad. The data indicates that a relatively high proportion of student are enrolling in higher education in Mongolia, Philippines, Tajikistan and Vietnam; and student enrollment is lower than 20% in the remaining countries. Looking at the proportion of higher education students abroad, Ghana comprises 17% of higher education students, followed by Kirgizstan, Tajikistan and Vietnam. In the case of Sri Lanka, 55% of higher education students chose the USA and Western Europe to study.

Table 2-6: Overview of Higher Education (HE) and Situation on Studying Abroad

Country	1. Higher Education Students (%)	2. Number of HE Students (person)	3. Number of HE Students Abroad (persons)	4. Proportion of HE Students Abroad among Total HE Students (%)	5. Number of HE Students Studying in North America or Western Europe (persons)	6. Proportion of HE Students Studying in North America or Western Europe among Total HE Students Abroad (%)
Uzbekistan	10	299,634	34,990	11.7%	1,993	5.7%
Laos	15	105,439	5,064	4.8%	267	5.3%
Cambodia	13	207,603	5,928	2.9%	1,465	24.7%
Vietnam	29	2,307,361	94,662	4.1%	40,689	43.0%
Mongolia	66	155,248	10,598	6.8%	2,537	23.9%
Bangladesh	21	3,150,539	57,675	1.8%	16,974	29.4%
Myanmar	16	77,1321	8,965	1.2%	2,180	24.3%
Philippines	35	3,589,484	17,197	0.5%	6,507	37.8%
Kyrgyz	41	217,693	11,399	5.2%	1,021	9.0%
Tajikistan	31	265,426	19,762	7.4%	452	2.3%
Sri Lanka	20	300,794	20,735	6.9%	5,709	27.5%
Ghana	16	443,693	14,622	3.3%	8,107	55.4%
Nepal	12	404,718	64,054	15.8%	16,582	25.9%
[Reference]						
East Timor	18	NA	2,777	NA	387	13.9%
Pakistan	9	1,903,565	53,023	2.8%	23,393	44.1%
Bhutan	16	11,944	4,393	36.8%	251	5.7%

Note: the data for each county show the latest year but vary by country.

Source : 1. World Data Bank_ School enrollment, tertiary (% gross) 2, 3, 5. UNESCO Institute for Statistics_ (UIS)_ Outbound internationally mobile students by host region, 4 and 6 Calculated by the study team.

2.2.8 System of Civil Service in the Target Countries

Table 2-7 summarizes the civil service system in the target countries.

As for the number of public servants, not all the data shows the target number of JDS candidates because each country has a different definition for public servant. As shown in the table, the Philippines has the largest number of public servants, with more than 1.5 million. The recruitment and promotion system of civil servants in almost all countries have a transparent personnel system based on an open examination and interview, where holding a Master's or Doctor's degree is a prerequisite, or it will provide an advantage for promotion. Most countries' administrations are considered stable, while in some countries like Uzbekistan, Kyrgyzstan and Mongolia, personnel matters concerning civil servants may be affected by political changes.

Table 2-7: Civil Servant System in Target Countries

Country	Number of Public Sector/Civil Servant (person)	Is there an employment examination?	Is there a promotion examination?		Transfer among Ministries	Master's Degree for Promotion	Political Appointment	Government Stability (High/ Low)
		(Yes/No)	(Yes/No)	Consideration of Academic Degree (Yes/No)				
Uzbekistan	[Public Sector] about 2.6 million -Including state-owned enterprises -About 18% of the working population	No (Nepotism, Recommendation)	Yes (considering the performance of political union)	Yes	Few	Different conditions depending on the ministry	Heads of local administrative positions are appointed by the President. Some ministries have a post for civil servant at same level of Vice-Minister	Low Frequent reorganization after the new Presidents in 2016
Laos	[Public Sector] about 156,000 -Including civil servant, military and state-owned enterprises. -About 10% of the working population	Yes (by ministry)	Yes	Yes	Few	Master's and Doctor's degree are required at director level	They have a political appointment system	High
Cambodia	[Public Sector] about 200,000 -Number of civil servants is about 27,000 -Excluding teachers and police	Yes (by Ministry)	No (Seniority)	Yes	Few	No rules about Master's degree in promotions	They have a political appointment system at Minister, Vice-Minister, and Secretary levels	High
Vietnam	[Public Sector] about 5.20 million -About 9.6 % of the working population [Civil Servant] about 260,000 -About 5.1% of the public sector -Number of officers at central level is over 10,000	Yes (by Ministry)	Yes (Grade) No (Position)	Yes	Few	Master's degree is considered as one of the judgment factors	There are transfers from local party leader to vice-minister of the central ministry.	High

Country	Number of Public Sector/Civil Servant (person)	Is there an employment examination?	Is there a promotion examination?		Transfer among Ministries	Master's Degree for Promotion	Political Appointment	Government Stability (High/ Low)
		(Yes/No)	(Yes/No)	Consideration of Academic Degree (Yes/No)				
Mongolia	[Civil Servant] about 19,000 -About 15.5 % of the working population -Number of administrative staff is about 20,000	Yes (by public administration committee)	Yes	Yes	Few	Under the revised Civil Service Law that came into force in January 2019, Master's Degree is required at the Senior Principal Officer level or higher.	Officer could only reach the principal officer level. However, political appointment was banned by the revised Civil Service Law.	Low Frequent reorganization due to political changes. Lower level officer also affected.
Bangladesh	[Civil Servant] about 1.4million -Number of officers at central level is about 10,000	Yes	Yes	Yes	Frequent	Not required, but advantageous in some ministries	Appointment in special positions at the time of political change	High Although there are few personnel changes, transfers may occur at the undersecretary level during times of political change.
Myanmar	[Civil Servant] about 1.4million -Number of gazette officers about is 130,000.	Yes	Yes	Yes	Few	Not required, but advantageous in some positions	Senior management is appointed by the Minister in conjunction with a merit system.	High
Philippines	[Civil Servant] about 1.7million -JDS target officer about 1.5 million -About 4% of the working population	Yes (by Civil Service Commission and Ministry)	Yes	Yes	Few	Master's degree or training by Civil Service Commission are required at the Division Chief level or higher.	Senior management is appointed in conjunction with a merit system.	High

Country	Number of Public Sector/Civil Servant (person)	Is there an employment examination?	Is there a promotion examination?		Transfer among Ministries	Master's Degree for Promotion	Political Appointment	Government Stability (High/ Low)
		(Yes/No)	(Yes/No)	Consideration of Academic Degree (Yes/No)				
Kyrgyz	[Civil Servant] about 24,000 -Officers enrolled in higher education is 19,000. -Officers under age 40 are 10,000.	Yes (by State Personnel Service)	Yes	Yes	Frequent	Not required, but advantageous in some positions	Depends on the managerial posts	Low Frequent reorganization due to political change
Tajikistan	[Civil Servant] about 18,000 -Less than 1% of the working population	Yes (by ministry, but partly nepotism)	Yes (by Ministry)	Yes	None	Different condition depending on ministry	Some ministries have a post for civil servants at the same level of Vice-Minister	High
Sri Lanka	[Civil Servant] 1.1million -Officers under age 40 are 520,000.	Yes (by Public Service Commission)	Yes (considering working year)	Yes	Frequent	Master's degree is required at Grade I (second from the top) or higher.	At the level of director or higher	Low Frequent reorganization due to political change
Ghana	[Civil Servant] 13,000 -JDS target officers 71,487 at central ministries and others -0.1 % of the working population - Officer under age 39 is 37.3% of the total	Yes (by Office of the Head of Civil Service)	Yes	Yes	Occasionally	Master's degree is required for Deputy Director or higher.	No political appointment, but political change affects senior management personnel.	High Political change affects senior management personnel.
Nepal	[Civil Servant] about 89,000 -1.3 % of the working population -17.3% share of central government officers	Yes	Yes	Yes	Frequent	Master's degree is required for Under Secretary or higher.	Political change affects senior management personnel.	Low (The government is in transition to a federal system and is in the process of restructuring.)

Source : Preparatory survey reports of each target country, government documents from each target country, interviews for information with implementing agency

2.3 Performance of JDS Program

The performance of the JDS Program from JFY2000 to JFY2018 including its quantitative effects was summarized below based on the existing reports and documents.

2.3.1 Number of JDS Graduates/Students by Target Country

The JDS Program accepted 20 students each from Uzbekistan and Laos in JFY2000, who were the first batch of JDS students received. As shown in Table 2-8, after Uzbekistan and Laos, the number of target countries increased. In JFY2012, students from Ghana arrived in Japan as the first JDS target country from Africa. In JFY2016, the program started to receive students from Nepal. Since JFY2017, students for doctoral courses have been accepted. In contrast, the two countries of Indonesia and China graduated from the JDS Program in JFY2006 and JFY2013, respectively.

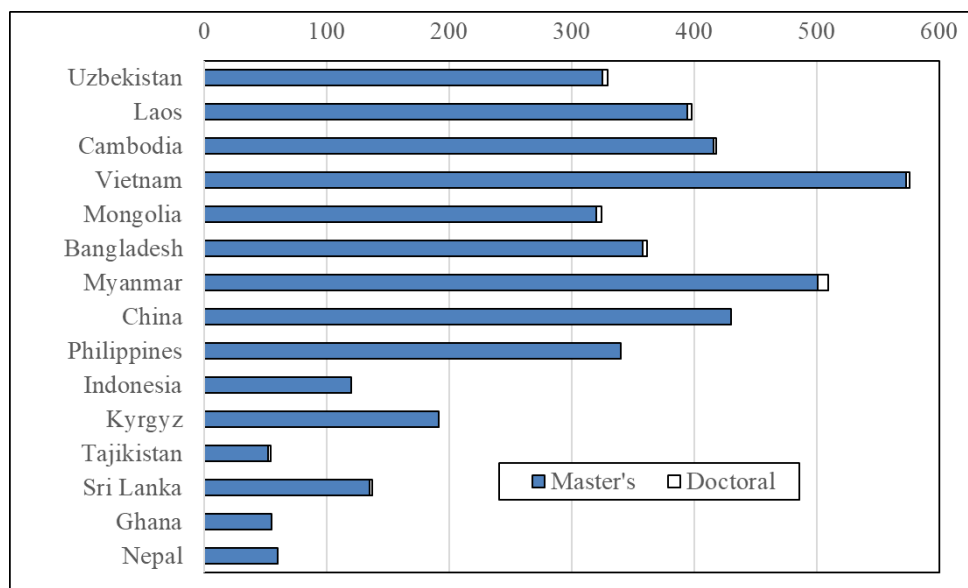
As of JFY2018, the JDS Program received students from 13 target countries including five countries from Southeast Asia, three from Central Asia, three from South Asia, one from East Asia, and one from Africa.

Table 2-8: Number of JDS Students Received from Target Country: JFY2000-2018
(Unit: Person)

Year of Arrival Country	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017		2018		Total
																		M	D	M	D	
1. Uzbekistan	20	19	19	20	20	20	20	20	19	14	15	15	15	14	15	15	15	15	2	15	2	329
2. Laos	20	20	20	20	20	20	25	25	25	20	20	20	19	20	20	20	20	20	2	20	2	398
3. Cambodia		20	20	20	20	20	25	25	25	25	24	24	24	24	24	24	24	24	0	24	2	418
4. Vietnam		20	30	30	30	30	33	34	35	35	28	29	30	30	30	30	30	30	0	59	3	576
5. Mongolia			20	20	20	19	20	20	20	18	18	16	17	18	18	18	18	20	2	20	2	324
6. Bangladesh			29	19	20	20	20	20	20	20	15	15	15	15	15	25	30	30	0	30	3	361
7. Myanmar			14	19	20	20	30	30	30	30	22	22	22	22	44	44	44	44	4	44	4	509
8. China				42	43	41	43	47	47	48	45	39	35	—	—	—	—	—	—	—	—	430
9. Philippines				19	20	20	25	25	25	25	20	20	20	20	20	20	20	20	0	21	0	340
10. Indonesia				30	30	30	30	—	—	—	—	—	—	—	—	—	—	—	—	—	—	120
11. Kyrgyz								20	20	18	14	14	15	15	15	15	15	15	0	15	0	191
12. Tajikistan										3	5	5	5	5	5	5	5	7	1	7	1	54
13. Sri Lanka											15	15	15	15	15	15	15	15	0	15	2	137
14. Ghana													5	5	5	10	10	10	0	10	0	55
15. Nepal																	20	20	0	20	0	60
Total	40	79	152	239	243	240	271	266	266	256	241	234	237	203	226	241	266	270	11	300	21	4,302
																		281		321		

Note: For 2017 and 2018, “M” and “D” mean master’s courses and doctoral courses, respectively.

Source: JICA



Source: JICA

Figure 2-5: Number of JDS Students from Target Country: JFY2000-2018 (Unit: Person)

As Figure 2-5 shows, Vietnam, Myanmar, China, Cambodia, and Laos are the countries that have sent the greatest number of JDS students to Japan in descending order. All of these countries except China are late-developing ASEAN countries. Of the total number of JDS graduates and students, 55% were from Southeast Asia, followed by East Asia (18%), Central Asia (13%), South Asia (13%), and Africa (1%), including China and Indonesia.

Regarding the number of students received from individual countries, Vietnam, Myanmar, and Bangladesh each sent more than 30 students in JFY2018. These countries have increased the annual number of students sent in recent years. Especially, the accepted number of students from Vietnam have doubled since JFY2018¹². Cambodia, Laos, Mongolia, Philippines, and Nepal each has constantly sent 20 to 24 students every year recently. Uzbekistan, Kyrgyz, Sri Lanka, and Ghana each has sent 10 to 15 students and Tajikistan has sent seven students annually (all figures for the master's course).

These figures to date indicate that the JDS program has focused on countries in South-East Asia, with emphasis especially on ASEAN late-developing countries.

¹² In December 2016, Mr. Pham Minh Chinh, Head of the Central Committee of Organization and Personnel of the Communist Party of Vietnam, asked Prime Minister Abe for cooperation in administrative reform and human resource development as one of Vietnam's most important issues. When Prime Minister Phuc visited Japan in June 2017, Prime Minister Abe announced that Japan would provide training opportunities to more than 800 young officials in the Communist Party of Vietnam and the government. As part of this effort, the JDS quota was expanded.

2.3.2 Status of JDS Students on Their Arrival in Japan

Table 2-9 shows the average age of foreign students (as of April 1 of the year) at the time of their arrival in Japan and the number and percentage of foreign students by gender.

The average age was the lowest for Uzbekistan, Cambodia and Vietnam at around 27, and the highest for Sri Lanka and Nepal was around 35. Compared to the data from the previous study up to JFY2011, the average age has generally increased. In particular, the average age of students from the countries that have implemented the JDS program for a long time has increased in all of the countries except Myanmar. This is probably due to the revised JDS Operation Guidelines (February 2016), which raised the maximum age for JDS applicants to 40.

The proportion of women was higher than that of men in Myanmar (67.5%), Mongolia (62.8%), the Philippines (57.9%), and Sri Lanka (51.1%). The proportion of women in all 13 countries was 40.2%. Compared with the previous study, the percentage of women has increased in eight of the 11 countries surveyed, including the four countries mentioned above, indicating that the JDS is increasing its contribution to the development of human resources for female civil servants. In contrast, Tajikistan (11.5%), Uzbekistan (12.7%), Bangladesh (15.6%) and Ghana (17.8%) are still at low levels. Looking at the percentage of women among all government employees in each country, in both these low-level countries and the Kyrgyz Republic, the percentage of women among JDS students is even lower than the percentage of women among all government employees. The low percentage of women studying abroad in these countries is thought to be due to the social and cultural background, such as traditional norms for women to marry and give birth at a young age and to stay at home, the importance of women's roles in housework, and the fact that the head of a family does not allow women to study abroad in the context of Islamic culture¹³. In addition, many of these countries are located far from Japan in terms of distance and culture; and there is a possibility that the fact that foreign students themselves and their families are not familiar with Japan may also have an effect. In order to increase the number of female students, some of the target countries are making effort at the selection stage¹⁴, but further consideration and resourcefulness should be considered at the recruitment and selection stage.

¹³ JICA/JICE. (2016). *Preparatory Survey Report for the Japanese Grant Aid for Human Resources Development Scholarship Program (JDS) in the Republic of Uzbekistan; and interviews in the field survey in Ghana.*

¹⁴ In the Kyrgyz Republic, if the overall score between the female alternate candidate and the male successful candidate is slightly different (1 point or less), the alternate candidate will be advanced to successful candidate. (Source: Preparatory Survey Report, 2018)

Table 2-9: Average Age of JDS Graduates on their Arrival in Japan and Their Composition by Gender (from JFY2000 to JFY2018 arrivals, master courses)

Country	Average Age	JDS Students by Gender (JFY2000-2018 arrival)				Previous Study (JFY2000-2011 arrival)		Female Percentage in Civil Service	
		Total	Female	Male	Female Percentage	Average Age	Female Percentage	Female Percentage	Note/Source
Uzbekistan	26.8 (*1)	324	41	283	12.7%	25.8	13.6%	approx. 30%	Average of Target Organization/ Preparatory Survey (2016)
Laos	29.3	394	116	278	29.4%	29.0	25.5%	25.0%	Labor Force Survey 2017
Cambodia	27.0	416	93	323	22.4%	26.0	20.6%	25.0%	Central level/ Ministry of Civil Service (2016)
Vietnam	27.3	573	286	287	49.9%	27.0	44.3%	29.0%	2016 data/ World Statistics 2018, MIC Japan
Mongolia	28.8	320	201	119	62.8%	28.3	62.0%	59.2%	Administration Positions/ Mongolian Statistical Yearbook 2017
Bangladesh	32.5	358	56	302	15.6%	31.5	18.2%	22.8%	Administration Cadre/ Preparatory Survey (2017)
Myanmar	31.6	501	338	163	67.5%	32.7	65.0%	58.8%	State institutions and ministries/ Statistical Yearbook 2017
Philippines	30.8 (*1)	340	197	143	57.9%	30.4	55.8%	approx. 53%	Preparatory Survey (2018)
Kyrgyz	30.1	191	66	125	34.6%	29.5	37.2%	approx. 43%	Preparatory Survey (2018)
Tajikistan	29.1	52	6	46	11.5%	30.1	0.0%	approx. 24%	Average of Target Organization/ Preparatory Survey (2016)
Sri Lanka	35.2	135	69	66	51.1%	35.5	36.7%	approx. 32%	Preparatory Survey (2017)
Ghana (*2)	32.9	45	8	37	17.8%	-	-	37.7%	2018 Civil Service Annual Performance Report
Nepal	34.0	60	13	47	21.7%	-	-	11.8%	Gazetted Officers/ Preparatory Survey (2019)

Note: (*1) Average up to JFY2017 students accepted. (*2) For Ghana only, both the number of students and their average age are based on students accepted up to JFY2017.

Source: Prepared by the study team

2.3.3 Fields of Education

In order to ensure consistency with the framework of Japan's development cooperation policy for the target countries, development issues for JDS are set every four years in each of the priority areas of the cooperation policy. Social sciences, such as law, economics, and public administration, are the main areas of acceptance, but engineering is also on the rise. Table 2-10 shows the current areas of acceptance in each target country.

Table 2-10: Study Areas of Acceptance from Target Countries (JFY2019)

Country	Areas of Acceptance (sub-program/component)	Field
Uzbekistan	1. Improvement of Economic Infrastructure (Improvement of Economic Infrastructure)	Engineering
	2. Human Resource and Institutional Development for Economic Development (Improvement of Business Environment, Improvement of Legal System, Management of Public Finance)	Social Science

Country	Areas of Acceptance (sub-program/component)	Field
	3. Rural/Regional Development (Agriculture and Water Resource Management, Health Policy and Administration)	Agriculture, Health
Laos	1. Improving Administrative Ability and Institution Building (Enhancement of Public Administration and Improvement of Legal System, Enhancement of Public Finance) 2. Building a Strong Base for Sustained Economic Growth (Improvement of Economic Infrastructure, Economic Policy on Investment/ Export Promotion) 3. Sustainable Agriculture and Rural Development as well as Natural Environment Conservation (Agriculture and Rural Development, Natural Environment Conservation) 4. Improvement of Educational Policy 5. Improvement of Health Policy	Social Science Social Science Agriculture Education Health
Cambodia	1. Industrial Development (Enhancement of Industrial Competitiveness (Infrastructure Development, Private Sector Development, Improvement of Education Quality), Agriculture and Rural Development) 2. Better Quality of Life (Improvement of Urban Living Environment, Improvement of Healthcare and Social Security System) 3. Strengthening of Governance (Improvement of Administrative Functions, Legal and Judicial Development, Building of International Relations)	Engineering, Education, Agriculture Social Science, Health Social Science
Vietnam	1. Promotion of Economic Growth and Strengthening of International Competitiveness (Strengthening of Market Economy System, Improving of Economic Infrastructure and Traffic Accessibility (Transportation), Improving of Economic Infrastructure and Traffic Accessibility (Energy), Agriculture and Rural Development) 2. Response to Fragility (Responding to the Threats of Climate Change, Disaster, Environmental Destruction) 3. Strengthening of Governance (Strengthening of the Legal System, Strengthening of the Administrative Capacity)	Social Science, Engineering, Agriculture Social Science, Engineering Social Science
Mongolia	1. Sustainable Development of the Mining Sector and Enhancement of Governance (Environment-Friendly Mineral Resource Management, Enhancement of Governance including Appropriate Management of Resources Revenue (Financial Management, Strengthening of Financial Policy, Improvement of Legal System)) 2. Assisting Inclusive Growth (Enterprise Management / Policy Planning, Public Policy) 3. Enhancement of the Capacity and Function of Ulaanbaatar as Urban Center (Improving Infrastructure and Urban Planning, Urban Environment Improvement)	Engineering, Social Science Social Science Engineering, Social Science
Bangladesh	1. Administrative Capacity Development (Enhancement of Capacity for Public Administrative Government, Enhancement of Legal Capacity and Policy, Enhancement of Capacity for Urban and Regional Development Planning and Policy, Enhancement of Capacity for Policy and Planning of Public Finance, Investment Management and Economic Growth)	Social Science
Myanmar	1. Assistance for Improvement of People's Livelihoods (Agricultural and Rural Development, Disaster Risk Management, Health Administration / Policy) 2. Assistance for Capacity Building and Institution Development to Sustain Economy and Society (Law, Public Policy /	Agriculture, Social Science, Health Social Science, Education

Country	Areas of Acceptance (sub-program/component)	Field
	Administration, Economics / Business Administration, International Relations, Educational Development/ Planning) 3. Assistance for Development of Infrastructure and Related Systems Necessary for Sustainable Economic Development (Information and Communication Technology (ICT), Transportation / Traffic, Electric Power / Energy, Urban Development Planning)	Engineering, Social Science
Philippines	1. Public Policy and Science and Technology for Sustainable Economic Growth (Enhancement of Public Administration and Finance, Enhancement of Industrial Promotion, Improvement of Transportation Infrastructure Development) 2. Overcoming Vulnerability and Stabilizing Bases for Human Life and Production Activity (Disaster Risk Reduction and Management, Environmental Management, Infrastructure Development in Regional Cities)	Social Science, Engineering Social Science, Engineering
Kyrgyz	1. Strengthening Policy Making Capacity for Peace and Stability (Public Policy (Incl. International Relations / Peace Building / Local Administration)) 2. Strengthening Policy Making Capacity for Economic Development (Economic Policy / Business Management, Agriculture / Rural Development, Transport Policy (Incl. Transportation/ Logistics/ Disaster Prevention and Mitigation))	Social Science Social Science, Agriculture
Tajikistan	1. Institutional Building for Sustainable Economic Development (Economic Development) 2. Enhancement of Public Policy for Sustainable Development (Public Policy, International Relations)	Social Science Social Science
Sri Lanka	1. Human Resource Development for Promotion of Economic Growth (Economics including Development Economics, Business Management, Environment Management/ Disaster Management and Climate Change)	Social Science, Engineering
Ghana	1. Improvement of Administrative Capacities and Institutional Development (Economic Policies and Public Financial Management, Public Administration) 2. Revitalization of Rural Areas (Improvement of Basic Living Environment (Support for Strengthening Capacities for Implementing Health Policy)) 3. Agriculture/rural Development (Rice Production and Agriculture Development Support) 4. Natural Resources and Energy (Energy Development Support)	Social Science Health Agriculture Social Science
Nepal	1. Social and Economic Infrastructure and Mechanism Development Which Directly Lead to Economic Growth and the National Livelihoods Improvement (Economic Policy, Industrial Development Policy, Infrastructure Development) 2. Governance Enhancement and Basic Framework Development for Democracy (Development of Human Resource and Administrative Capacity of Civil Servants, Building of International Relations, Improvement of Legal and Judicial System)	Social Science Social Science

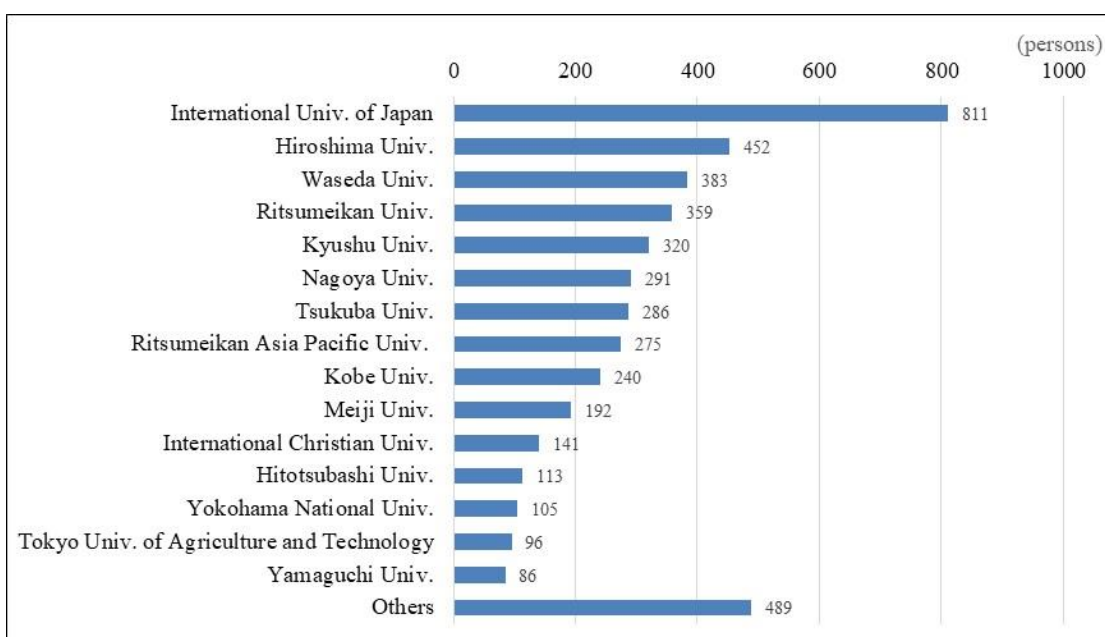
Source: Prepared by the study team based on the websites of the implementing agents

2.3.4 Accepting Universities

Figure 2-6 shows the results of the 15 top universities that have accepted JDS students from the total number of 4,639 persons at the start of the program to the latest year, JFY2019. (The figure

of 2019 is a planned number. Doctoral students are included). International University of Japan has accepted the largest number of JDS students, with more than 800 persons. This is followed by Hiroshima University, Waseda University, Ritsumeikan University, and Kyushu University. The top 15 universities account for 90% of the total number of students accepted under the JDS program.

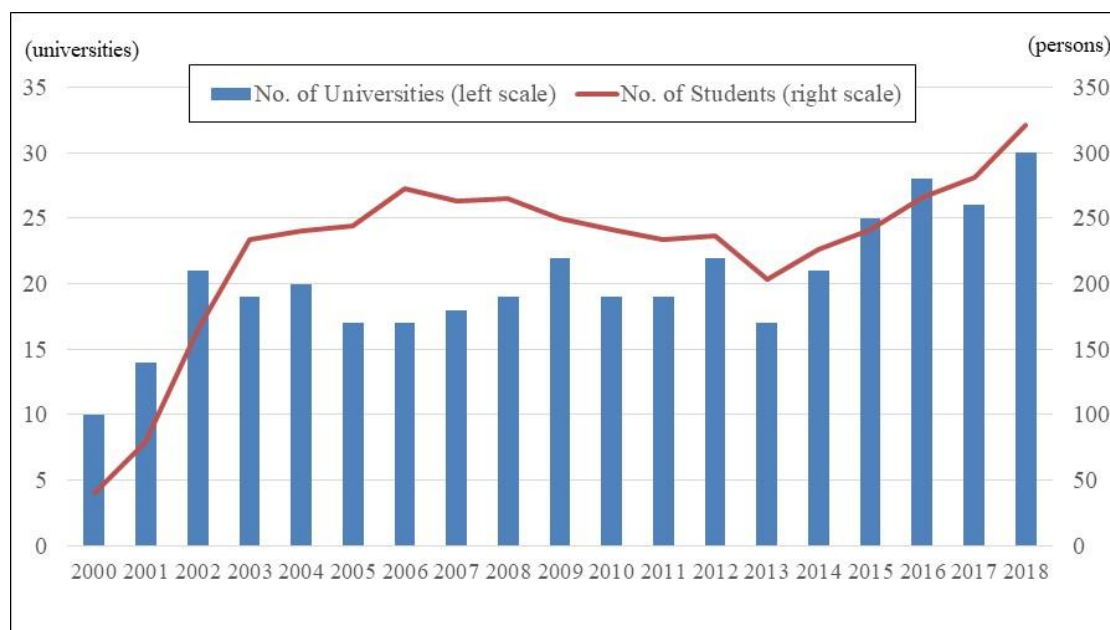
To date, a total of 43 universities have accepted JDS students¹⁵. In JFY2000, the first year of JDS acceptance, 10 universities accepted students under the JDS program. Since then, approximately 20 universities have accepted students annually, although the number has varied from year to year. The number has been increasing since 2015, and in 2018, 30 universities accepted JDS students (Figure 2-7). After the introduction of a new operation system, universities will be able to secure a stable number of foreign students for four years if their proposal is adopted, which is an attractive incentive for universities to accept JDS students. In contrast, there have been cases where proposals for the next four years were not adopted for the countries where the universities had accepted JDS students; and their network with the countries and graduates has been cut off.



Source: Prepared by the study team based on the document provided by JICA

**Figure 2-6: Number of JDS Students (JFY2000-2019 arrival)
According to Accepting University**

¹⁵ In the beginning of the JDS program, there were cases in which undergraduate organizations, not graduate schools, accepted students. Four universities (University of Tokyo, Sophia University, International Christian University, and Ritsumeikan Asia Pacific University) fit this case and they are counted separately from graduate schools.



Source: Prepared by the study team based on the data provided by JICA

Figure 2-7: Development in the Number of JDS Accepting Universities and Received Students

2.3.5 Percentage of Those Who Earned Master's Degrees

Table 2-11 shows the completion rates of the master's degree by all students in the target countries up to the JFY 2016 acceptance of the JDS program.

The degree completion rates for the 13 target countries are as high as 98.7% overall and range from 95.9% to 100% for each country. Compared with the same rate (up to JFY2012 students accepted) examined in JICA's basic research conducted in 2014-15, there is little change in the figures of the overall and individual countries. The completion rate has been maintained at 100% in the Philippines, Tajikistan, Sri Lanka, Ghana, and Nepal. According to the "Survey on the State of Granting Degrees for International Students¹⁶" conducted by JASSO, the completion rate for all international students studying in master's courses in Japan was 89.5% in JFY2017. Compared to this figure, the degree completion rate by JDS students is high for all the countries targeted by the JDS program¹⁷.

¹⁶ JASSO website: https://www.jasso.go.jp/sp/about/statistics/intl_student_d/data18.html#no2 (Accessed: January 14, 2020). The survey report is written in Japanese. The degree completion rate is calculated in this survey as the ratio of the number of degrees conferred within the standard study period to the number of students admitted in the same year.

¹⁷ In contrast, there were views expressed from some interviewees about the completion rate in high degrees among JDS students who are government officers in the respective countries. The view being that it was generally difficult for the accepting university to fail them despite their poor academic performance. Taking this aspect into consideration as an index to measure the actual level of performance in the future, it may be possible to grasp the extent of achievement by using Grade Point Average (GPA) as mentioned in Chapter 7 (7.4).

Table 2-11: Percentage of Students Who Earned a Master's Degree According to Target Country (From JFY2000-2016 received)

Country	Students Received (persons)	Number Who Earned a Master's Degree (persons)	Number Who Did Not Earn a Master's Degree (persons)	Percentage Who Earned a Master's Degree	Percentage Who Earned a Master's Degree (until JFY2012)
Uzbekistan	295	283	12	95.9%	95.8%
Laos	354	349	5	98.6%	99.3%
Cambodia	368	363	5	98.6%	98.9%
Vietnam	484	481	3	99.4%	99.5%
Mongolia	280	275	5	98.2%	98.6%
Bangladesh	298	293	5	98.3%	99.1%
Myanmar	413	412	1	99.8%	100.0%
Philippines	299	299	0	100.0%	100.0%
Kyrgyz	161	156	5	96.9%	95.0%
Tajikistan	38	38	0	100.0%	100.0%
Sri Lanka	105	105	0	100.0%	100.0%
Ghana	35	35	0	100.0%	-
Nepal	20	20	0	100.0%	-
Total	3,150	3,109	41	98.7%	98.8%

Source: Prepared by the study team based on the data provided by JICA

A total of 41 failures (non-completion of a degree within the prescribed period) occurred. The breakdown by year and country is shown in Table 2-12. No clear trend can be found in the annual trends in the number of failure cases. However, in Uzbekistan and Kyrgyzstan, where the number of incidents is the largest, non-completion tends to be concentrated within a relatively short period of 2-3 years; and in both countries, this period coincides with the start of the JDS programs. It is possible that these failures were affected by the fact that operational systems, including the selection of candidates, had not yet been established in these countries, that there was a lack of information about studying in Japan, and there was a lack of information and knowledge on the Japanese side, including the accepting universities, regarding local human resources and related organizations.

Reasons for failure to earn a degree can be broadly divided into academic reasons and personal reasons such as illness, of which 25 were for academic reasons and 16 were for personal reasons. (Of these, 10 cases were illness/adjustment disorder, four cases were disappearance, and two cases were due to family circumstances.)

Table 2-12: Number of Students Who Did Not Earn a Master's Degree According to Target Country and Year (From JFY2000-2016 received)

Country	Non-Completion Total	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Uzbekistan	12	4	3		1				1	1	1	1					
Laos	5	1										1	1	1		1	
Cambodia	5	1								2	1						1
Vietnam	3	1									1					1	
Mongolia	5			1				1		1					2		
Bangladesh	5		1							1					1	1	1
Myanmar	1															1	
Philippines	0																
Kyrgyz	5							1	2	2							
Tajikistan	0																
Sri Lanka	0																
Ghana	0																
Nepal	0																
Total	41	7	4	1	1	0	0	2	3	7	3	2	1	1	3	4	2

Source: Prepared by the study team based on the data provided by JICA

2.3.6 JDS Returnees' Civil Servant Rate

Based on the data of the students' institutions to which they belonged before coming to Japan and their institutions as of August 2019, the percentage of JDS graduates (accepted until JFY2016) working as civil servants out of those who belonged to government institutions in the target country (including public universities, government-affiliated research institutes, and state-owned enterprises) before studying in Japan was confirmed as the "civil servant rate" (Table 2-13 and Figure 2-8). The total number of students who worked as civil servants under both the old and new system was included. As a result, 80% of the graduates from 13 countries in total still work as civil servants as of August 2019. By country, Nepal, Sri Lanka, Tajikistan, and Laos topped the list with over 90%, followed by Myanmar, the Philippines, Cambodia, Ghana, and Bangladesh with over 80%. Uzbekistan, Mongolia, Kyrgyz, and Vietnam are below average, indicating that a greater proportion of graduates had left government agencies after returning home.

In the previous basic research study, the civil servant rate was calculated only for returnees who participated in the JDS program under the new system. For comparison, the status regarding returnees under the new system (accepted until JFY2016) was also confirmed. It showed that the rate decreased by approximately eight points in Uzbekistan and Tajikistan and by approximately five points in Vietnam. In all cases, the decline in the civil servant rate among returnees who were accepted before JFY2011 was significant, suggesting that many civil servants change jobs or retire as they work longer. The decline was smaller in other countries, where the rate remained at 100% in the Philippines and increased slightly in Cambodia. In general, the decline in the civil servant rate was small in most countries (or there was no

reduction). One of the reasons for this is that the regulations on the obligation to return to work have a great effect on the graduates who have only been in service for a short period of time after returning home. However, the difference in the degree of outflow of returnees who have served for a certain number of years is influenced by various factors such as the relative attractiveness of civil service positions and the mobility of workers in the country.

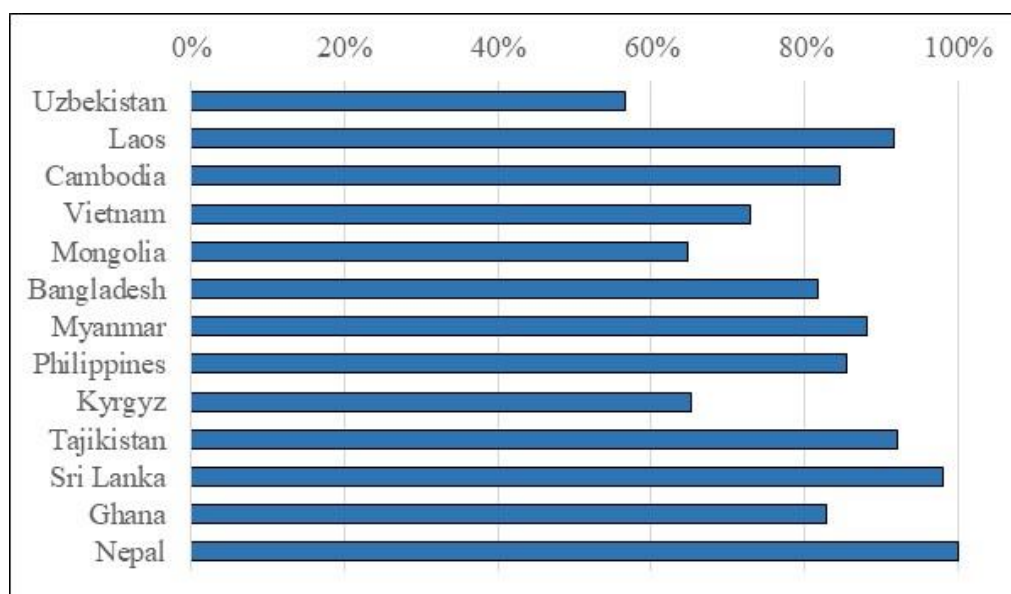
Table 2-13: Number of JDS Students Before and After Their Return by Organization and Civil Servant Rate (JFY2000-2016 accepted, as of August 2019)

Country	Total Students	Organization Before Studying in Japan		Organization as of August 2019	Civil Servant Rate
	Until JFY2016 Accepted	Government	Private and others (*)	Government	
Uzbekistan	295	196	99	111	56.6%
Laos	354	288	66	264	91.7%
Cambodia	368	278	90	235	84.5%
Vietnam	484	391	93	285	72.9%
Mongolia	280	204	76	132	64.7%
Bangladesh	298	284	14	232	81.7%
Myanmar	413	361	52	318	88.1%
Philippines	299	277	22	237	85.6%
Kyrgyz	161	161	0	105	65.2%
Tajikistan	38	38	0	35	92.1%
Sri Lanka	105	105	0	103	98.1%
Ghana	35	35	0	29	82.9%
Nepal	20	20	0	20	100.0%
Total	3,150	2,638	512	2,106	79.8%

Civil Servant Rate	Civil Servant Rate (Previous Study)
(New System: Until JFY2016 Accepted)	(New System: Until JFY2011 Accepted)
75.7%	84.1%
96.2%	98.3%
92.9%	89.6%
93.7%	98.2%
70.7%	73.1%
94.6%	96.8%
-	-
100.0%	100.0%
85.4%	85.7%
92.1%	100.0%
98.1%	100.0%
82.9%	-
100.0%	-

Note: (*) Since JFY2008, a new JDS operation system has been introduced. Under the old system, applicants were not limited to civil servants, but were open to the public, including the private sector (Refer to 2-1-2).

Source: Prepared by the study team based on the data provided by JICA, JICA/IDCJ (2015) *Basic Research Report on Factor Analysis of the Outcome of JDS*; interview with the Implementation Agents, etc.



Source: Prepared by the study team based on the data provided by JICA; interviews with the implementing agents, etc.

Figure 2-8: Civil Servant Rate by Target Country
(JFY2000-2016 received, as of August 2019)

2.3.7 JDS Graduates' Position after Returning to Their Countries

As of August 2019, the number and percentage of graduates in managerial positions (head of division or higher) after returning to civil service were confirmed for each country (Table 2-14). Figure 2-9 and Figure 2-10 show the rate of managerial positions and the rate of director-general and above, respectively, coupled with the rates as of December 2014 identified in the previous basic research.

The percentage of managerial positions held in the 13 countries surveyed range from 20% (Nepal) to 97% (Bangladesh). Low-Level countries included Nepal and Ghana, where the JDS program has recently been launched; and it is likely that many returnees have not yet reached the stage of promotion in these two countries. However, in general, countries with a longer JDS implementation period are not necessarily those with a higher rate of managerial positions. In contrast, looking at individual countries, in a comparison with the results confirmed in the previous basic research, 9 out of 11 comparable countries showed an increase in the managerial position rate after five years. Among the two countries whose rates have exceptionally decreased, Bangladesh had an extremely high rate of 99% during the previous study, and Mongolia had a low civil servant rate as described above. Even when the graduates returned to work as civil servants in their home countries, it was not rare for them to transfer to the private sector, including those at the managerial level.

The percentage of director-general and above rose significantly in Kyrgyz, Tajikistan, Uzbekistan, and Myanmar from the results of the previous study, indicating that promotion to

higher positions has progressed, although there are differences in degree between countries. Among them, in Kyrgyz excellent returnee graduates have been successful under the open recruitment system of managerial positions (see 4-4 below). In Tajikistan, where the total number of JDS students is small, successful returnees have begun to appear steadily among those who studied in Japan in the early years. In Uzbekistan, there have been cases where returnees have been promoted in their respective workplaces to positions such as high officials of local governments and state enterprises and president and vice president of universities.

Based on the above results, it is generally suggested that:

- (1) The “normal” level of the managerial position rate varies from country to country, and the rate to be achieved cannot be uniformly set.
- (2) In each country, the continuation of the JDS program generally leads to an increase in the managerial position rate.

In contrast, if the managerial position rate does not necessarily increase or it increases very slowly, the degree of employment mobility between the government and the private sector may be reflected in the situation, as seen in the case of Mongolia, in addition to the country’s actual state of career system and changes in the positions of public employees. For example, in the Philippines, where the level of managerial representation by JDS graduates is relatively low, there are no regular transfers or promotions, and opportunities for promotion do not exist unless there are vacancies in upper positions; and the number of director-level positions is also very limited. Similarly, Vietnam’s civil servants, whose managerial position rate has been low and whose growth over the past five years has been small, have had to wait until there is a vacancy for a promotion, while many of their peers compete with each other. In addition, in Vietnam, it is said that promotion as a senior official is influenced by the personnel management and evaluation of the Communist Party. In contrast to Kyrgyz, where promotion is possible through open recruitment, in both the Philippines and Vietnam, promotion is difficult in the short term due to low mobility.

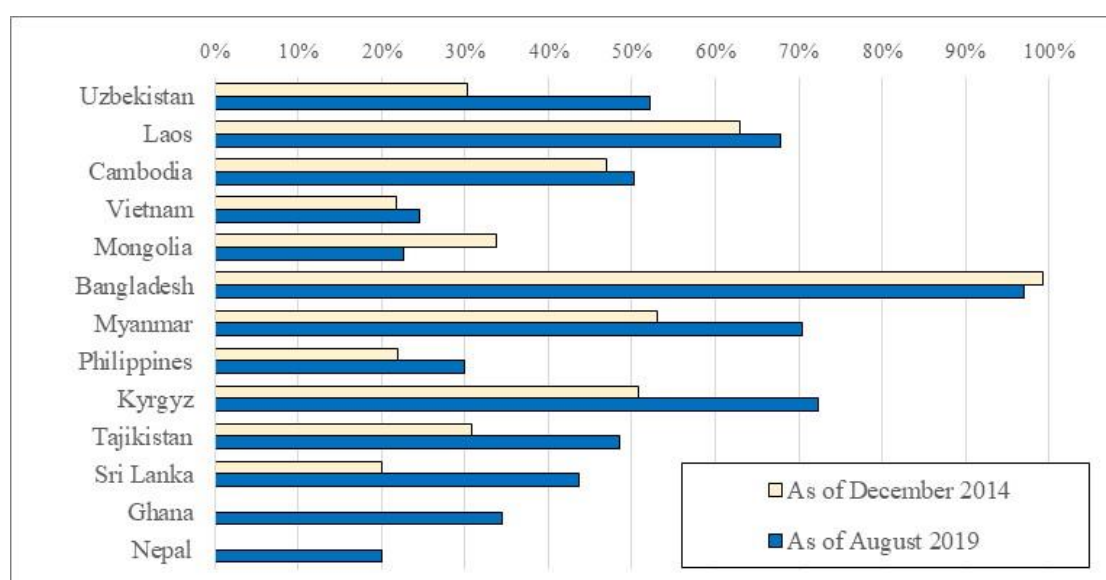
Table 2-14 also identifies the top management positions of graduates currently working in the private sector and not as civil servants. Although the top levels in this case include sole proprietors of private businesses, a high proportion of returnees engaged in the management and operation of private and other organizations held high positions in Mongolia, Myanmar, and Vietnam. In Mongolia, for example, there are returnee graduates active in organizations such as a major Japanese telecommunications company, banks and NGOs that play an important role in the country’s economic and social development.

Table 2-14: JDS Graduates Who Are in Managerial Positions in Government Agencies/Universities (as of August 2019)

Country	JDS Graduates Who Work as Civil Servants (as of August 2019)							As of December 2014		Non-Civil Servants (as of August 2019)		
	Total	DG or Higher	Division Head or Higher	Managerial positions	Rate of DG or Higher	Rate of Division Head or Higher	Rate of Managerial Positions	Rate of DG or Higher	Rate of Managerial Positions	Total	Top Management	Rate of Top Mgt
Uzbekistan	111	11	47	58	9.9%	42.3%	52.3%	2.6%	30.3%	184	8	4.3%
Laos	264	14	165	179	5.3%	62.5%	67.8%	4.4%	63.0%	90	3	3.3%
Cambodia	235	9	109	118	3.8%	46.4%	50.2%	1.5%	47.0%	133	5	3.8%
Vietnam	285	4	66	70	1.4%	23.2%	24.6%	1.1%	21.8%	199	28	14.1%
Mongolia	132	2	28	30	1.5%	21.2%	22.7%	4.1%	33.8%	148	31	20.9%
Bangladesh	232	7	218	225	3.0%	94.0%	97.0%	0.8%	99.2%	66	1	1.5%
Myanmar	318	25	199	224	7.9%	62.6%	70.4%	1.9%	53.1%	95	14	14.7%
Philippines	237	4	67	71	1.7%	28.3%	30.0%	0.6%	22.0%	62	4	6.5%
Kyrgyz	105	28	48	76	26.7%	45.7%	72.4%	6.8%	50.8%	56	2	3.6%
Tajikistan	35	9	8	17	25.7%	22.9%	48.6%	0.0%	30.8%	3	0	0.0%
Sri Lanka	103	1	44	45	1.0%	42.7%	43.7%	0.0%	20.0% (*)	2	0	0.0%
Ghana	29	0	10	10	0.0%	34.5%	34.5%	-	-	6	0	0.0%
Nepal	20	1	3	4	5.0%	15.0%	20.0%	-	-	0	0	-
Total	2,106									1,044		

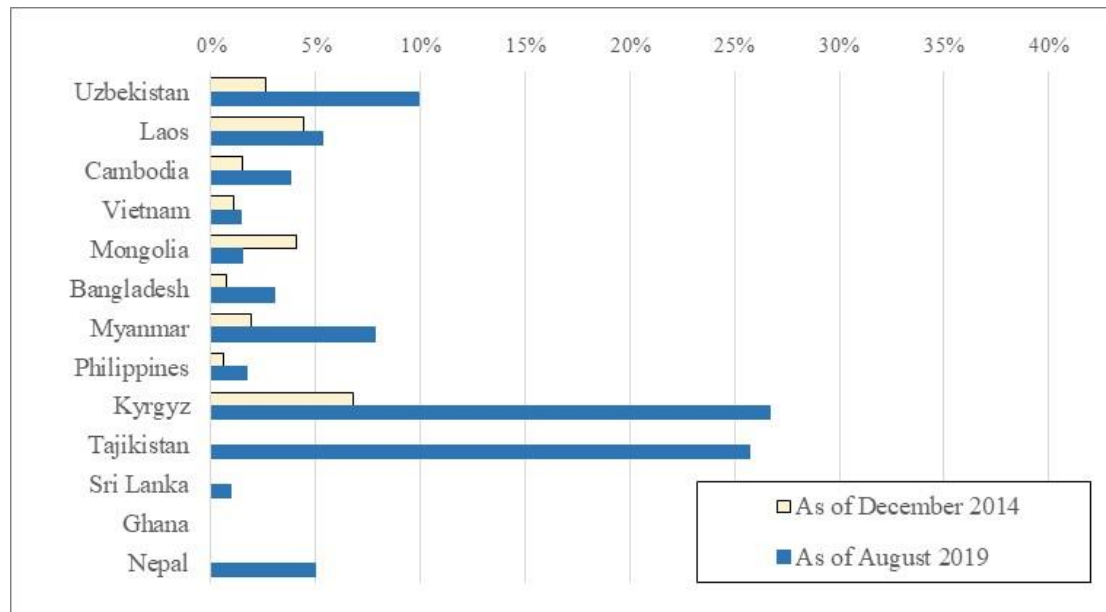
Note: (*) In the previous study, the managerial position rate in Sri Lanka was deemed to be 73.3%, but the study team revised the figure after reconfirming the classification of government posts.

Source: Prepared by the study team with advice from the implementing agents based on the data provided by JICA



Source: Prepared by the study team

Figure 2-9: Change in Rate of Managerial Positions of Civil Servant Returnees by Target Country (as of December 2014 and August 2019)



Source: Prepared by the study team

Figure 2-10: Change in Rate of Director General or Higher Positions of Civil Servant Returnees by Target Country (as of December 2014 and August 2019)

2.3.8 Comprehensive Evaluation of Quantitative Effects

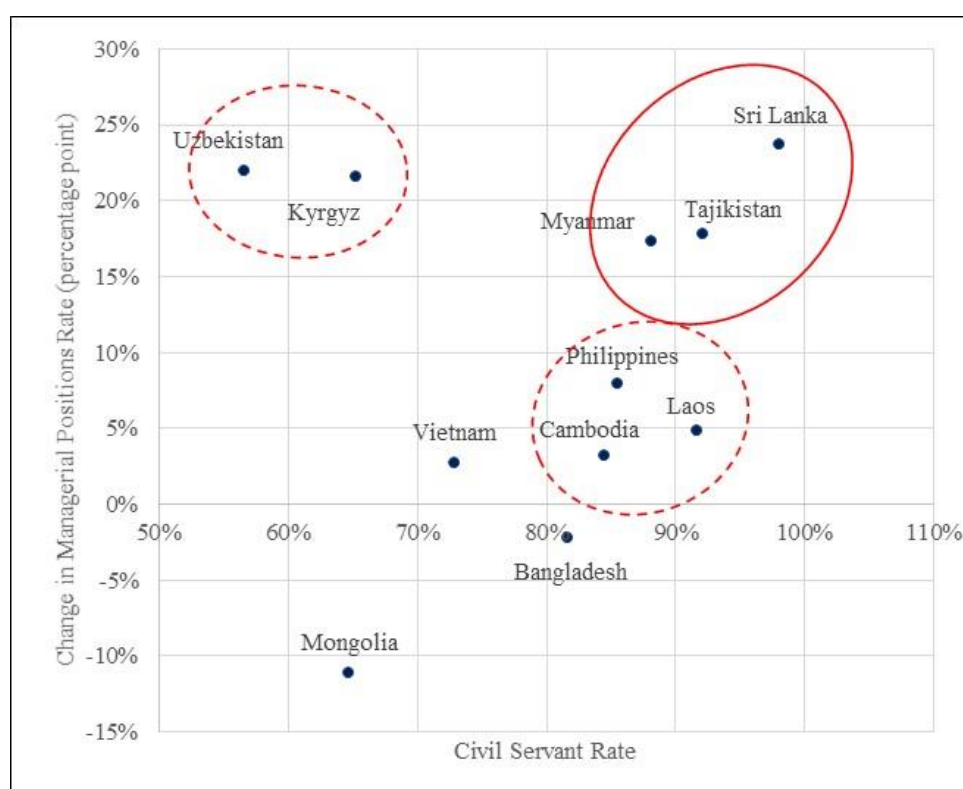
Based on the “degree completion rate,” “civil servant rate,” and “managerial position rate” that have been confirmed and analyzed above as indicators of quantitative effects, the effectiveness and impact of the JDS program were assessed for each country from the overall realization of outcomes. The concept of rating was as follows.

Since the “degree completion rate” showed very high performance values in all target countries, it was judged to be “high” for all. As mentioned above, the “civil servant rate” was approximately 80% on average for 13 countries, of which nine exceeded the average level. The “managerial positions rate” differed from country to country in terms of the normal level. Therefore, we looked at the scale of change from the actual past values of each country confirmed in the previous basic research, without comparing the actual values. The “civil servant rate” and “change in managerial positions rate” were plotted for each of the 11 countries, excluding Nepal and Ghana for which there was no data from the previous study, to confirm the overall achievement of both (Figure 2-11).

As a result, Sri Lanka, Tajikistan and Myanmar, where both the civil servant rate and the change in managerial positions rate show significant positive results, were judged to be “high” in overall achievement. The group from the Philippines, Laos and Cambodia, which showed positive figures (above average) for both categories, although to a lesser extent, and Uzbekistan and Kyrgyzstan, which showed positive changes in the managerial positions rate, but had a low

civil servant rate, were rated as “generally high.” Vietnam and Bangladesh were rated as “moderate.” Mongolia, where the civil servant rate was below average and change in the managerial position rate was significantly negative, was judged to be “low.” (Table 2-15).

In Mongolia, there are moves to stabilize the careers of administrative officers, such as the prohibition of political appointment under the revised Civil Service Law that came into effect in January 2019. Also, a master’s degree is required for promoting to the principal officer level, so the needs for civil servants who have obtained a master’s degree are increasing. The JDS program in Mongolia has been working to strengthen the reinstatement of JDS graduates after their return by introducing a three-party contract, including the JDS Operating Committee, in addition to the accepted students and their organizations prior to studying in Japan. The status of the quantitative indicators above is expected to change as the revised Civil Service Law is fully implemented in the future.



Source: Prepared by the study team

Figure 2-11: Civil Servant Rate and Change in Managerial Positions Rate by Target Country

Table 2-15: Evaluation of Effectiveness and Impact by Target Country Based on Quantitative Effects

Country	Degree Completion Rate	Civil Servant Rate	Change in Managerial Positions Rate
Uzbekistan	High	Generally High	
Laos	High	Generally High	
Cambodia	High	Generally High	
Vietnam	High	Moderate	
Mongolia	High	Low	
Bangladesh	High	Moderate	
Myanmar	High	High	
Philippines	High	Generally High	
Kyrgyz	High	Generally High	
Tajikistan	High	High	
Sri Lanka	High	High	
Ghana	High	(Generally High)	-
Nepal	High	(High)	-

Source: Prepared by the study team

Chapter 3 Findings of the Questionnaire Survey

3.1 Outline of Questionnaire Survey

3.1.1 Purpose of the Survey

In this survey, the latest information on the results of the JDS program was obtained by conducting a survey for graduates who have returned from Japan in the JDS program by JFY2017, and the usefulness and impact of the JDS program were analyzed using the data. In the analysis, changes in a student's abilities such as knowledge and skills acquired in Japan and how their utilization and dissemination influenced the achievement of results and impacts were analyzed.

3.1.2 Subjects and Methods of Conducting the Survey

The total number of JDS students from 13 countries under the JDS program from JFY2000 to JFY2017 was 3,416, and their email addresses were known through the JDS graduate's database. The survey was carried out using the questionnaire method, and it was possible to provide answers to the questionnaire through two methods—use of the questionnaire in Excel file format attached to an email or use of the Web questionnaire.

Table 3-1: Questionnaire Collection Status

Country	Number of Object Persons ①	Number of undelivered address ②	Number of valid responses			Valid response rate (%)	
			by Web	by e-mail	Total ③	③ / ①	③ / (①- ②)
Uzbekistan	309	73	46	15	61	19.7	25.8
Laos	370	21	105	51	156	42.2	44.7
Cambodia	392	24	128	56	184	46.9	50.0
Vietnam	514	18	181	36	217	42.2	43.8
Mongolia	300	19	102	27	129	43.0	45.9
Bangladesh	328	10	109	60	169	51.5	53.1
Myanmar	457	3	176	82	258	56.5	56.8
Philippines	319	30	117	37	154	48.3	53.3
Kyrgyz	176	41	46	14	60	34.1	44.4
Tajikistan	45	23	7	3	10	22.2	45.5
Sri Lanka	120	5	50	24	74	61.7	64.3
Ghana	46	0	25	12	37	80.4	80.4
Nepal	40	0	29	5	34	85.0	85.0
Total	3416	267	1121	422	1543	45.2	49.0

Distribution of requests to answer the questionnaire began on November 5, 2019, and collection of the answers was finally completed on December 20 after sending out three reminder emails. Among the survey subjects, those whose email addresses were invalid and could not be contacted were included, and the number of persons whose contacts were unknown was 267.

Uzbekistan, the Kyrgyz Republic, and Tajikistan accounted for a large proportion of the survey-subjects who have not been contacted, but this may be attributed to e-mail addresses and internet situation. The number of survey-subjects excluding those whose contacts was unknown was 3,149. The response rate of the survey for those whose contacts was 49.0%, and the response rate of all survey-subjects was 45.2%. The response rate to this survey was extremely high. The collection status is shown in Table 3-1.

3.2 Survey Results

3.2.1 Classification of Respondents

The largest number of valid respondents was from Myanmar (258 accounting for 16.7%,) with more than half of the total respondents from three other countries: Viet Nam (217 accounting for 14.1%,) Cambodia (184 accounting for 11.9%,) and Bangladesh (169 accounting for 11.0%) (Figure 3-1).

The number of years elapsed from the completion of the JDS program to the time of the survey by the respondents was two months to 17 years, and the average was 5.4 years. Figure 3-2 shows the number of years elapsed by group for each three years. The number of respondents who completed the JDS program was as large as 555 (36.0%,) and for half of the respondents, five years had elapsed since the time they completed the JDS program to the time of the survey. The age of the respondents at the time of their participation in the JDS program ranged from 21 to 41 years old, and the average age was 31. In the 5-year age group, 612 respondents (39.7%) were 25 to 29 years old and 539 (34.9%) were 30 to 34 years old. Just over 7% of the respondents were 25 to 34 years old when they participated in the JDS program (Figure 3-3). The age of the respondents at the time of the survey was 25 to 55 years old, and the average was 38 years old. Looking at the age by group, in the 5-year age group, the respondents who were 35 to 39 years old were the highest at 488 (31.6%) and respondents aged 40 to 44 years old were the second highest at 401 (26.0%) (Figure 3-4).

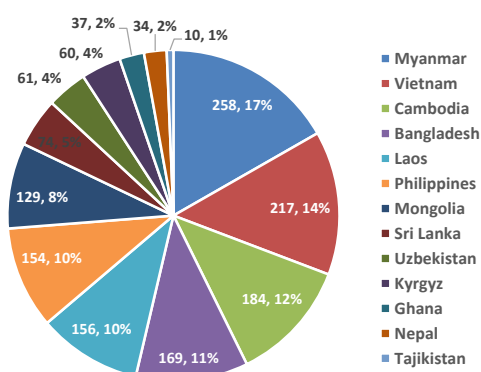


Figure 3-1: Countries of Respondents

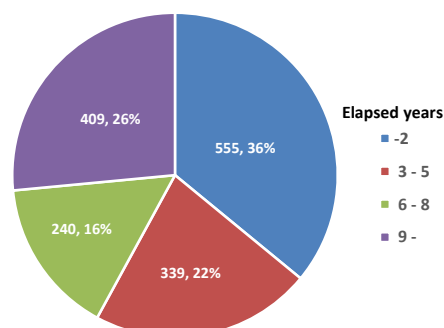
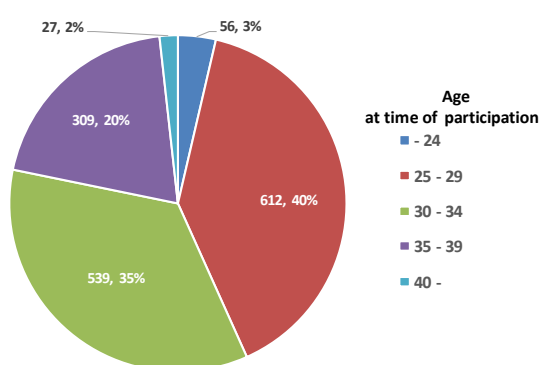
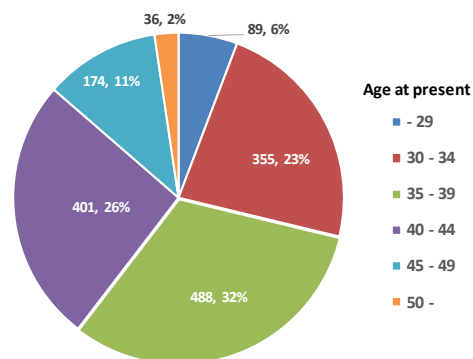


Figure 3-2: The Number of Years since Completing the Study under the JDS

The age of respondents at the time of their participation in the JDS program and at the time of the survey, and the number of years that had elapsed from the time of participation to the time of the survey differed depending on the respondents. The ages may influence the answers to the questionnaires. Therefore, considering the number of samples, the ages at the time of participation were divided into four groups: ① up to 27 years, ② 28 to 30 years, ③ 31 to 34 years, ④ 35 years or older. The ages at the time of survey were divided into four groups, ① up to 34 years, ② 35 to 38 years, ③ 39 to 42 years, and ④ 43 years or older, and the years elapsed were divided into four groups, ① up to 1 year, ② 2 to 4 years, ③ 5 to 9 years, and ④ 10 years or more.



**Figure 3-3: Age of Respondents
(at the time of JDS program participation)**



**Figure 3-4: Age of Respondents
(at the time of survey)**

Many of the questions were answered according to a five-scale assessment method such as 1:Strongly disagree, 2:Somewhat disagree, 3:Neither agree nor disagree, 4:Somewhat agree, and 5:Strongly agree. In the analysis, the evaluation of the item was carried out using the average value. In the Figures, “*” indicated statistically significant differences at the 5% level and “**” indicated statistically significant differences at the 1% level. By gender, there were 905 men (58.7%) and 638 women (41.3%). In the area of freedom of vocational choice, those who worked as civil servants from the time they participated in JDS to the present may have differing characteristics and tendencies compared to those who did not. Therefore, we can see the difference in answers depending on whether or not they were civil servants continuously (hereinafter continuing civil servants).

3.2.2 Career Path

According to an analysis of the database of all JDS graduates, the rate of civil servants at present (those who were civil servants at the time of survey/those who were civil servants at the time of JDS participation) was 80.0% on average. The values for respondents from 13 survey countries was similar at 80.4%. In eight countries, however, people who are in private

companies currently or in the past have been selected as JDS targets. Among the initial private company workers in these eight countries, the proportion of civil servants at the time of the survey was 25.6%. It was higher than 30% in Laos, Cambodia and Myanmar. These countries are seen as having minimal social differences between the public and private sectors.

At the time of JDS participation, 54% of the civil servants, who were the section chiefs or lower, were promoted to the heads of a division at the time of the survey, and more than 30% of those who were heads of a division were promoted to the director of a department, and 22% of those who were directors of a department were promoted to the position of director general. Of course, there are those who have not been promoted at all. For example, in the Kyrgyz Republic, the positions of Specialist, Leading specialist, Chief Specialist, Sector Head were included in the category of section chief or lower, and each civil servant was promoted smoothly. However, since the range of positions was set to be large in terms of calculation, it was simply not reflected in the figures.

Table 3-2: Age at the Time of the Highest Ranking among Civil Servants

Position	Head of section or lower	Director of division	Director of department	DG
Total	32.5	34.5	37.5	38.7
Uzbekistan	30.4	31.5	32.8	36.5
Laos	29.4	33.2	35.4	40.7
Cambodia	31.2	30.8	33.6	33.6
Vietnam	29.9	30.1	31.3	(36.0)
Mongolia	31.7	34.0	36.8	
Bangladesh	36.0	36.5	41.3	(52.0)
Myanmar	34.0	37.8	39.1	44.0
Philippines	33.4	34.9	36.2	39.5
Kyrgyz	33.4	32.5	39.5	36.0
Tajikistan	28.5	37.8	33.5	
Sri Lanka	37.3	38.3	40.4	(42.0)
Ghana	35.2	40.3		
Nepal	36.6	33.5	(33.0)	

Note: () means only 1 sample.

Table 3-2 shows the average age at the time the highest rank as a civil servant was achieved from the time of participation in JDS as a civil servant according to country. There were cells that use a small number of samples to compute because there were insufficient valid answers to the questions on promotion. Although it does not necessarily show a smooth transition, it can be seen that JDS graduates were being promoted at a very fast pace in each country.

However, all the respondents were JDS graduates, and this figure alone does not show whether the speed of promotion was faster than non-JDS people. However, there was a question in the questionnaire that asked what happened if they were not JDS graduates. Out of the 241 valid answers, 31% of those currently in the position of Division Head, 49% of those currently in the

position of Department Director, and 78% of those who were or above the position of Director General said that they would have remained in a lower position. The higher the rank, the more clearly the current position depends on the JDS program.

3.2.3 Results of the Preparatory Stage

(1) How to apply

74.6% (1,116 out of 1,495) of the effective respondents applied to the JDS program by general application, and 82.4% (1,235 out of 1,498) of the effective respondents applied to the JDS program through recommendations from their organization. In the case of general applications, 72.3% applied to the JDS program not only of their own volition, but also with recommendations from their organization.

(2) Factors affecting JDS participation

Figure 3-5 shows the scores on what motivated participation in the JDS program when divided into similar event groups. “Full scholarships offered by the Japanese government” scored the highest at 4.69, and “I required new knowledge and skills in performing my job,” “I wanted to obtain a Master's degree,” and “I was interested in the content of the JDS program” scored the second highest at 4.45 or higher. “I was interested in coming to Japan because of its strong economy and high level of technology,” “I was interested in Japanese culture/language/history,” and “I feel peace of mind since Japan is a country within Asia” also scored 4.32 or higher. In addition, “The level of research in my field of specialization is high in Japan” and “I collected information about universities when choosing the university, I went to” were 4.23 and 3.94, which were relatively high scores. The number of applications motivated by “my future promotion” in the affiliated organization was 4.08, which was a high score among the factors related to the affiliated organization, but a relatively low score among all the factors. “My organization/the government would have reserved my position in the same organization or similar organization after completing the JDS Program,” “Colleagues and/or friends also studied in Japan,” “My supervisor and/or colleagues also joined the JDS Program,” and “My supervisor/organization advised me to participate in the JDS Program” had all relatively low scores in the 3-point level. Applications to the JDS program were strongly influenced by a willingness to conduct research in Japan, and factors related to the organization to which they belonged did not significantly influence their participation in the JDS program.

【Research Motivation】

1. Full scholarship offered by the Japanese government.
2. I required new knowledge and skills in performing my job.
3. I wanted to obtain a Master's degree. (**)
4. I was interested in the contents of the JDS Program.

【Interest in Japan】

5. I was interested in coming to Japan for its strong economy and high level of technology.(*)
6. I was interested in Japanese culture/language/history.
7. I feel peace of mind as Japan is a country within Asia. (**)

【Choice of university】

8. The level of research in my field of specialization is high in Japan.
9. I collected information about universities when choosing the university I went to.(**)

【Promotion at work】

10. For my future promotion. (*)
11. My organization/the government would have reserved my position in the same organization or similar organization after completing JDS Program.(**)

【Interest in study abroad at work place】

12. Colleagues and/or friends also studied in Japan.(*)
13. My supervisor and/or colleagues also joined the JDS Program. (*)
14. My supervisor/organization advised me to participate in the JDS Program. (**)

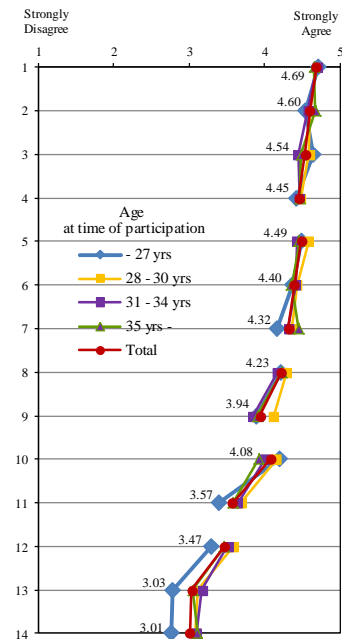


Figure 3-5: Factors Affecting JDS Participation

In terms of age at the time of participation, there were significant differences among the groups. “I wanted to obtain a Master's degree” was higher in the age group up to 27 years than in the age group of 28 to 30 and 31 to 34 years old. “I was interested in coming to Japan for its strong economy and high level of technology” was higher in the age group of 28 to 30 and significantly differed from the age group of 31 to 34. “I feel peace of mind as Japan is a country within Asia” was lower in the age group of up to 27 and differed significantly from the age group of 28 to 34. “I collected information about universities when choosing the university I went to” was higher in the age group of 28 to 30 and differed significantly from the age group of up to 27 and the age group of 31 to 34. “For my future promotion” was significantly higher in the age group of up to 30 than in the age groups of 31 or older. “My organization/the government would have reserved my position in the same organization or similar organization after completing the JDS Program” was significantly higher in the age group of 28 to 30 than in the age group of up to 27. “Colleagues and/or friends also studied in Japan” was significantly lower in the group of up to 27 years old than in the group of 28 to 34 years old. “My supervisor/organization advised me to participate in the JDS Program” and “My supervisor and/or colleagues also joined the JDS Program” showed significantly lower scores in the age group of up to 27 than the other groups.

Considering these results, it seems that the younger age group was more active in participating in the JDS program because of their motivation to study in Japan, but as the age increased, factors in the workplace and the wellbeing of Japan's security served as important factors that influenced participation in the JDS program.

(3) Information from returnee JDS graduates

The score was 3.29 for information collected from returnee JDS graduates, and the collection of information from returning students was somewhat limited. There was no difference in age at the time of participation.

(4) Application for other scholarships

Regarding other scholarships, 54.9% (844 out of 1,537) had options but did not apply to other scholarships, and accounted for more than half of the applicants, while 25.4% (391) also applied to other scholarships.

3.2.4 Evaluation of JDS Program

Figure 3-6 shows the evaluation scores for the content and system of the JDS program divided into similar content groups. The score for satisfaction with the JDS program was 4.78, which was highly evaluated. Evaluation of the content of the project showed that all items scored higher than 4.0, which were also highly evaluated. The highest scores for “The support by the executing agency (JICE /JDS) during my stay in Japan was excellent,” and “The living environment in Japan was good,” were 4.78, and the scores for “The pre-departure support was sufficient,” were 4.66, indicating that the JDS program was highly evaluated for its living support for students studying in Japan. Regarding professors, the items related to “My supervisor guided my research in English well,” “My supervisor guided my research with detailed comments,” and “My supervisor understood the development issues in my country” scored 4.50 to 4.68, and the evaluation of professors was high. For universities, “I was satisfied with my university's support for foreign students” was highly evaluated at 4.60, but scores for “I had opportunities to get direct experience through site-visits, practical training, discussions and workshops,” “The course offered by the university was relevant to my research topic,” and “The university offered many class subjects in English related to my research field” were relatively low at 4.45. Relationships with classmates were relatively low in the area of “I often discussed my country and Japan with classmates,” “I often discussed my research topic with classmates,” and “It was easy for me to finish my studies during stay in Japan,” scored the lowest evaluation.

By age group at the time of participation, the age group of up to 27 had a higher evaluation of “The application and selection process was simple and clear” in the JDS program than the age group between 31 and 34, and showed a significant difference. For “The course offered by the university was relevant to my research topic,” in the age group of 35 or older had higher ratings than the age group of 28 to 30, and there was a significant difference. As for “I often discussed my country and Japan with classmates,” and “I often discussed my research topic with classmates,” the age group of up to 27 had lower ratings and was significantly different than the other three age groups, and communication with laboratory colleagues was relatively low. These

results suggested that support of JDS in the field of living and guidance by professors had a strong influence on satisfaction levels with the program.

【Livelihood support during in Japan】

1. The support by the executing agency (JICE /JDS) during my stay in Japan was excellent.
2. The living environment in Japan was good.

【Pre-departure system of JDS Program】

3. The pre-departure support was sufficient.
4. The application and selection process was simple and clear. (*)

【Instruction by supervisor】

5. My supervisor guided my research in English well.
6. My supervisor guided my research with detailed comments.
7. My supervisor understood the development issues in my country.

【International student support by university】

8. I was satisfied with my university's support for foreign students.
9. I had opportunities to get direct experiences such as site-visits, practical training, discussions and workshops.

【Courses related to research】

10. The course offered by the university was relevant to my research topic. (*)
11. The university offered many class subjects in English related to the field of my research.

【Relation with classmates】

12. I often discussed about my country and Japan with classmates. (**)
13. I often discussed my research topic with classmates. (**)

【Output of JDS Program】

14. It was easy for me to finish my studies during stay in Japan. (**)
15. I was satisfied with the JDS Program as a whole.

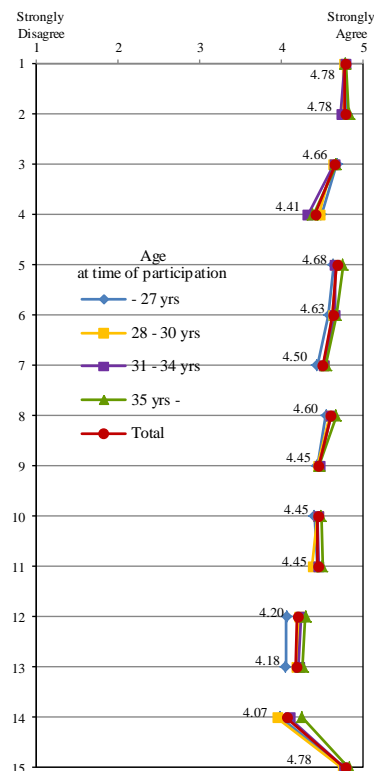


Figure 3-6: Evaluation of JDS Program

There was a significant difference between groups on the easiness of completing the study while staying in Japan. The evaluation was lower in the age group of up to 27 than in the age group of 35 or older; and the evaluation was lower in the age group between 28 and 30 than in the two age groups of 31 or older, indicating that doing research in graduate school was easier for older age respondents.

Next, factors affecting “I was satisfied with the JDS Program as a whole” was clarified using regression analysis. “Factors affecting participation” in the JDS program were synthetic variables prepared using the similar content group shown in Figure 3.5, and “Evaluations of the JDS program” were synthetic variables prepared using the similar content group shown in Figure 3-6. The scores of these variables were the average scores of several items. Thirteen countries are included in dummy variables to control the country impacts.

As shown in Table 3-3, “Livelihood support during their stay in Japan,” “International student support by the university,” “Instruction by the supervisor,” “Research motivation,” “Pre-departure system of the JDS Program,” and “Courses related to research” were cited as factors affecting the level of satisfaction with the JDS program. These factors influenced the

degree of satisfaction regardless of the country to which the respondent belonged. It seems that “Livelihood support during my stay in Japan” had the greatest impact on satisfaction, and this helped to reduce anxiety about living in Japan; and “Livelihood support during my stay in Japan” greatly affected satisfaction. National differences had an impact on JDS satisfaction of at most 0.198 points, while Kyrgyz, Cambodia, and Mongolia had a relatively high impact on satisfaction, and Tajikistan, Ghana, and Viet Nam had a relatively low impact.

Table 3-3: Factors Affecting JDS Program Satisfaction

Explained variable	I was satisfied with the JDS Program as a whole.		
	Regression Coefficient	Standardized Regression Coefficient	t value
Explanatory variable			
Research motivation	.094	.102	4.141 (**)
Promotion at work	.001	.001	.070
Interest in Japan	.005	.007	.281
Pre-departure system of JDS Program	.089	.100	4.396 (**)
Livelihood support during stay in Japan	.445	.394	15.414 (**)
Instruction by supervisor	.116	.134	5.933 (**)
Relationship with classmates	.027	.034	1.620
Courses related with research	.059	.072	3.163 (**)
International student support by University	.119	.138	5.543 (**)
【Country】			
Uzbekistan	-.060	-.020	-.708
Laos	-.079	-.042	-1.033
Cambodia	-.002	-.001	-.028
Vietnam	-.129	-.079	-1.731
Mongolia	-.002	-.001	-.020
Bangladesh	-.081	-.043	-1.061
Myanmar	-.016	-.010	-.213
Philippines	-.090	-.048	-1.173
Kyrgyz	.010	.003	.115
Tajikistan	-.188	-.026	-1.336
Sri Lanka	-.014	-.005	-.167
Ghana	-.164	-.043	-1.727
Nepal	(0)		
R ²		.604	
Adj R ²		.598	
N		1449	

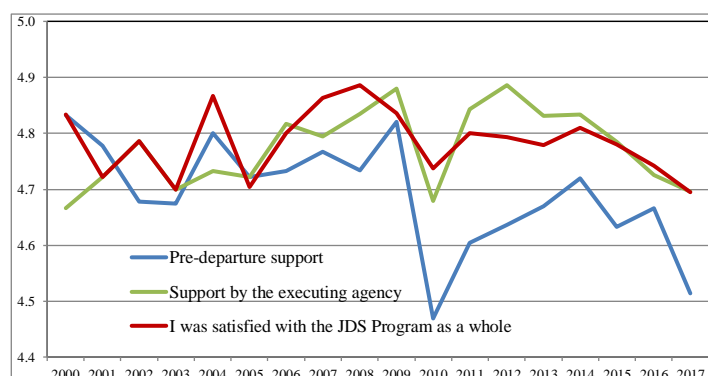


Figure 3-7: Time Series Evaluation of Satisfaction-related Indicators

From the start of acceptance in JFY2000 to today, the content of the JDS program has changed by varying degrees. Typically, this has occurred in the amount of scholarship money, the content of the support, the executing agency, the receiving university and the research department, etc. As shown in Figure 3-7, the peak level of satisfaction was among the JFY2008 inmates; and evaluation of the support provided by pre-departure guidance and executing agencies, which had a strong impact on participants, decreased significantly among the JFY2010 inmates; and although it picked up slightly, it continued to decline thereafter. The amount of scholarship money has been gradually reduced since JFY2009, and since JFY2010, there have been cancellations of Japanese language training before departure, simplification of training after visiting Japan, and the introduction of a new system, which seem to have negatively impacted the program in a complex manner. It is feared that a decrease in satisfaction will place the JDS program at a disadvantage in the competition with other scholarships.

The number of executing agencies has remained at two since JFY2010. The differences between JDS and JICE were small, and neither was statistically significant, when JDS and JICE were calculated separately for “support during the stay in Japan” by the agency and “support before departure” involving the agency from JFY2010 onward.

3.2.5 Effects of JDS Program

Participation in the JDS program was expected to contribute to the development of the home country by improving the future works and to continue friendly relations with Japan over the long term, as participants acquired various skills and knowledge, change their attitudes and use them in the workplace after returning from Japan. The confirmation of these issues is described below.

(1) Changes in abilities

In the area of abilities, the respondents responded with “I have more confidence in my own abilities,” “I have enhanced my analytical abilities,” “I have improved my ability to communicate my own viewpoint clearly,” “I have become more aware of my country's development-related problems,” “I have improved my problem-solving skills,” “I have improved my negotiation and discussion skills,” and “I have enhanced my leadership abilities” after participating in the JDS program. They scored 4.45 or higher for all abilities, of which “confidence in their abilities” scored 4.67, the highest score (Figure 3-8). These findings suggested that participation in the JDS program improved the abilities of respondents.

1. I have more confidence in my own abilities.
2. I have enhanced my analytical abilities.
3. I have improved my ability to communicate my own viewpoint clearly.(*)
4. I have become more aware of my country's development-related problems.(*)
5. I have improved my problem-solving skills.
6. I have improved my negotiation and discussion skills(**)
7. I have enhanced my leadership abilities(**)

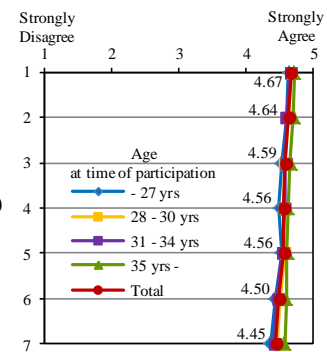


Figure 3-8: Changes in Abilities

In terms of age during their participation, the score of the group aged 35 years or older was 4.58 or higher in all the items, showing significant differences in many items. Groups aged 35 years or older had higher scores for “negotiation and discussion skills” and “leadership abilities” than the other two groups aged 30 years or younger, showing significant differences. The scores for “the ability to clearly convey their views” and “the awareness of their own development issues” were higher and differed significantly from other participants in the age group of up to 27. Thus, the group aged 35 years or older generally scored higher in questions about their abilities than the other groups and believed that their abilities had improved.

In addition, those who have continued to serve as civil servants since their participation in JDSs gave high ratings for change in their abilities than those who did not, and there were significant differences in “negotiating and discussion skills,” “leadership abilities,” and “awareness of their own developmental issues.” (Appended Table 95)

(2) Studies in Master's course

As shown in Figure 3-9, the score on study during the Master's course was 4.22 or higher, which was highly evaluated. Significant differences were observed in all items by age at the time of participation. In all four categories, the group aged 35 years or older had high evaluations, and “In my Master's studies, I sufficiently analyzed the current issues in my organization and sector,” and “I think that my Master's studies could contribute to practical and effective actions in my country” scored higher than the other three age groups. Furthermore, the response, “I achieved my initial objectives and goals through my participation in the JDS Program,” was higher in the group aged 35 years or older than in the two groups aged 30 years or older, and the “I could expand my international network of experts through the JDS Program” was higher than in the age group of up to 27 years old. In addition, the assessment of these studies during the Master's course was higher for continuing civil servants than for those who were not, and there were significant differences in the ability of organizations to analyze and study current issues in their own countries. (Appended Table 96.)

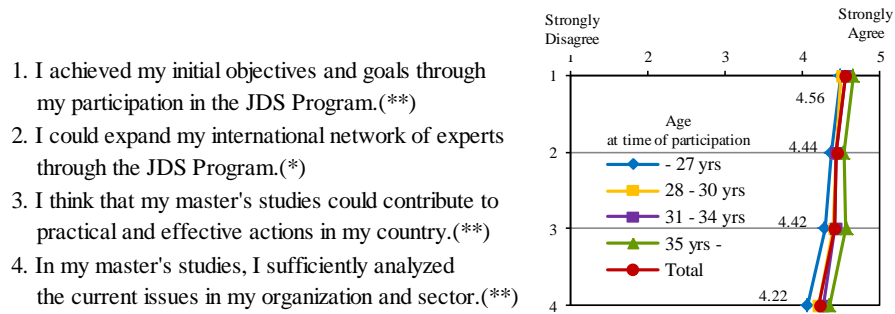


Figure 3-9: Studies in Master's Course

(3) Acquisition rate of knowledge and skills acquired

Participants in the JDS program acquired various knowledge and skills through study in Japan, but the percentage of acquisition by respondents was from 10% to 100%, and the average acquisition rate was 84.3%. Nearly 60% of respondents said they acquired 80% to 90%. In the age group at the time of participation, the acquisition rate was 84.4% for the age group of up to 27 years old, 84.2% for the group between 28 and 30 years old, 83.5% for the group between 31 and 34 years old, and 85.4% for the group of 35 years or older. Significant differences were observed between groups, such as the acquisition rate was higher in groups aged 35 years or older than in groups aged 31 to 34 years (Table 3-4).

Table 3-4: Acquisition Rate

Age at time of participation	Mean	N
- 27 yrs	84.38	388
28 - 30 yrs	84.22	364
31 - 34 yrs	83.55	414
35 yrs -	85.40	323
Total	84.33	1489

Table 3-5: Factors Affecting Acquisition Rate

Explained variable	Acquisition rate		
	Regression Coefficient	Standardized Regression Coefficient	t value
Instruction by supervisor	.432	.026	.787
Relationship with classmates	2.066	.135	4.393 (**)
Courses related with research	2.393	.150	4.466 (**)
International student support by university	.517	.031	.902
Promotion at work	1.068	.091	3.453 (**)
【Country】			
Uzbekistan	4.511	.079	1.834
Laos	7.050	.194	3.195 (**)
Cambodia	3.718	.109	1.702
Vietnam	6.233	.199	2.885 (**)
Mongolia	9.165	.224	4.067 (**)
Bangladesh	4.878	.135	2.216
Myanmar	4.009	.136	1.878
Philippines	8.606	.231	3.869 (**)
Kyrgyz	6.507	.112	2.628 (**)
Tajikistan	2.703	.019	.673
Sri Lanka	7.693	.150	3.242 (**)
Ghana	7.681	.104	2.821 (**)
Nepal	(0)		
R ²	.147		
Adj R ²	.137		
N	1433		

As shown in Table 3-5, “Courses related to research” and “Relationships with classmates” strongly affected the acquisition rate, and “Courses related to research” and “Relationships with classmates” were factors that increased the acquisition rate. “Promotion at work” also had influence, thus respondents' expectations of promotions in the workplace also influenced the acquisition rate. The impact of the country was at most 9.165% points, the acquisition rates of Mongolia, the Philippines, Sri Lanka, and Ghana were relatively high, and the acquisition rates of Nepal, Tajikistan, and Cambodia were relatively low.

3.2.6 Utilization of Knowledge and Skills Acquired in JDS Program

(1) Utilization of knowledge and skills acquired

On average, 74.4% of the knowledge and skills acquired through the JDS program were utilized. As shown in Figure 3-10, nearly 70% of the knowledge and skills acquired were utilized soon after the completion of the JDS program. The utilization rate increased with the elapse of five years, and the utilization rate became stable.

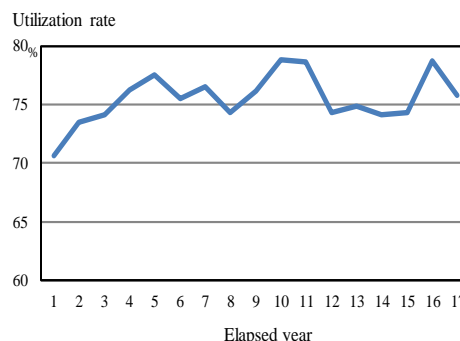


Figure 3-10: Utilization rate of Acquired Knowledge and Skills (by number of years elapsed)

Table 3-6: Utilization Rate of Acquired Knowledge and Skills (by elapsed year group)

Elapsed years	Mean	N
- 1 yrs	70.6	373
2 - 4 yrs	74.4	395
5 - 9 yrs	76.1	406
10 yrs -	76.5	322
Total	74.4	1496

Table 3-7: Utilization Rate of Acquired Knowledge and Skills (by age group at the time of survey)

Age at present	Mean	N
- 34 yrs	73.81	426
35 - 38 yrs	72.03	379
39 - 42 yrs	75.98	350
43 yrs -	76.10	341
Total	74.39	1496

Table 3-6 shows the utilization rate by group for the number of years elapsed. The utilization rate of the group of up to 1 year after the completion of the JDS program was lower than that of the two groups over 5 years, and there was a significant difference. Respondents, who had only a short period of time after completing the program, had less opportunities to utilize the program, thus time may have influenced the utilization rate. In addition, the high utilization rate, even after 5 years or more of completing the study, was sufficiently useful even over the years of knowledge and skills acquired during the study program in Japan.

According to the utilization rate by age group at the time of the survey, the utilization rate tended to be higher for the higher age group, and the utilization rate was higher for the two age groups of 39 or older than the groups aged 35 to 38 years (Table 3-7). Utilization of the acquired knowledge and skills differed depending on the age, and the higher the age, the more the utilization.

(2) Transfer and sharing of knowledge and skills acquired

The score for the report on Japanese life was 4.19 (Table 3-8), and most respondents informed their colleagues about their life in Japan, and there were very few respondents who did not talk about it at all.

At the time of the survey, three age groups aged 35 or older had a relatively higher evaluation than those aged 34 or younger, and as the age increased, there were many opportunities to speak to colleagues about their life in Japan. It was natural to see that there were more opportunities for the older groups to speak about their experience.

**Table 3-8: Transfer and Sharing of Knowledge and Skills Acquired
(by age at the time of survey)**

Have you had the opportunity to report on life in Japan to your colleagues?			Have you shared the contents of your research in your department/ organization after returning to your country?	
Age at present	Mean	N	Mean	N
- 34 yrs	4.11	442	4.09	443
35 - 38 yrs	4.19	395	4.08	395
39 - 42 yrs	4.22	353	4.14	354
43 yrs -	4.23	349	4.14	348
Total	4.19	1539	4.11	1540

The scores on whether the content of the acquired research was shared within the organization to which the respondents belonged were high at 4.11. The scores by age group at the time of the survey, were relatively high for ages 40 or older, and the research content was more commonly shared within the organization to which they belonged. The continuing civil servants had a higher score for sharing knowledge and skills they acquired compared to those who did not.

(3) Areas of contribution of knowledge and skills acquired

“Introduction of Japanese discipline (hard work, punctuality, etc.) in your working place” was the most highly rated, with a score of 4.52 (Figure 3-11). “Working on your supervisor/organization to develop/establish any policy/system after returning,” and “Establishment or improvement of methods and techniques used at your work place,” received relatively high ratings with a score of 4.01, and the knowledge and skills that they acquired have been utilized. “Establishment or Improvement of the mechanism/system and management of organizations,” “Projects that you proposed have been implemented in your organization,” and “Establishment or improvement of policies and systems by national and/or local government,” were evaluated as low as the 3-point level on making a comparative contribution. In either area, the contributions remained the same after the number of years after returning to their countries. In contrast, according to age at the time of the survey, the group aged 35 to 38 often introduced the Japanese work attitude in the workplace, compared with the group aged 34 or younger, and there was a significant difference. There were also significant differences in the establishment and improvement of organizational systems and management and operations. The knowledge and skills acquired by groups aged 35 or older were utilized compared to groups aged 34 or younger. This has probably contributed to the improvement in their positions. In addition, continuing civil servants had a higher appreciation for the areas where they had contributed to the knowledge and skills they learned compared to those who did not. There were significant differences in introducing the working styles of the Japanese people and improvements in national and local government policies. (Appended Table 97)

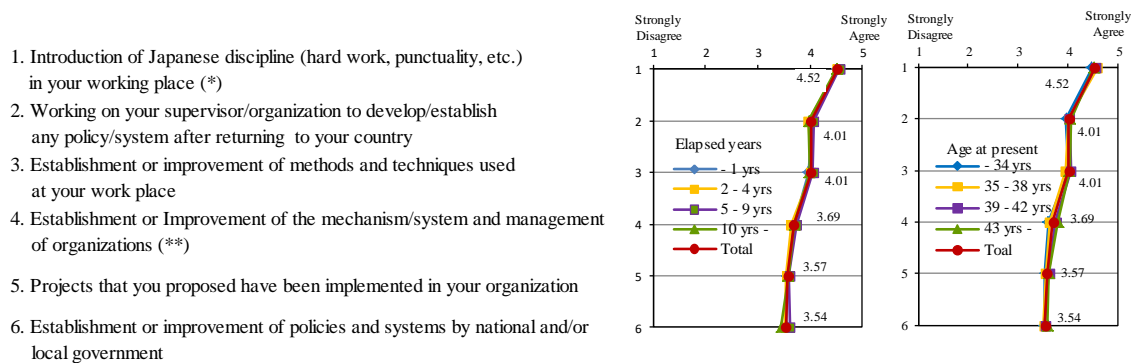


Figure 3-11: Areas of Contribution of Learned Knowledge and Skills
(by years of elapse and age at the time of survey)

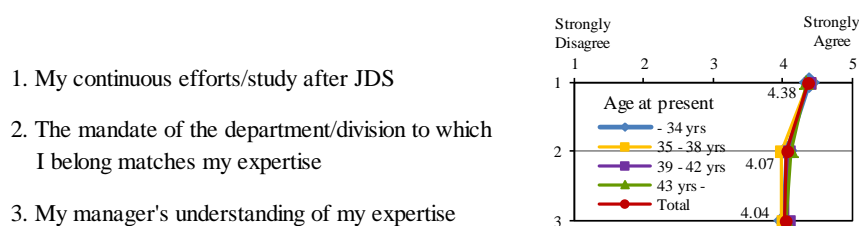
As shown in Table 3-9, the score on “Introduction of Japanese discipline (hard work, punctuality, etc.) in your working place” was 4.33 or higher in all countries. Among them, Ghana, Nepal and Bangladesh showed very high scores of 4.72 or higher. Nepal, Bangladesh, Sri Lanka, the Philippines, and Uzbekistan scored 4.08 or higher for “Establishment or improvement of policies and systems by national and/or local government.” In addition, Laos, Sri Lanka, Bangladesh, the Philippines, and Viet Nam showed a high rating of 4.08 or higher for their contribution to “Establishment or improvement of methods and techniques used at your workplace.” Nepal, Ghana, and Cambodia had scores of less than 3.4 for “Projects that you proposed have been implemented in your organization,” which had a relatively low score. Ghana, Myanmar, Uzbekistan, Nepal, Viet Nam, and Cambodia scored less than 3.5 for “Establishment or improvement of policies and systems by national and/or local government.” The scores in Sri Lanka and the Philippines were in the 4-point level in the total of the scores in each field, and it was considered that not only the attitude of Japanese people toward work was introduced, but also the knowledge and skills acquired in various fields was utilized.

Table 3-9: Areas of Contribution to Knowledge and Skills Acquired (by country)

country	Introduction of Japanese discipline (hard work, punctuality, etc.) in your working place	Working on your supervisor/organization to develop/establish any policy/system after returning to your country	Establishment or improvement of methods and techniques used at your work place	Establishment or improvement of the mechanism/system and management of organizations	Projects that you proposed have been implemented in your organization	Establishment or improvement of policies and systems by national and/or local government	Total
Uzbekistan	4.49	4.08	3.93	3.66	3.67	3.34	3.87
Laos	4.49	4.04	4.15	3.78	3.58	3.62	3.94
Cambodia	4.60	3.82	3.75	3.51	3.32	3.43	3.74
Vietnam	4.45	3.96	4.08	3.56	3.69	3.43	3.86
Mongolia	4.38	4.02	4.03	3.80	3.66	3.68	3.91
Bangladesh	4.72	4.15	4.09	3.78	3.51	3.62	3.98
Myanmar	4.41	3.98	4.02	3.60	3.60	3.38	3.83
Philippines	4.55	4.12	4.09	3.93	3.74	3.76	4.02
Kyrgyz	4.33	3.85	3.80	3.67	3.53	3.72	3.81
Tajikistan	4.50	3.80	4.00	3.50	3.80	3.60	3.87
Sri Lanka	4.68	4.12	4.14	3.92	3.64	3.76	4.04
Ghana	4.89	3.97	3.80	3.54	3.29	3.31	3.80
Nepal	4.76	4.18	3.76	3.68	3.29	3.41	3.85
Total	4.52	4.01	4.01	3.69	3.57	3.54	3.89

(4) Factors to promote the application of knowledge and skills acquired

The most powerful factor in applying the learned knowledge and skills was “My continuous efforts/study after JDS” with a high score of 4.38 (Figure 3-12). In addition, “The mandate of the department/division to which I belong matches my expertise” and “My manager's understanding of my expertise” were also strong factors. It is suggested that the work environment was important for utilizing the knowledge and skills acquired in Japan after returning home. There was no difference in the evaluation of these factors regardless of the number of years elapsed or age at the time of the investigation.

**Figure 3-12: Factors that Promoted the Application of Acquired Knowledge and Skills**

3.2.7 Exchanges with Japanese people and Organizations

(1) Network with Japanese people during the study in Japan

The largest number of networks created during their stay in Japan was made through networks with universities and professors by 95.4% of the respondents (Table 3-10). In addition, 50.8% of respondents formed networks with Japanese private companies and 49.4% formed networks with Japanese civil servants. By age at the time of participation in the JDS program, the network with Japanese companies and Japanese civil servants was around 40% for the age group of up to

27, whereas more than 50% of respondents formed the network for the three age groups of 28 or older. After visiting Japan, the older respondents needed not only research but also a Japanese network in their own field.

Table 3-10: Network with the Japanese During Stay in Japan

Network		- 27 yrs	28 - 30 yrs	31 - 34 yrs	35 yrs -	Total
1. My university/university professors	Yes	375 (93.5%)	362 (96.3%)	410 (95.6%)	322 (96.4%)	1469 (95.4%)
	No	26 (6.5%)	14 (3.7%)	19 (4.4%)	12 (3.6%)	71 (4.6%)
	N	401	376	429	334	1540
2. Japanese private enterprise staffs	Yes	178 (44.4%)	197 (52.7%)	224 (52.6%)	179 (54.1%)	778 (50.8%)
	No	223 (55.6%)	177 (47.3%)	202 (47.4%)	152 (45.9%)	754 (49.2%)
	N	401	374	426	331	1532
3. Japanese government officials	Yes	160 (39.9%)	191 (51.1%)	223 (52.2%)	184 (55.4%)	758 (49.4%)
	No	241 (60.1%)	183 (48.9%)	204 (47.8%)	148 (44.6%)	776 (50.6%)
	N	401	374	427	332	1534

(2) Maintain exchanges with Japanese people and organizations after completing the JDS program

The scores for maintaining exchanges with the Japanese whom the JDS graduates became acquainted with during the study were 1.57 to 3.05, which was generally low, with occasional to sometime exchanges (Figure 3-13). The most frequent exchanges were with professors to seek work related advice, and there were relatively many exchanges to obtain new information from Japanese acquaintances and to seek work-related advice. But, there were few exchanges with private enterprises, national and local civil servants, NGOs, etc., and half of the respondents did not have any exchanges at all. All exchanges decreased with the passage of years, and there was a significant drop.

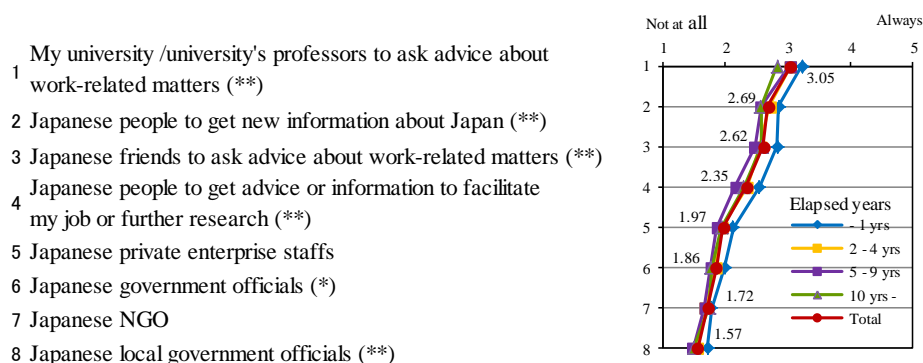


Figure 3-13: Maintaining Exchanges with the Japanese by Years Elapsed

(3) Relationship between Japan and respondent's own country

Activities to strengthen cooperation between respondents' countries and Japan had a score of 3.88, which remained the same. The scores were similar over time and age, and there was no difference between the groups.

(4) Impression of Japan

All impressions of Japan had a high score of 4.60 or higher. Participation in the JDS program had deepened the trust of the Japanese people and Japan, deepened understanding of Japan's society and culture, and increased the interest in working with Japanese people (Figure 3-14). There was no difference between age groups. The JDS program was useful for fostering pro-Japanese feelings, because all participants had them regardless of the age of respondents. In addition, continuing civil servants had a higher evaluation of their impression of Japan than those who were not.



Figure 3-14: Impression of Japan

Table 3-11: Factors Affecting Japan's Impression

Explained variable	Feelings toward Japan		
Explanatory variable	Regression Coefficient	Standardized Regression Coefficient	t value
Pre-departure system of JDS Program	.114	.133	4.810 (**)
Livelihood support during stay in Japan	.313	.287	9.390 (**)
Instruction by supervisor	.061	.073	2.635 (**)
Relationship with classmates	.089	.117	4.551 (**)
Courses related with research	.047	.061	2.159
International student support by university	.013	.015	.495
【Country】			
Uzbekistan	.017	.006	.177
Laos	-.346	-.191	-4.089 (**)
Cambodia	-.187	-.111	-2.252 (*)
Vietnam	-.232	-.147	-2.814 (**)
Mongolia	-.150	-.076	-1.741
Bangladesh	-.034	-.019	-.400
Myanmar	-.315	-.214	-3.884 (**)
Philippines	-.118	-.065	-1.391
Kyrgyz	-.136	-.049	-1.427
Tajikistan	-.011	-.002	-.066
Sri Lanka	-.097	-.038	-1.050
Ghana	-.061	-.017	-.574
Nepal	(0)		
R ²		.360	
Adj R ²		.352	
N		1503	

Factors affecting the synthetic variables on “Feelings toward Japan” were created using the three questions on impressions about Japan that included “Pre-departure system of JDS Program,” “Livelihood support during stay in Japan,” “Instruction by supervisor,” and

“Relationship with classmates” as factors that deepened pro-Japanese feelings (Table 3-11). Not only support for daily life by executing agencies before and during visits to Japan, but also guidance for achieving research became an important factor in deepening pro-Japanese feelings. Although the impact of the country was at most 0.363 points, Uzbekistan, Tajikistan, and Nepal had relatively higher pro-Japanese feelings, compared to Laos, Myanmar, and Viet Nam. There were significant differences in Japan's impressions between continuing civil servants and others, and continuing civil servants have deepened their pro-Japanese feelings (Appended Table 98).

3.2.8 Relationships with JICA after Completing Study in Japan under JDS Program

(1) Impressions of the alumni association

85.3% of the respondents were the members of the alumni association, and fewer respondents attended the alumni association within one year of completion compared to others, but more than 80% of JDS graduates became members regardless of age or years after completion.

Every question item received a rating in the 4-point level (Figure 3-15). The members of the alumni association were looking forward to the alumni association's event, and they exchanged useful information and felt the benefits of being members. Significant differences were observed by the number of years after completion of the JDS program. The evaluation of the group of up to 1 year after completion was high for all items, and the evaluation of respondents, who completed the program more than ten years ago, was low. In addition, the group of up to one year had high expectations for the association's event, and the score was high; and a significant difference was seen in all three other groups. By age at the time of the survey, there was a significant difference between the age group of up to 34 and the group aged 45 or older in terms of information exchange between members and the merits of being a member; and the evaluation tended to decrease with an increase in age for all items. Soon after studying in Japan, young graduates looked forward to speaking about their experiences and exchanging information, but over the years they appeared to be less interested. Continuing civil servants also gave higher evaluations and were significantly different than those who were not (Appended Table 99).

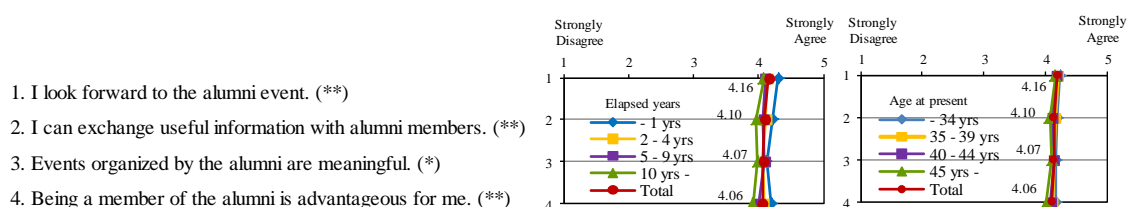


Figure 3-15: Impressions on the Alumni Association

(2) Relationship between the JDS program and alumni association

The score for interaction with the alumni association was 2.58 to 3.00, and indicated that interaction was not very active and just occasional (Figure 3-16). Although the frequency of

exchanging knowledge and skills acquired in Japan and information on Japan with other members of the alumni association was relatively large, there were few proposals to utilize the acquired knowledge and skills. In terms of the number of years elapsed, there was a tendency for groups of 2 to 4 years to have high scores as a whole, and the exchange of knowledge and skills acquired in Japan was more frequent than the group of 10 years or higher, and the exchange of information on Japan was more frequent than the two groups of 5 years or higher, and there was a significant difference between the groups.

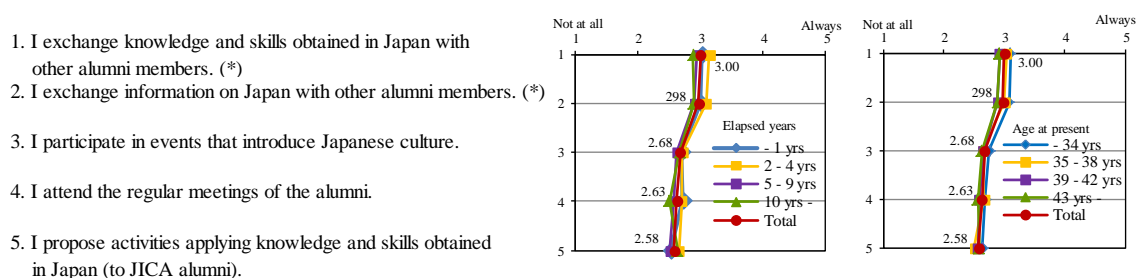


Figure 3-16: Relationship with the JDS program and the Alumni Association

Although there was no significant difference between the groups by age, the scores of the age group of up to 34 tended to be generally high, and they decreased as the age increased. Though familiarity between members of the alumni association was still low shortly after returning from Japan, it was believed that familiarity between the members of the alumni association would increase over a few years, and members would exchange their knowledge and skills and information about Japan. However, it was believed that this information would lose their novelty and decrease with the passage of years. Although there were no significant differences between age groups, the age group of up to 34 generally had higher scores than other groups and tended to have lower scores as the age increased. Younger people used the association as a place for exchanging information.

(3) Relationship with JICA after completing study in Japan under the JDS program

Relationships with JICA after completing the JDS program were 2.42 for JICA's participation in training and seminars, which were occasional or sometimes level (Figure 3-17). In other cases, the respondent's relationship with JICA after completing the JDS program was rare and in the 1-point level. In terms of the number of years elapsed, the group of up to one year after completion generally scored higher than the other groups, and there was a significant difference in participation in training and seminars and participation in volunteer counterparts. At the time of the survey, there was a significant difference between the age group of up to 34 and the age group of 43 or older in the participation of training and seminars and participation of volunteer counterparts.

The relations with JICA after the completion of JDS program varied from country to country (Appended Table 87-90). Depending on the question items, Tajikistan generally had the highest relative evaluation, followed by Laos, Nepal, and Kyrgyz. But, it was lower in Sri Lanka, the Philippines, Ghana, etc., and while Tajikistan was the most active participant in alumni meetings, Sri Lanka was the least active, but the situation in other countries varied.

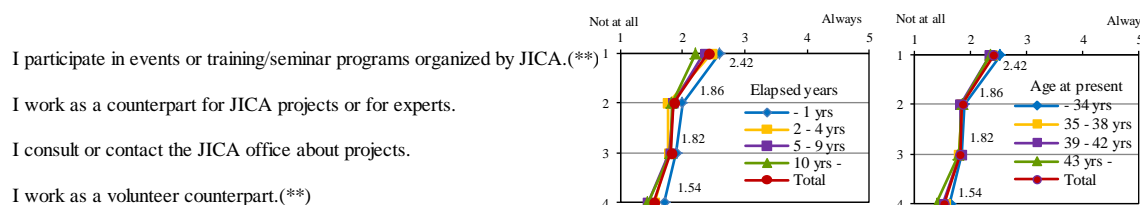


Figure 3-17: Relationships with JICA after Completion of Study in Japan under the JDS Program

3.2.9 Strong Points of JDS Program

The top five strong points of the JDS program were selected for their advantages over other scholarship programs, and 53.3% were ranked first in the “Full scholarship is provided by the Japanese government.” “The JDS Program offers a variety of universities and courses of study” and “The JDS Program offers scholarships for Master's and/or Doctoral programs” are listed in the second place and below. As a result of calculating the average score by allocating 5 points to the items listed in the first place, 4 points to the second place, 3 points to the third place, 4 points to the second place, and 1 point to the fifth place, the average score as a whole was 4.18 points for “Full scholarship is provided by the Japanese government.” Items with scores of 3.0 or more were “The JDS Program offers a variety of universities and courses of study” and “The JDS Program offers scholarships for Master's and/or Doctoral programs,” followed by “The selection process is simple and transparent,” “Participants acquire both new knowledge and skills of their own country's development-related problems and of Japanese society and culture,” and “The executing agency (JICE/JDS) gives support and monitoring not only for study but also for daily life from arriving in, until leaving Japan.”

3.2.10 Changes in the Position at Workplace after Completion of JDS Program

79.3% of respondents participated in the JDS program by providing guarantees from their organizations to return to their original workplace after studying in Japan. In terms of age at the time of participation, there was a tendency for the number of respondents, who were guaranteed, to increase with age. 87.7% of respondents among who reported that they were guaranteed to return to their original workplace after completing the program actually returned, and there was no difference in age.

3.2.11 Support from the Organization after Completing JDS program

For support from organizations after completing the JDS program, the score was 3.70, and the evaluation for support was somewhat higher. The score for “I am currently assigned to a position involved in policy planning and institutional development related to the field of my research” was 3.44, which was not very high.

When support from the organization is compared between continuing civil servants and others, the continuing civil servants were organized to provide support after the JDS program, and were assigned to research related duties (Table 3-12).

Table 3-12: Organizational Support

		Mean	N
After completing the JDS Program, the follow-up support by my organization was sufficient.	Government officers	3.79	1019
	Others	3.52	518
I am currently assigned to a position involved in policy planning and institutional development related to the field of my research.	Government officers	3.54	1019
	Others	3.24	518

3.3 Summary of Questionnaire Survey

The findings obtained from the above results were as follows.

- The participation of civil servants in the JDS program contributed to their promotion.
- The application of JDS program was influenced by the provision of a full scholarship from the Japanese government, the necessity of new knowledge and skills at work, acquisition of a Master's degree, interest in the JDS program, and interest in the Japanese economy, technological capability and culture.
- Satisfaction with the JDS program was extremely high. Regardless of country or age at the time of participation, living support by executing agencies, support from universities, teaching methods of professors, motivation to study, support before visiting Japan, and courses related to research had impacts on the level of satisfaction with the JDS program. However, these indicators have recently been on a declining trend.
- Participation in the JDS program has led to the improvement of respondents' self-confidence, analytical ability, explaining ability, problem solving ability, leadership, awareness of their own issues, and negotiating skills.
- Studies in the Master's courses were well done and participants contributed their work in their own countries.
- The acquisition rate of the knowledge and skills given in the university was over 80% and high, and expectations of promotion, the lectures related to the study, and the classmates of the laboratory influenced the acquisition rate regardless of the age and countries. The utilization rate of learned knowledge and skills was higher than 70% and it did not decrease even if years had passed, and the knowledge and skills acquired in Japan were sufficiently

useful.

- More than 90% of the respondents communicated their lives and research content in Japan to their colleagues. In the contribution utilizing the acquired knowledge and skills, there were many cases of introducing the work attitude of the Japanese, recommending the establishment and improvement of policies and systems to supervisors and organizations, and improving the skills in the workplace. They also believed that it was necessary for them to make a continuous effort to contribute.
- Participation in the JDS program changed pro-Japanese feelings and deepened it. Support in the daily life and the guidance methods of the professor influenced the deepening of pro-Japanese feelings. Activities to promote relations with Japan were often, but not frequently carried out. However, after returning to their home countries, there has been some exchange with friends and organizations.
- More than 80% of the respondents were JICA alumni members and favorable to the alumni association, but the activities were less vigorous. Several activities were becoming rare over the years.
- 80% of JDS participants were guaranteed return to their original workplace after completing the JDS program. The ratio increased as they grew older. After completing the JDS program, nearly 90% of them actually returned.
- The support from the organization after studying abroad was insufficient, and it was not highly evaluated because they were assigned to research related duties.
- The merits of the JDS program were the full scholarships by the Japanese government, the universities and research courses with many options, the scholarships for Master's and Doctoral courses, the simple and transparent selection process, acquiring development issues in Japan as well as culture, knowledge, and skills in Japan, and support for daily life by executing agencies.
- JDS graduates who have served as civil servants since the time of JDS participation evaluated the following points higher such as improving their skills, studying in Master's courses, utilizing their acquired knowledge and skills, pro-Japanese feelings and JICA alumni meetings, compared with those who were not.

Chapter 4 Findings of the Field Survey in Five Target Countries

This chapter shows the findings of field surveys conducted in five countries (Vietnam, Philippines, Bangladesh, Kyrgyz, and Ghana) as part of the information gathering work in the Basic Research.

4.1 Vietnam

4.1.1 Background

(1) Politics and economy

Vietnam is a socialist republic under one-party rule by the Communist Party, and the country is managed under a collective leadership of the General Secretary of the Communist Party, President, and Prime Minister. Since the declaration of independence in 1945, Vietnam was in a state of war and conflict for almost half a century. In 1990, its gross domestic product (GDP) per capita was USD98, making it one of the world's poorest countries. In 1986, the Vietnamese government introduced the Doi Moi (renovation) policy to revive its failed economy, focusing on the transition to a market economy and opening up to the outside world. In the 1990s, Vietnam maintained a high real GDP growth rate of more than 8% although it experienced a temporary slowdown in growth due to the impact of the Asian economic crisis. Supported by an increase in foreign direct investment, the country recorded a high growth rate of more than 7% again in the 2000s, becoming a lower-middle-income country in 2010. In addition, further progress is being made toward the transition to a market economy and integration into the international economy, such as the formal accession to the WTO in 2007, the promotion of the conclusion of FTAs/EPAs with other countries and regions, and participation in the Trans-Pacific Partnership Agreement (TPP). At the same time, the negative aspects of Doi Moi's development, such as the widening gap between the rich and the poor, corruption, adverse effects of bureaucracy, and environmental destruction, have become apparent, and the party and the government are working to strengthen anticorruption measures and reform administrative and civil service systems¹⁸.

(2) Employment and promotion system for public employees

Civil servants in Vietnam are classified into Cadres, Civil Servants, and Public Employees based on the "Law on Cadres and Civil Servants" and the "Law on Public Employees" adopted in 2008 and 2010, respectively. Among them, civil servants play management roles. They include administrative officials of central and local government ministries and agencies, officials at the rank of deputy director general or above of research and educational institutions

¹⁸ Webpage of Japan Ministry of Foreign Affairs (<https://www.mofa.go.jp/mofaj/area/vietnam/kankei.html>). (Accessed: December 28, 2019)

under ministries and agencies, and managers of state-owned enterprises¹⁹. Civil servants have no term of office.

There is no uniform recruitment examination for civil servants. For example, in the central government, examinations are conducted by each ministry and agency. The Ministry of Home Affairs establishes implementation standards for recruitment examinations and supervise the implementation status by each organization. Recruitment examinations consist of (i) general knowledge, (ii) specialized knowledge, (iii) information processing, and (iv) foreign language. As part of administrative and civil service reforms, the Vietnamese government has been promoting a policy of reducing the number of civil servants. According to Decree No. 108 of 2014, a 10% reduction in the number of civil servants at central government ministries and agencies is planned by 2021. In 2017, Prime Minister issued a directive to reduce the number of government officials by 1.5-2.0% per year over the next five years. This field survey has confirmed that in line with this policy, the number of new staff has been limited in the past few years in major ministries and agencies, especially in their headquarters that are primarily responsible for administrative work.

There are two types of promotions for civil servants: ranks and positions. Ranks represent the level of competence and qualifications and are divided into four levels: technician, specialist, principal specialist, and senior specialist. Promotions are based on years of experience, training, degrees such as doctoral and master's, and the results of promotional examinations conducted by the Ministry of Home Affairs. In contrast, there are positions such as officer, deputy division head, division head, deputy director, director general, vice minister, etc., but promotion examinations are generally not held, and positions are appointed by supervisors. In addition, although the relationship between the appointment of civil servants and the Communist Party is not clearly stated, administrative organizations and the party organizations regularly prepare a list of candidates for promotion and submit it to the Central Committee of Organization and Personnel, which is in charge of personnel affairs of the Communist Party. Based on this list, the committee examines the candidates before deciding on promotion²⁰. In this way, the civil servant system in Vietnam is called “dual system,” in which the Communist Party influences personnel management and evaluation in the government and administrative organizations²¹.

(3) Major similar scholarship programs by Japan and other countries

In Vietnam, a number of master's and doctoral scholarship programs are offered by Japanese and foreign governments and private companies. Major programs by the Japanese government other than JDS include the Ministry of Education, Culture, Sports, Science and Technology

¹⁹ JICA/JICE. (2017). *Preparatory Survey Report for the Japanese Grant Aid for Human Resources Development Scholarship Program (JDS) in the Socialist Republic of Vietnam*.

²⁰ Ditto.

²¹ Do Phu Hai. (2019). ‘Human Resources Management in Government: Case study of Vietnam’ *South Asian Journal of Social Studies and Economics*. 2(4): 1-13, 2018.

(MEXT)'s scholarship program for international students, the acceptance of international students through JICA's long-term training program and other projects, and scholarship programs funded by the Japanese government at the World Bank, ADB, and IMF. In 2019, 31 persons from Vietnam came to Japan in 2019 under the research student program (for master's degree and doctoral degree) of MEXT's scholarship²². Through JICA's long-term training programs such as "SDGs Global Leader Course" and "Innovative Asia" and technical cooperation projects such as "ASEAN University Network/ Southeast Asia Engineering Education Development Network (AUN/SEED-Net)" 19 Vietnamese students entered graduate schools in Japan in JFY2018²³.

According to an interview with the Ministry of Education and Training, there are many foreign governments other than Japan that offer postgraduate scholarship programs such as Australia, European countries and the United States, as well as South Korea, Russia, China, Hungary, Poland, and Cuba. The most prominent program for government officials over the years is the Australian government's scholarship program for Vietnam (Australia Awards Vietnam: AAV). Since its launch in 1974, about 6,000 students have studied at graduate schools in Australia. However, under the Australian Government's current human resources development strategy for Vietnam (Australia-Vietnam Human Resource Development Strategy 2014 -2020), AAV has shifted its basic policy from a long-term program for master's and doctoral degrees to a more focused short-term training program. The number of long-term foreign students accepted has greatly decreased from 250 in 2015 to 50 each year since 2018, and currently students only for the master's course are accepted, not for the doctoral course. In addition, though AAV has been widely recognized as a major scholarship for civil servants, as some slots were previously allocated to specific ministries and agencies, its current main target is the private sector. According to an interview with Coffey, the implementing organization of the AAV, out of the total number of 50 students to be accepted in 2020, 30% (15 persons) of the total number were recruited from public officials. As a background to these policy changes, in addition to the aforementioned reduction in the employment of young government officers in line with the administrative reform of the Vietnamese government and a decline in their needs for pursuing master's degree, it appears that the Australian government's desire to have a faster impact through short-term training for senior and mid-level officials is also reflected.

4.1.2 Outcomes of the JDS Program

(1) Overview

Viet Nam has been one of the target countries for the JDS program since its initial stage, and approximately 30 students arrived in Japan every year since the acceptance of the first-batch

²² Chuman Ai. (2019). 'Report by MEXT Attache in Vietnam on 1) Academic Cooperation by Japanese Universities, 2)MEXT Scholarship Selection by the Embassy and 3) Problems Caused by Wrong Japan Study Agents' *Ryugaku Koryu (JASSO Web Magazine)* June 2019. [Written in Japanese] (<https://www.jasso.go.jp/sp/ryugaku/related/kouryu/2019/icsFiles/afieldfile/2019/06/07/201906chumanai.pdf>)

²³ Counted by the study team based on the documents provided by JICA.

students in JFY2001 until JFY2016. Since JFY2017, the number of students accepted to the master's degree course has doubled to 60²⁴. By JFY 2018, the total number of Vietnamese students received in Japan reached 576 (including three doctoral students), the largest of all the countries covered by JDS. The degree completion rate of the students, who returned to Vietnam by JFY 2018, was 99.4%. In the interviews at the accepting universities, many instructors highly evaluated the average basic academic skills such as mathematics of Vietnamese students, reflecting the high completion rate. It is also considered that JDS students from Vietnam have played a certain role in ensuring the standard and stable management of the master's program provided by the universities. The following is a summary of the status of achievement of the JDS program's overall goals, "Contributing to improvement of development issues" and "Contributing to strengthening bilateral relations," based on the results of the field survey.

(2) Contribution to improvement of development issues

The JDS program assumes that international students returning to their home countries will play an active role as core human resources in government organizations and contribute to solving development issues by utilizing the knowledge and skills acquired in Japan. As stated in Chapter 2, the current civil servant rate of JDS graduates in Vietnam was 72.9%, and the rate of JDS graduates in managerial positions was 24.6%. It has been observed that the percentage of graduates holding director general or higher positions among those in managerial positions was small, but graduates holding high positions in important institutions were starting to appear, such as the Director General at the Ministry of Planning and Investment and the Acting CEO of the Hanoi Stock Exchange. As shown below, cases of JDS graduates, who have contributed to the improvement and resolution of specific policy issues faced by their institutions, have been confirmed.

- A graduate, who studied at Niigata University from the Institute of Legal Studies, Ministry of Justice, contributed to the introduction of the Consumer Protection Law in Vietnam as an expert in the field after returning to Vietnam. He currently advises the Minister of Justice as the Director General of the institute.
- A graduate, who studied at International University of Japan from the Public Procurement Agency under the Ministry of Planning and Investment was promoted after returning home and led Vietnam's negotiation team on the opening of government procurement for the first time in the country when it joined the TPP.
- A graduate, who studied on biofilm formation in milk at Kyushu University from the Food Industries Research Institute under the Ministry of Industry and Trade, published his research results as a joint paper with his academic advisors. As the Head of the Institute's Enzyme and Protein Technology Department, he currently provides various technologies to

²⁴ For its background, refer to Footnote 12.

domestic food processing companies.

- After returning to Vietnam, a graduate having studied at Nagoya University from the Supreme People's Court, participated in the review team for the revised Civil Procedure Law in Vietnam, which was promulgated in 2015.

(3) Contribution to strengthening bilateral relations

Some of the JDS graduates are engaged in duties where they have many opportunities to contact Japanese organizations after returning to work, and some of them, such as the department head at the Food Industries Research Institute mentioned above, conduct research or projects jointly with their study instructors in Japan even after graduation. There are also JDS graduates who are assigned to the International Cooperation Department of the organization where they have returned to work, and who work as a liaison for cooperation projects with foreign governments, including Japan, and partner organizations. However, there were no examples of contributions in bilateral relations at even higher levels such as diplomatic relations.

As specific examples, a graduate who returned to the Ministry of Planning and Investment has been engaged in promoting the receiving of foreign investment, including Japanese companies, as the Director General of Economic Zones Management of the ministry, and also worked as a member of Phase 6 of the Vietnam-Japan Joint Initiative (he is now the Director General of the Local and Territorial Economy Department). Another example is a graduate who has been involved in negotiations for business tie-ups with regional banks in Japan and the establishment of the Japan desk in the Joint stock Commercial Bank for Investment and Development of Vietnam (BIDV), and who now works as the Head of the Foreign Direct Investment Banking Department. They are regarded as human resources who have contributed to the deepening of economic relations between the two countries. In addition, a JDS returnee, who currently works as the Deputy Director General at the Bach Ma National Park under the Ministry of Agriculture and Rural Development, utilized the network he had built during their study in Japan to implement a JICA Grassroots Technical Cooperation Project after returning in collaboration with the Tokyo University of Agriculture and Technology. In addition, there are also returnees, who actively support the activities of Japanese universities in Vietnam, such as fieldwork in Vietnam conducted by their instructors and field seminars held by universities as part of the JDS Special Program.

(4) Formation of “critical mass” of JDS graduates

As mentioned above, Vietnam has sent the largest number of JDS students to Japan, and there were also a large number of sending agencies. Although there was no organization in which the number of returning students has been concentrated, administrative bodies such as the Ministry of Foreign Affairs (16 graduates), the Ministry of Finance (13), the Ministry of Justice (12), the State Bank of Vietnam (9), and the Ministry of Planning and Investment (8), as well as

universities such as the Vietnam National University of Agriculture (17), Hue University (12), Foreign Trade University (9), and Can Tho University (9)²⁵, attract a relatively large number of returning students. In terms of the formation of critical mass, although there was a certain degree of concentration of students returning home in each university and ministry, it cannot be said that the size of the group has had any impact on the decision making of the organization due to the fact that the departments within the organization (including the affiliated organizations) were also growing. For example, in the Ministry of Planning and Investment, of the eight JDS graduates, two were affiliated with the Ministry, including one who serves as the director-general, and four and two were affiliated with agencies and research institutes, respectively.

In contrast, in interviews with JDS students and returned graduates, many people mentioned that they had obtained information about studying in Japan or JDS in advance from senior returnees who had been in their organizations for four to five years. It can be said that such a network of relatively young returnees has had the effect of continuously generating applicants from the same institution.

4.1.3 Contributing and Inhibiting Factors

Based on the above findings, contributing and inhibiting factors to realizing outcomes of the JDS program in Vietnam were identified as follows.

(1) Contributing factors

Provision of expertise and research skills in response to development and policy issues in Viet Nam

Judging from the case of JDS graduates who contributed to the solution of development issues through their work after returning home, the timely provision of specialized knowledge and research skills that matched the needs of Viet Nam by accepting universities in Japan played a major role in the realization of the outcomes. In the first half of the 2000s, when returnees, who are currently active in high positions, studied in Japan, there was an urgent need to develop human resources with knowledge of new social and economic thinking and institutions in order to promote Doi Moi policies, but the number of students studying in advanced Western countries in response to economic liberalization was still limited. In particular, because Japan was a neighboring country of Asia and an advanced country that achieved development later than Western countries, it seems to have been very useful in acquiring expertise and specific experiences in line with Doi Moi. In addition, since the 1990s, Japan has been providing ODA for Vietnam's transition to a market economy and the development of legal systems, making it

²⁵ The study team counted students who had returned to Vietnam until 2018 from the database as of September 2019. The number of personnel indicated by ministries includes those belonging to agencies, external directorates, research institutes, etc. under the ministry.

possible for experts at Japanese universities engaged in such cooperation to provide knowledge suited to the specific needs of each field.

Establishing the JDS brand as a program for civil servants through long-term continuation

Nearly 20 years have passed since the JDS program started in Vietnam, and some of the early returnees have been promoted to higher positions. The program's continuation has helped establish recognition in government agencies as a key program for young officers seeking degrees abroad. At workplaces where JDS graduates are familiar as co-workers, young officers who wish to study abroad are encouraged to apply by obtaining information about their study life in Japan and JDS. In doing so, it is important for returnees to take a positive view of their experience as JDS students. In this regard, many returnees recognize the advantages of the program's system, such as the transparency and strictness of the selection process, the generous support provided by the implementing agent before and during their stay in Japan, and the possibility of accompanying family members. These factors contribute to the establishment of the JDS brand.

Interest in Japan and experience with Japan's ODA projects

As mentioned above, the degree earning rate of JDS students from Vietnam was high, and the accepting universities have a reputation for knowing the average academic excellence of Vietnamese students. There were more than four times as many applicants as the number of Vietnamese students accepted until 2017, before the quota was doubled. As a result, JDS has acquired many excellent applicants, which seems to have led to high academic achievement. Many returnee graduates state that before applying for JDS they had a long-standing interest in Japanese culture and customs, including manga, anime, and novels, as well as its natural environment and the language. In addition, JICA and other Japanese cooperation is often being implemented at the organizations to which they were affiliated at the time of application, and there are some graduates who were directly or indirectly involved in such cooperation. It may not be easy to measure, but factors such as prior opportunities to contact, understand and empathize with Japan and the Japanese people have also influenced the achievements.

(2) Inhibiting factors

Low mobility of civil servants for promotion

As mentioned above, some of the returnees have begun to be promoted, but the percentage of administrative officers who have held positions higher than director-general level is small. This is presumably due to the general situation of government institutions in Vietnam. The promotion of civil servants in the country is mainly based on their careers, and there are few inter-ministerial transfers. However, the mobility of human resources to higher positions within the administrative organization is not necessarily high because there are many employees of the same age group who are waiting for a vacancy in the position to be promoted. In addition, some,

including returnees from Japan, left their careers as civil servants for the private sector. This has also led to the relatively small number of returnees in each institution.

However, since most of the JDS graduates who are currently promoted to the director-general level are returnees from around 2002 to 2004, it will take some time for younger returnees to become the core group of people to produce promoted officers: it is expected that a certain number of people will be promoted in the future if those returnees continue to work.

Decline in the number of potential applicants in administrative organizations

It is important to attract a large number of applicants in order to have outstanding young government officers study in Japan as JDS scholars. However, in interviews with relevant organizations in Vietnam and Japan, there are concerns that the number of applicants has been declining in recent years. The main reason for this, as mentioned above, is that the Vietnamese government is pursuing a policy of reducing the number of civil servants, and the number of new recruits by major ministries and agencies is extremely limited. As a result, the number of young employees, who are potential applicants for JDS, has been decreasing in each government agency. In addition, the personnel department of each agency, which are facing personnel shortages, tend to hesitate sending valuable young employees abroad to study for a prolonged period time. While the number of potential applicants from administrative organizations is decreasing, there is a strong need to study abroad by university teachers since they are required to obtain a master's degree. Approximately 10% of JDS students from Vietnam who came to Japan in 2018 were employed by universities.

Environmental changes associated with the acquisition of higher degrees by young administrative officers

Another factor contributing to the decline in the number of applicants to the JDS program is the changing environment for young officers to study abroad and obtain master's degrees. According to interviews with major JDS target organizations, the number of new and young employees, who have already obtained a master's degree from universities in Vietnam or abroad, is increasing, and the need for graduate study is decreasing. JDS is recognized by many target organizations as a major scholarship program for young administrative officers along with AAV. Although JDS is still a strong option for officers without a master's degree, various scholarship programs are now offered by foreign governments, international organizations, and private companies.

4.1.4 Stories of JDS Graduates

In this section, success stories of the JDS graduates who serve for their country are given below.

1. Dr. Nguyen Van Cuong

University: Graduate School of Law, Niigata University (2002-2004)

Organization/Position: Director General, Institute of Legal Studies, Ministry of Justice



I studied competition law and consumer protection law at Niigata University. The field of economic law was very new in Vietnam at the time, so it was very useful to analyze Japanese laws. Soon after my return to Vietnam, I participated in a research project on the current state of consumer protection laws in other countries, and I was able to apply what I learned while studying abroad. The research led to the establishment of Vietnam's first consumer protection law.

Three years after I returned to Vietnam, I was promoted to the Deputy Director of the Research Department of Civil Law and Economic Law at the institute. I think this promotion was due to the wide range of the latest knowledge I gained while studying in Japan, as well as perseverance and dedication to my work. Later, I had the opportunity to pursue a Ph.D. in consumer protection law in Canada. After returning from Canada, I served as the Deputy Director General and the Acting Director General, and became the Director General in 2017. One of my main duties is a variety of research activities, such as research on Vietnam's legal vision toward 2030. The other is to advise the Minister of Justice on how to proceed with judicial reform. I still keep in touch with my adviser at the university when I was studying in Japan. In the near future, I would like to visit judicial institutions and universities in Japan to learn about the development of laws related to electronic commerce and the state of legal services using IT, called "legal tech,," and to explore opportunities for joint research with Japan.

JDS support is very generous, and I think it is the most meticulous program of all scholarships.

2. Ms. Nguyen Thi Thuy Hang

University: Graduate School of International Relations, International University of Japan (2008-2010)

Organization/Position: Deputy Director General, Public Procurement Agency, Ministry of Planning and Investment

Studying in Japan is one of the memorable times in my life. At the graduate school, I analyzed Vietnam's economic development by using an economic model as my research theme. I was able to acquire not only knowledge, but also many other things, such as problem-solving skills, mindset, and networking with my classmates, alumni and teachers. I became more confident, and when I returned home after studying abroad, I was changed for life by what I experienced with a growth in mindset. Undoubtedly, I wouldn't be where I am today without the education and experience I had.



After returning to my organization, I was assigned to important jobs. For example, I led the public procurement team in the TPP negotiations that Vietnam decided to join. Since this was the first time for Vietnam to open government procurement to the outside world, it was very difficult work, and took a lot of time to coordinate and satisfy not only the negotiating partner countries but also all the domestic stakeholders. However, finally we reached an agreement. Regarding my career path, soon after returning to work, I was promoted to Deputy Director, then Director of a division, and now I am responsible for the entire organization as the Deputy Director General. Before studying in Japan, the Public Procurement Agency was a small department with no more than 10 officers, but it has expanded its scope of work and it now has about 140 employees.

I hope that JDS will continue to provide opportunities for promising Vietnamese young people, including candidates from both the public and private sectors.

4.1.5 Issues and Recommendations

Based on the outcomes and the contributing and inhibiting factors stated above, the following points are proposed as the future direction of the JDS program in Vietnam.

Strengthen strategies to promote the realization of outcomes

Vietnam sent the largest number of students among the countries covered by JDS, and returnees are active in various fields. However, it was confirmed that relatively few hold high positions in government institutions. In future, there is a need to strengthen the strategy for more distinct outcomes. One measure to cope with this situation was to establish a slot of applicants through the Central Committee of Organization and Personnel (CCOP) of the Communist Party of Vietnam, in addition to the existing slot from JFY2018 students; and the total number of accepted students doubled to 60 annually. Although the students from this increased quota are expected to start to return home in JFY2020, this strategy is in line with the objective of the program, since young officers selected from this quota are expected to hold executive positions in the future with higher possibilities in the country's so-called “dual system” of public service²⁶.

In contrast, the trend of a potential shortage of applicants, which has been affected by the reduction of new staff recruitment in major ministries and agencies, is expected to continue. Against this backdrop, AAV made a major shift in its policy, including narrowing down the number of public servants eligible to apply. For JDS, the proportion of the number of applicants to the admitted number dropped due to the doubled capacity, and there is concern about securing a certain number of applicants from the personnel department of target organizations. Based on

²⁶ Applicants can apply either through the Ministry of Education and Training or through the CCOP, but in the latter case, they need to be recommended by the committee in advance. There is no difference in the other selection procedures.

the above, the conventional quota should be readjusted strategically as follows while maintaining the quota through the CCOP.

- **Reviewing recruitment allocation by component:** The percentage of applications continues to be very low for some components of the current subprograms. Components with smaller needs should be considered for slot reduction or elimination and the overall allocation of recruitment should be reviewed.
- **Reducing the existing quota on the premise of allocating specific government ministries:** As the doubled quota is not expected to adequately meet the need, reducing the existing quota is worthy of consideration from the perspective of reviewing the JDS program as a whole, including other countries. Rather, allocating a quota to specific ministries and agencies that the Japanese government (Embassy, JICA, etc.) regards as strategically important, will enhance the accumulation effect for more clear impacts.
- **Introducing short-term training and a one-year master's program:** While the need for young officers to study abroad for a long period of time has declined, there were calls from several target organizations to provide short-term training. Since JFY2018, JICA has conducted short and medium-term training in Japan for senior officers and candidates for the Communist Party and the government through the “Training Program for National Leaders of Vietnamese Government.” Providing short-term training for younger officers targeted by JDS and a one-year master's program are conceivable possibilities.

Strengthening Commitment to Returnee Graduates to Strengthen Japan-Vietnam Relations

In order to promote the strengthening of Japan-Vietnam relations, which is one of the overall goals of the JDS program, it is important for the Japanese side to actively approach returnee graduates. In Vietnam, a working group of JDS alumni, which was formed in 2017, has been holding seminars every year in cooperation with JICA and JICE on such themes such as food safety, water safety, and environmental protection. However, the Japanese side has not actively maintained or strengthened its network with the returnee students.

There are approximately 600 Vietnamese JDS graduates that are human assets which Japan has built with Vietnam. However, these people do not necessarily promote the strengthening of Japan-Vietnam relations. Rather, it is important for Japan to reach out to these assets. The following can be considered.

- **Disseminating information on JDS graduates to Embassy and JICA Office:** JDS returnee graduates who are involved in practical work at Vietnamese government agencies can be important partners for Japan, as potential counterparts in the formulation and implementation of bilateral cooperation projects, or as information sources in high-level policies or diplomatic activities. However, in order for this to be possible, each staff member of the Japanese institution needs to know in advance the existence and background

of the returnees even if they are not directly involved in the JDS program. It is important to continuously share the list and profiles of JDS returnees within the organization and to increase opportunities for contact between JICA officers and returnees.

- **Supporting the activities of returnees:** In order to promote returnees to build a sense of unity with the JDS program and to motivate them to maintain their relationship with Japan and JICA, it is possible to provide support programs such as small research funds required by returnees and funds for activities in line with the purpose of promoting bilateral relations.
- **Program for families after returning home:** In order to promote friendship between Japan and Vietnam, providing programs after returning home, such as Japanese language refresher classes for families, who have come to Japan to study, are worthwhile.
- **Enhancing Japanese language training for JDS students:** In order for JDS graduates to play an active role as a bridge between Japan and Vietnam after returning to Vietnam, it is beneficial to enhance their Japanese language capacity not only for daily living during their stay in Japan, but also for building a network and in terms of social and cultural understanding. However, taking into account that potential applicants may be expanded because graduate courses at the university are taught in English under the JDS program, it may be possible to provide special Japanese language training for only those who wish to take the course.

4.2 Bangladesh

4.2.1 Background

(1) Politics and economy

Despite the prolonged military administration since the coup in 1975, the general election in 1991 has democratized the country's politics. Since then, two major political parties, the Awami League (AL) and the Bangladesh Nationalist Party (BNP), have taken turns in leading the country's administration. As governance issues such as corruption and discontinuity of policies due to changes in administration were becoming increasingly serious, general strikes by the opposition parties, *Hartal*, have been frequent. In January 2014, a general election was held while the coalition of 18 opposition parties led by BNP boycotted, and the ruling party, AL, won the election. The ruling party also won the general election in December 2018, and Ms. Hasina has been the prime minister for the third consecutive term since 2009.

The GNI per capita of Bangladesh was 1,750 USD²⁷ in 2018 and the country was classified as a low-middle-income country by the World Bank in July 2015. Over the past decade, the real

²⁷ World Bank Open Data (<https://data.worldbank.org/>). (Accessed: December 20, 2019)

GDP growth rate has been stable, averaging 6.4%, and the country has attracted international attention as “China Plus One”. However, there are structural vulnerabilities such as the fact that garment products account for about 80% of exports and there is high dependence on remittances from overseas workers. Therefore, for sustainable development of the country, diversification of industries and fiscal structural reforms are needed.

(2) Recruitment and promotion of the civil servants

The current framework of civil service was formed based on the “Bangladesh Civil Service (Reorganization) Order” promulgated in September 1980, which provided 28 cadres under 14 functional categories. Government officials are classified into two types: those who belong to the BCS (Bangladesh Civil Service) cadre, and those who do not belong to the cadre. The former is a candidate for future executives.

For recruitment of BCS cadre officials, who are eligible to apply for JDS, the Ministry of Public Administration (MoPA) and the Bangladesh Public Service Commission (BPSC) play major roles. Firstly, the information of vacant seats in each ministry and agency is reviewed by MoPA. Then, secondly, the BPSC makes a recruitment announcement. To become a cadre official, one must pass the BCS examination. Anyone with a bachelor's degree, aged between 21 and 30 years and with Bangladeshi nationality is eligible to take the exam. The exam is divided into several stages, such as a preliminary exam, a written exam and a viva voce (oral exam), and only a handful of candidates can eventually be BCS cadre officials.

According to the human resource personnel of MoPA, the following three factors are taken into account when considering a cadre official's promotion: (1) Annual Confidential Report (ACR), (2) academic performance and degree obtained, and (3) Disciplinary Report. For (2), the following three are considered: I. Secondary School Certificate (SSC: equivalent to Japanese junior high school graduation) and Higher Secondary Certificate (HSC: equivalent to Japanese high school graduation), II. Bachelor's degree, III. Master's degree. As for II and III, a full mark is given to individuals with a Cumulative Grade Point Average (CGPA) of 3.2 or above. In addition, one additional point is given to PhD holders. Table 4-1 below summarizes the evaluation criteria and points assigned to each criterion.

Table 4-1: Promotion Criteria and Points Assigned to Each Criterion

Evaluation Criteria		Points Assigned
Annual Confidential Report		65
Academic Performance and Degree Obtained	SSC and HSC	12
	bachelor's degree	9
	master's degree	4
Disciplinary Report		10
Total		100

Note: One additional point is given to PhD holders

Source: Interview with a human resource personnel of MoPA

(3) Other scholarship programs

There are various scholarship programs in Bangladesh which are similar to JDS, including those provided by MEXT (Ministry of Education, Culture, Sports, Science and Technology of Japan) , IMF (International Monetary Fund), the United Kingdom, the United States, China, South Korea, and Thailand.

Of these, scholarships provided by Australia and the Bangladesh government were often cited as major competitors of JDS by JDS graduates and human resource personnel of ministries since they offer larger scholarship amount and accept more students than JDS. An overview of these scholarship programs is given below.

Scholarship program provided by the Australian government

The Australian government has been offering a scholarship program, Australia Awards, through the Department of Foreign Affairs and Trade (DFAT). The program aims to (1) strengthen bilateral relations with target countries and (2) contribute to the development of target countries through returned fellows. In addition to civil servants such as BCS cadre officials, Bangladesh Bank staff, Bangladesh Judicial Service (BJS) officials, those who work in the private and civil society sectors are also eligible to apply for the program²⁸. The program offers a scholarship only for a master's degree and it covers a wide range of fields, including trade, security, public policy, engineering, and blue economy. There is no age limit for applicants.

According to a staff member of Scope Global, the agency implementing the scholarship program in Bangladesh, the number of applicants was 113 for 70 slots in 2018 and 70 for 50 slots in 2019. The number of slots is adjusted every year according to the budget situation. The application / selection process takes about half a year: preparation and submission of application documents (early February to late April), an interview (July), and announcement of selection results (August). When recruiting candidates, females, people with disabilities, and ethnic

²⁸ DFAT. (2019). *Bangladesh – information for Australia Awards intake commencing 2020*.

minorities are strongly encouraged to apply. Particularly, there is a rule to ensure that at least half of the finalists are women.

One of the biggest challenges facing the scholarship program today is follow-up for returned fellows. There is an alumni association in Bangladesh called Australia Alumni Association Bangladesh (AAAB), which currently has around 400 registered members²⁹. Despite occasional activities organized such as pre-departure and post-return events as well as workshops and panel discussions on specific areas (e.g. international trade), returnees fellows tend to prioritize work on weekdays and time with their families on weekends. Therefore, it was said that it was difficult to provide opportunities for many returned fellows to meet at once. In addition, since about 70 people return to Bangladesh each year, it is difficult to monitor the current workplace and position of each individual. For such situations, the agency has up-to-date information only for a small number of returned fellows.

Scholarship programs provided by the Bangladesh government

➤ Strengthening Government through Capacity Development of the BCS Cadre Officials

This scholarship program, known as the MoPA Scholarship, aims to strengthen government functions through the capacity building of BCS cadre officials. It was launched in 2009 under the supervision of the Ministry of Public Administration, utilizing grant aid for debt relief from Japan. As long as a full-time unconditional offer from a university ranked within the top 300 in the world is obtained, candidates are able to choose any country as a destination. The scholarship is for a master's degree and diploma (a course lasting six months to one year) and it covers various fields of study including public administration/ policy, development, environment, economics, financial management, ICT and international law. According to information as of 2019, applicants must be under 45 years old for master's programs and under 48 for diplomas to be eligible to apply. The number of slots available is 60 for master's programs and 15 for diplomas.

➤ Prime Minister Fellowship

This scholarship program, known as PM Fellowship, aims to improve the administrative capacity of the government to achieve the Sustainable Development Goals (SDGs) and is intended for Bangladeshi nationals, particularly BCS cadre officials and other civil servants. It is implemented under the supervision of the Prime Minister's Office. As long as a full-time unconditional offer from a university ranked within the top 300 in the world is obtained, candidates are able to choose any country as their destination. Although there are no restrictions on which country to study at, applications must obtain a full-time unconditional offer from a university ranked within the top 300 in the world. The scholarship is for either a master's degree or a doctoral degree (PhD). Applicants must be under 40 years old for the former and under 45

²⁹ Australia Alumni Association Bangladesh (<http://aaabd.org/>). (Accessed: December 21, 2019)

for the latter. Selected candidates can choose their areas of study from a wide range of fields that are related to the SDGs such as economics, public policy/administration, development, law, environment, gender, health and others. Although the number of slots may differ in each batch, it was 46 for the master's program and 21 for the doctoral course in 2018.

4.2.2 Outcomes of the JDS Program

(1) Overview

The JDS program was introduced in Bangladesh in JFY2001; and it has received a total of 361 people including three doctoral students by JFY2018. Among those who had arrived in Japan by JFY2016, 293 students (98.3% of total students) have completed their studies. In addition, the rate of JDS graduates who are currently working as civil servants is 94.6%³⁰ among the participants who came to Japan after the new JDS system was introduced in JFY2009, in which eligibility to apply for the program was given only to civil servants. The performance of JDS in Bangladesh for these indicators was high as in the case of other countries targeted by JDS. When it came to the percentage of JDS graduates who were in managerial positions³¹ at their workplaces, it was 97.0%, which was higher in comparison to other countries.

In the central ministries, personnel changes between ministries occur frequently; therefore, there were only at most about 10 JDS graduates in total within a ministry. In contrast, Bangladesh Bank had 46 JDS graduates out of 293, and critical mass appears to have been created within the organization. These graduates in the bank hold different levels of positions such as Deputy General Manager (7), Joint Director (14) and Deputy Director (25) in various departments. The possible factors that created such critical mass were (1) unlike officials in the central ministries, there were not many cases of staff reassignment to other organizations as in specialized organizations and (2) the organization takes into account the knowledge and experiences of JDS graduates when assigning them to each position³², which kept them motivated at work and to remain within the organization.

It seems that many of the JDS graduates to date have learned not only knowledge in each field of study, but also skills, such as punctuality, discipline and teamwork in their everyday lives inside and outside the campus in Japan. But, based on interviews with stakeholders, some improvements are needed to address issues such as difficulty in attracting desirable candidates and the lack of student opportunities to learn Japanese.

The following describes the achievements in Bangladesh regarding the two objectives of the JDS program: “Contribution to addressing socio-economic development challenges” and “Contribution to enhancement of the bilateral partnership”.

³⁰ The figure includes cases in which one returned to a different ministry or organization from the one s/he had belonged to prior to the participation in JDS as long as it is a governmental agency.

³¹ Percentage of JDS graduates who are civil servants and hold a position at or above the manager level.

³² Based on the interview with human resource personnel of Bangladesh Bank.

(2) Contribution to addressing socio-economic development challenges

As mentioned above, the JDS program in Bangladesh has shown high achievements in key quantitative indicators in its contribution to addressing development challenges, namely the rate of the JDS graduates currently working as civil servants and the percentage of those graduates holding managerial positions. Regarding the achievement in the former, the pledge signed before coming to Japan promising a return to the original organization after returning from Japan appeared to have been effective. In addition, the fact that civil servants have a better social status and treatment than the workers in the private sector in Bangladesh might be a factor as well. In contrast, one reason for achievement in the latter indicator may be the fact that eligibility to apply for JDS is given only to BCS cadre officials, who are positioned as elites among all the civil servants in Bangladesh.

Individual interviews with JDS graduates in Bangladesh have revealed a few cases where graduates have directly applied their knowledge and skills gained in Japan to their current work. Those examples are shown below.

- One graduate studied economics and tax systems in Japan at the Graduate School of Economics in Yamaguchi University. After completing the JDS program, he returned to his original workplace, the National Board of Revenue (NBR) of the Ministry of Finance, and has been engaged in tax reform and policy implementation (studied in Japan between 2006 and 2008).
- One graduate studied economics at the Graduate School of International Relations in International University of Japan. After finishing her study in Japan, she returned to her original workplace, Bangladesh Bank. She has been engaged in banking-related policy decision and analysis while making full use of her report writing skills acquired in the JDS program (studied in Japan between 2007 and 2009)
- One graduate studied economics at the Graduate School of Economics in Yamaguchi University and gained project management skills using Microsoft Project. Since few employees in his workplace can manage projects using software, he recognizes it as his advantage at work. He is currently a consultant to the World Bank, working on public procurement projects of the Central Procurement Technical Unit in the Ministry of Planning, in which he has been using such project management skills. (studied in Japan between 2002 and 2004)

(3) Contribution to enhancement of the bilateral partnership

Among the JDS graduates interviewed during the field survey, only a limited number of graduates had maintained their relations with Japan through work or other activities after returning from Japan. One common feature of the graduates who had maintained a connection with Japan was that they could still speak a certain level of Japanese even today. These

graduates were those who received a long-term Japanese language training when participating in the JDS program (mainly the students who participated in the program in the early batches) and those who acquired the language through active interactions with Japanese students during their studies in Japan. The followings are some of the cases that the JDS graduates have contributed to strengthening bilateral relations between Japan and Bangladesh.

- One graduate was engaged in JICA's loan project, “Kanchpur, Meghna and Gumti 2nd Bridges Construction and Existing Bridges Rehabilitation Project.” As a counterpart on the Bangladesh side, he worked closely with Japanese companies in the project while building close relationships. As a result, the construction was completed in shorter period of time than originally been planned (studied at the Graduate School for International Development and Cooperation in Hiroshima University between 2006 and 2008).
- One graduate provided consultation on the tax system for Japanese companies operating businesses in Bangladesh. At the invitation of the Japan External Trade Organization (JETRO), he has also held two lectures on the tax system in Bangladesh for Japanese companies (studied at the Graduate School of Economics in Yamaguchi University between 2006 and 2008).
- One graduate provided consultation on the required process and domestic rules and regulations when a Japanese bank established a branch in Bangladesh. She has also given advice to JETRO and Japanese companies in the country on issues related to overseas remittances (studied at the Graduate School of International Relations in International University of Japan between 2007 and 2009).

4.2.3 Contributing and Inhibiting Factors

The following are the main contributing and inhibiting factors to achieving the objectives of the JDS program in Bangladesh.

(1) Contributing factors

Long-term Japanese language training before and after coming to Japan

In interviews with JDS graduates, it was frequently mentioned that Japanese language training that participants received for a total of four months (before and after coming to Japan) were very useful when living in Japan as well as interacting with the Japanese people after returning to Bangladesh. Many of the JDS graduates, who still maintain relations with Japan in their work or other activities, were those who had taken long-term Japanese language training during their participation in JDS. Therefore, it seems that improvement in Japanese language skills was a factor that contributed to “enhancement of the bilateral partnership.”

Formation of critical mass (Bangladesh Bank)

As mentioned above, critical mass was being created within the Bangladesh Bank. According to a JDS graduate, who was working at the bank, there were cases where younger colleagues have shown an interest in JDS after seeing the successful performance of their senior colleagues at

the workplace who graduated from JDS. In the interview, it was also revealed that there was a forum for JDS graduates within the bank, and meetings were held that lasted for one or two hours every month for the purpose of knowledge sharing. This helps all the JDS graduates to have up-to-date knowledge that recent graduates obtained in Japan. The realization of such autonomous activities was considered to be one of the results of critical mass and this was thought to encourage future candidates to apply for JDS as well as contribute to the graduates' high performance after returning to Bangladesh.

Support of the implementing agency

The generous and constant support of the implementing agency that was provided from pre-departure time until the return home, was highly valued by many graduates in the interviews. In particular, during their stay in Japan, regular meetings were held between a staff member of the implementing agency and each JDS student, and the student's academic performance and well-being were monitored. Such support is believed to have contributed to the high graduation rate of JDS students and was also considered to be a strength of JDS when compared to other scholarship programs.

(2) Inhibiting factors

Difficulty in attracting desirable candidates

In order to achieve the objectives of the JDS program, it was necessary to secure a sufficient number of applicants to select desirable students. However, interviews with the JDS Operating Committee (OC) members on the Japanese side indicated that the number of applicants has decreased and declined offers has increased over the long term. It was pointed out that these trends have become particularly notable in recent years³³. Interviews with JDS graduates and human resource personnel in ministries have revealed the following factors.

- When the JDS was introduced in 2001 in Bangladesh, there was a limited number of other scholarship options available for the candidates. However, there are many alternatives to JDS today, such as Australia Awards and scholarship programs offered by the Bangladesh government as mentioned above.
- These programs also offer a higher scholarship amount than JDS, while the amount decreases in the JDS program over the long run. These other scholarships also offer a larger number of slots, making them a much more attractive option than JDS for applicants.
- While there are other scholarship programs where a master's degree can be obtained within a year, JDS normally requires two years. Therefore, spending two years just to obtain a master's degree is not always attractive to applicants (answer given mainly by human resource personnel of ministries).

³³ According to the JICA Bangladesh Office, seven out of the 30 finalists have declined the scholarship offers in JFY2018.

- For JDS, candidates have to pass many selection processes to be eventually offered the scholarship, such as preparation of application documents and two interviews; and the process lasts for about a year, which makes candidates hesitant to apply for the program.
- In the Financial Division of the Ministry of Finance, many officials were not eligible to apply for JDS due to the age limit, which was under 40 years for a master's degree, making it difficult to secure a good number of applicants from the division.
- The scholarship amount is not sufficient, especially for students coming to Japan with their families. Moreover, JDS students are not permitted to work while studying in Japan.

System for assignment of workplace and promotion after returning to Bangladesh

To contribute to addressing the development challenges in the country after returning home, it is important for JDS graduates to be assigned to ministries and departments where they can make full use of their knowledge and skills gained in Japan. It is also crucial for them to be promoted to positions where they can be more directly involved in the decision-making process. According to human resource personnel at MoPA, PhD holders (especially in fields such as engineering, law and economics) were assigned to posts where they can utilize their knowledge, as much as possible. But, because there were many officials with multiple master's degrees in the ministries, it seemed that the subject studied in the master's degree was not seen as specialized expertise when decisions were made to assign officials. This situation was confirmed by several JDS graduates who pointed out that they were not necessarily assigned to a workplace where they were able to directly apply the knowledge they gained in Japan after returning to Bangladesh. In addition, whether a degree was obtained in Bangladesh or overseas was not considered in the promotion criteria. Therefore, obtaining a master's degree in Japan did not seem to provide any particular advantage in promotions.

Lack of opportunity to improve Japanese language skills

As mentioned above, a certain level of Japanese language proficiency seemed to be important for JDS graduates in their contributions to strengthening bilateral relations after their return to Bangladesh. Thus, the following points were identified as points to be improved through interviews with the implementing agency and JDS graduates.

- In the early batches of JDS, Japanese language training was provided for a total of four months (before and after arrival in Japan). However, in recent years, it has been shortened to just a few weeks³⁴ of elementary-level Japanese classes.
- In some universities, classes were separated into English and Japanese courses, and opportunities to mingle with Japanese students were limited on campus. It was also pointed out that there were hardly any opportunities to interact with local communities using Japanese language outside the campus.

³⁴ According to the JDS implementing agent, the duration of Japanese language trainings currently provided is 7 days (2 hours/ day) before coming to Japan and 2 to 3 weeks (1 to 2 hours/ day) after arriving in Japan.

4.2.4 Stories of JDS Graduates

The following are examples of JDS graduates who have shown high achievements after completing the JDS program.

1. Mr. Ahmed Md. Shabbir, NBR Ministry of Finance

University: Graduate School of Economics, Yamaguchi University (2006 – 2008)

Organization/Position: Director/ Central Intelligence Cell, National Board of Revenue (NBR)

My study in Japan has had a manifold contribution in my life and my career. Before participating in the JDS, I was working at the National Board of Revenue (NBR) of the Ministry of Finance as a Deputy Commissioner of Taxes, engaged in work related to mainly filed level tax administration. During my time in Japan, I studied Economics and Public Administration, with a particular focus on public economics and taxation. My research on comparative tax reforms deepened my knowledge of the tax system of Japan and other countries.



After completing the course, I came back to Bangladesh and worked in different positions at NBR including the position of the Joint Director of Central Intelligence Cell and the First Secretary of tax policy. I also had the opportunity to engage in different policy and administrative reforms. My study, research, experiences and learning in Japan have deeply contributed to my professional development and my work.

The JDS program also provided me with a four month Japanese language course, taken before and after my arrival in Japan. The language course provided me with the unique opportunity to communicate with the people of Japan, explore the culture, and understand the society of Japan. I have made many friends in Japan, many of whom are still very close to me. The memory of visiting beautiful places in Japan with my professor and my Japanese friends are one of greatest treasures in life.

I am happy that my interaction with Japanese people continues. I get invitations to meet my Japanese professors whenever they visit Bangladesh. On the professional front, people from Japanese companies operating in Bangladesh often visit my office to share their problems and ask for advice. JETRO Dhaka office sometimes invites me to talk in seminars organized for Japanese entities working in Bangladesh. I am very happy to stay in touch with the people with whom I have a special friendship.

I have not managed to go back to Japan after the JDS program. I miss Japan, its places, and its cuisines. It would be great to have an opportunity to visit the beautiful town of Yamaguchi where I spent two wonderful years, and Yamaguchi University where I learned many important things in life. When I was studying there, my supervisor sometimes invited me to share my professional experience with undergraduate and graduate students who were under his supervision. I still miss those curious faces.

It was such a beautiful time in Japan! Thank you, JDS.

2. Ms. Shikha Husne Ara

University: Graduate School of International Relations, International University of Japan (2007-2009)

Organization/Position: Deputy General Manager/ Banking Regulation and Policy Department, Bangladesh Bank



During my time in Japan, I deepened my knowledge in economics. By observing the people's punctuality and seriousness to work in Japan, I also felt that I could develop such attitudes as well.

After completing the JDS program, I returned to the Bangladesh Bank. While I was a Deputy Director prior to my participation in JDS, I am currently a Deputy General Manager, engaged in banking-related policy decision and analysis. In the bank, there is a forum for JDS returnees that has approximately 50 members. We have a meeting every month and up-to-date knowledge is shared by JDS fellows that recently came back to Bangladesh.

Since October 2019, we have been running the Internal Credit Risk Rating System (ICRRS), which is highly expected to reduce the default risk of the country. I have been involved in all the steps from its formation to implementation as a key person with practical knowledge. The knowledge I gained in Japan and shared by recent JDS graduates has been extremely useful.

I have had some opportunities to work with Japanese companies after coming back from JDS. For example, I have provided consultation to a Japanese bank when it was planning to open a branch in Bangladesh regarding necessary process as well as rules and regulations. In addition, I have given some advice to JETRO and Japanese companies on remittance issues in Bangladesh.

As a follow-up activity for JDS graduates, I think it would be great if we could have a banking fare inviting the embassy of Japan in Bangladesh and Japanese companies.

4.2.5 Issues and Recommendations

Based on the above results obtained through the field survey in Bangladesh, the following are the main points and proposals for further improvement of the JDS program in the future.

(1) Maintaining the scholarship amount and increasing the number of slots

Compared to a time when the JDS program was introduced in 2001, competition with other scholarship programs has intensified today. Although there are many potential candidates in the country who are qualified to apply for JDS and demands for scholarships are high, many of them choose other programs over JDS as they offer a higher amount of scholarship and a larger number of slots. Therefore, the scholarship amount needs to be maintained at least at the current level. In addition, if the number of slots is small, candidates think that the competition between

applicants is high, which reduces their motivation to apply for JDS. Therefore, in order to improve the attractiveness of JDS, it is necessary to increase the number of slots while maintaining the current scholarship amount.

(2) Increasing opportunities for improving the Japanese language

It is important for JDS students to acquire a certain level of Japanese language proficiency to adapt smoothly to the new environment in Japan as well as to contribute to strengthening bilateral relations between the countries while maintaining ties with Japan and the Japanese people after completing the program. Although Japanese language training in the program has been reduced in recent years, it is important to provide more opportunities for students to learn and acquire a certain level of Japanese language proficiency during their stay in Japan. In addition, each university accepting JDS students should provide opportunities that allow them to interact with Japanese students.

(3) Differentiating JDS from one-year master's courses offered by other scholarship programs

The one-year master's courses offered by other scholarship programs tend to be more attractive for applicants as it minimizes the time they are away from the workplace. Under the JDS program, it is normally two years, and it can differentiate itself from other programs by providing students with opportunities to learn practical skills and tools that can be directly applied to their work. Several JDS graduates have also mentioned the attractiveness of internship opportunities in Japanese organizations such as government ministries, local governments and companies because it related to the students' work in Bangladesh. Such internship opportunities are expected to contribute to improving their Japanese language skills and deepening the relationship with Japanese people and society.

(4) Other requests / issues

In addition to the above, issues and requests received from stakeholders are as follows.

- As is the case in other scholarships such as ones offered by the universities in the USA, Japanese universities and stakeholders must physically visit Bangladesh instead of having video conferences for effective recruitment of desirable students (suggestion from an OC member on the Bangladesh side).
- In the recruitment of JDS students, the list of JDS graduates and their up-to-date information should be utilized more effectively. Using the network with these graduates, we may find future candidates more effectively and efficiently (suggestion from an OC member on the Bangladesh side).
- JDS does not permit students to drive cars and motorcycles. This makes it difficult for

students to move from one place to another every day, especially for those who are studying in universities located in remote areas. Therefore, it would be ideal if students are allowed to drive (request from JDS graduates).

- In addition to dinner or lunch parties, holding workshops in specific fields and organizing interactive meetings with Japanese companies based in Bangladesh would make the follow-up activities much more attractive to JDS graduates (suggestion from the JDS Alumni Association of Bangladesh (JDSAAB)).
- Setting up a JDSAAB office to efficiently facilitate its activities would be helpful (suggestion from JDSAAB members).

4.3 Philippines

4.3.1 Background

(1) Politics and economy

The Philippines is a republic with a presidential form of government where power is equally divided among its three branches: executive, legislative, and judicial. The President is elected by direct popular vote and serve a term of six years. Rodrigo Roa Duterte was elected president of the Philippines in June 2016, addressing issues such as illegal drugs, corruption and Mindanao peacebuilding. Domestic infrastructure development has also been actively promoted under the slogan of “Build Build-Build.”

At the summit meeting between the two countries in 2011, a joint statement on “strategic partnership” was issued to enhance bilateral cooperation in areas such as regional security, Mindanao peacebuilding, economic partnership agreement (EPA) and infrastructure development³⁵. Since then, Japan has announced increased support for projects under the “Build Build-Build” policy, and Maritime Security and Mindanao peacebuilding at several summit meetings held in 2019. In this way, the two countries have maintained good relations under the “strategic partnership.”

The Philippines’ real GDP growth rate has been growing at 6% or more since 2012, and it was 6.2% in 2018. The service sector is the largest at 57.5% of the total GDP, and the business process outsourcing industry such as the call center for the USA is particularly high³⁶. It is expected that the Philippines will move up from a lower-middle income country with a GNI per capita of US\$ 3,660 in 2017 to an upper-middle income country in a few years³⁷.

Regarding Japan-Philippines relations, the EPA came into effect in 2008. The Philippines has been an important place for economic activity since more than 1,400 Japanese companies have

³⁵ MoFA (https://www.mofa.go.jp/mofaj/s_sa/sea2/ph/page4_001236.html) (Accessed: December 20, 2019)

³⁶ JETRO “World Trade and Investment Report 2019”

³⁷ World Bank (<https://www.worldbank.org/en/country/philippines/overview>) (Accessed: December 20, 2019)

been doing business in the Philippines as of 2018. In addition, the Memorandum of Cooperation on the Basic Partnership Framework for ‘Specified Skilled Worker’³⁸ was signed in 2019. Human exchanges between two countries has been rapidly expanding and it is expected that the complementary relationship will be further developed between Japan, with its aging population, and the Philippines with its larger, young population³⁹.

(2) Recruitment and promotion system of the civil service

The Philippines civil service was established in 1900 during the American colonial rule. An Act of Civil Service, which is under Public Law No. 5, was enacted and established the merit system as the basis for employment in the government. Presently, the civil service mandate is based on the “Revised Administrative Code of 1987.” The civil servants are classified into two groups, the career and non-career service. The career service is granted the security of tenure while the non-career service’s contract is limited to the duration of a project, and their tenure is not guaranteed. Positions in the career service are divided into three major levels: 1) The first level includes the non-managerial service positions, 2) The second level includes positions up to Division Chief level; and 3) The third level covers positions in the Career Executive Service. Non-career service includes political appointments, emergency personnel and confidential staff.⁴⁰ The career officers are appointed through recruitment examinations by each ministry after they pass the competitive examination of Civil Service Commission (CSC). There are no regular personnel transfers or promotions in the civil service system in the Philippines. If there are vacant posts in the ministries, anyone who qualifies for the position can apply, and the human resource committee conducts an evaluation based on an applicant’s educational background and performance. The number of positions in the third grade, which is the highest civil service rank, is estimated to be about 1%⁴¹ of the total including political appointments. It can be said that it is highly competitive to be in a higher managerial position.

(3) Other scholarships

There are several scholarship programs provided by the Japanese government in the Philippines, excluding JDS. One of the major programs is the Japanese Government Scholarship provided by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). According to MEXT, there were 16 undergraduate students and 4 graduate students studying from the Philippines as of 2018.⁴² In addition, JICA conducts the Long-Term Trainee Program providing opportunities to study at a Japanese university for a Master’s or Doctor’s degree for over a year.

³⁸ Officially called as “the Memorandum of Cooperation on the Basic Partnership Framework for the Proper Operation of the System pertaining to Foreign Human Resources with the Status of Residence of ‘Specified Skilled Worker’”

³⁹ GOJ, “Country Development Cooperation Policy for the Republic of the Philippines” (April 2018)

⁴⁰ Official Gazette of the Philippines, Executive Order No. 292

⁴¹ CSC, “State of the HRM in The Civil Service - Executive Summary 2012”

⁴² MEXT, “Basic School Survey 2019”

As of 2019⁴³, a total of 15 students were in Japan through training programs, namely “SDGs Global Leader” and “Innovative Asia.”

The donors that are implementing similar scholarship programs in the Philippines are Australia, Korea, Singapore, IMF, ADB and others. Among them, Australia is the most popular destination for study. The Australian Government has provided scholars to around 3,500 students since the 1950s. The number of scholarships vary yearly, but generally ranges from 60 to 100 students per year. There are two categories, which are Open Category and Targeted Category. It is possible to apply not only as civil servants but from the private sector and recommended applications for people with disabilities and minorities. According to the government officials in the Philippines, compared to JDS, Australia Awards is more popular because the students can use English in their daily lives, the Master’s degree is offered through a short-term program with a maximum of eighteen months, and there is no age limitation. It was also mentioned that the JDS tended to emphasize research plans before leaving to study abroad, while the Australia tended to emphasize the implementation of action plans after their return. In the context of networking, the latter program was more useful for the graduates.

4.3.2 Outcomes of the JDS Program

(1) Overview

In the Philippines, about 20 people a year studied in Japan from JFY2003, the fifth year since JDS was established. By JFY2018, the number of the JDS students reached 340. All the students arrived in Japan by JFY2016 (returned to the Philippines in JFY2018) completed the program, and all of them earned a Master’s degree. Many of the JDS graduates spoke of changes in their awareness and behavior as a result of having lived in Japan and their interactions with their university professors. For example, they not only improved their knowledge, research and analytical skills, but they began to place more importance on time management in daily operations, strived for greater accuracy in data compilation and analytical methods, and learned to consider a diverse range of opinions and perspectives. As a result of such improvements in operational performance, many JDS graduates were given jobs with greater responsibility, were promoted and given higher salaries. Some JDS graduates even transferred to the Bangko Sentral ng Pilipinas, which is popular for its cachet and benefits, and to the Asian Development Bank, showing that this experience studying abroad led to career advancement. In addition to these results at the individual level, almost all workplaces have systems whereby JDS graduates can use and share the knowledge and skills they acquired, so that they contribute to improve capacity at the organizational level. At the same time, graduates also spoke about the need to review the JDS application requirements and the duration of the JDS program, as well as follow-up activities. The program should be managed flexibly so that it can adapt to changes in local needs.

⁴³ Document provided by JICA

Regarding the Ph.D. program introduced in the Philippines in JFY2018, there were two slots per year, and there were seven applicants, but their research plans were not at the necessary level in five cases, so that only two made it to the final interview stage and only one passed. This is because, the Ph.D. program had only just been introduced, and not enough information was shared among the relevant organizations. In the Philippines, civil servants do not have to have a Doctor's degree for a promotion, so it makes sense that the number of applicants for a Ph.D. program would be lower than the number of applicants for a master's degree. Currently, efforts are underway to encourage JDS applications at universities and research institutions, where the need for a Doctor's degree is higher.

The information below regarding the achievement of two purposes of the JDS program—contributing to solve development issues in the partner countries and strengthening the bilateral partnership—is based on the results of interviews of the Operation Committee of the JDS Program, the human resource departments in the target government organizations, and JDS graduates.

(2) Contributions to improvements in development issues

After their studies in Japan, almost all JDS graduates returned to their original workplace. This was largely because of the service agreement signed between the employee and their organizations. This agreement guaranteed that the employee can return to the same position and the same workplace and requires that they return to work for four years (in the case of a Master's degree). According to interviews with human resources departments, during their reinstatement period, there are mechanisms where JDS graduates can share what they learned in Japan, for example by giving presentations to supervisors or colleagues and serving as a resources person and training instructor. This reinstatement period is beneficial for the organization because it prevents the loss of personnel. It has also been reported that employees with ambitious career aspirations, who are aiming for fast promotions, tend to choose study abroad programs that are one-year long with two-year reinstatement periods rather than programs that require a four-year reinstatement period for a two-year study abroad program.

At the same time, the rate of JDS graduates in managerial positions in the Philippines was 30.0%, which was relatively lower than other countries. As noted above, the Philippines does not have regular employee transfers and promotions, so that if there are no vacant posts, they have no opportunities for promotion. Moreover, there are very few department manager level positions in the civil service. As a result, few JDS graduates are in higher managerial positions. However, interviews with JDS graduates and human resources departments revealed that even if they do not find opportunities for promotion and earn managerial appointments after returning, many JDS graduates are given work with greater responsibility. Moreover, some expressed the view that easing the age limitation would improve the percentage of graduates in managerial

positions because there are civil servants who are 40 years old or older with managerial positions who want to study abroad.

This shows that JDS graduates play a role in improving the capacity of the organization they work for since they share their new knowledge at their workplace. In order to further enhance the effect, however, the local needs in the Philippines should be reassessed, including flexibility of the study period and age limitation.

(3) Contributions to strengthening the relationship between partner country and Japan

The major organizations which have many JDS graduates are the Bangko Sentral ng Pilipinas, the National Economic Development Agency, and its related organization Philippine Statistics Authority. These organizations play important roles in drafting and implementing the Philippines' policies and coordinating with foreign donors. As such, the JDS program is helping to build long-term relationships with important institutions in ODA implementation.

Moreover, interviews with JDS graduates confirmed that JDS graduates were involved in negotiating revisions to the Economic Partnership Agreement between the Philippines and Japan; some served as the contact point, such as arranging the alumni meeting with their professors from Japan and provided data needed for research; and some were in charge of supervising the projects of international partners, including Japan, as a member of the support organization. At the same time, many JDS graduates requested activities such as internships and homestays during their study period, so there is room for improvement in activities aimed at building relationships with Japanese people and organizations

In recent years, the number of JDS participants from the Department of Public Works and Highways (DPWH) increased sharply due to the large-scale infrastructure investment plan known as "Build Build Build" that is being pursued by the current administration (there were several participants a year from DPWH from JFY2011, but there were six each in 2018 and 2019). According to DPWH, both Japan and the Philippines are susceptible to natural disasters, therefore, DPWH can learn from Japan about infrastructure and disaster prevention technology. Thus DPWH has recognized JDS as an important scheme for training employees. Similarly, JICA has built up a cooperative relationship in Mindanao peacebuilding since 2002 in agriculture, governance, reducing poverty and establishing infrastructure. The JDS program has accepted 34 participants under the Mindanao regional development sector, and of these, nine were accepted using the special slots given to people from the Bangsamoro region⁴⁴. Philippine government officials stated that training personnel in the JDS project would be even more important than before in launching the new Bangsamoro government, and they felt that the special slots for Mindanao⁴⁵ should be restored. The infrastructure sector and Mindanao

⁴⁴ JICA/JICE. (2018). *Preparatory Survey Report on the Project for Human Resource Development Scholarship Program (JDS) in the Philippines*.

⁴⁵ This information is from interviews with NEDA and the Operation Committee. Special slots for Bangsamoro were

peacebuilding are often mentioned in summit meetings between Japan and the Philippines, and these are fields in which Japan's comparative advantage has been built to some extent. Currently, many construction projects such as railways have been implemented, so developing human resources having knowledge on infrastructure operation and management is an urgent issue. In terms of Mindanao peacebuilding, capacity development of the Bangsamoro government, which was newly established in 2019, is essential for the stability in the region. In these fields, continuing with the projects for human resource development will help to maintain and develop the relationship between the two countries.

Regarding to the JDS program's contributions to building the relationship between Japan and its partner country, there were some cases maintaining good relationships with Japan at the individual level, but there were no notable cases having an impact on the foreign diplomacy level. The program should be strategically utilized to strengthen the bilateral relationship, for example, selecting and concentrating JDS program areas in which Japan has a comparative advantage and that are particularly important in terms of bilateral diplomacy.

(4) Building networks with JDS students and establishing the JDS brand

Many of the JDS graduates mentioned that one of important asset acquired through the JDS program was the personal connections with other JDS students or the professors at the Japanese university, within the sector or within the organization they belonged to. Many maintain these networks using social media such as Facebook. In interviews with JDS graduates, it was found that JDS graduates exchange information at meetings that bring together multiple institutions, like the parliament, and there was also another case where JDS graduates proposed new projects to a subordinate who had also participated in JDS. In this way, connections built by JDS that are formed within and outside organizations and within and outside of the Philippines can be expanded. Moreover, JDS graduates have also joined the Japan Alumni Association of the Philippines⁴⁶. In 2018, a ceremony was held to celebrate the 15th year since the JDS program began; and in the subsequent reelection of officers, JDS graduates were elected as the chairman and officer. This suggested that JDS alumni are active in this association, but in interviews, many JDS graduates stated that there were no merits to participating, given their busy daily work, and they were not actively involved.

The Philippines Statistic Authority (PSA) is an example of how the JDS brand has been established. Since the JDS program began, one to three employees from PSA have studied constantly in Japan through the JDS program every year. Many of the JDS graduates are appointed to positions with responsibilities, such as unit leaders, chairs of committees that are held on an ad hoc basis, and technical advisors. Within the PSA, there is a shared consensus that

allotted in the previous phase (2015-2017), but there are no special slots in the current phase. Although the special slots were removed, the priority were given to the selection for Bangsamoro government officials.

⁴⁶ According to the JAAP chair, at the time of this survey, 208 JDS graduates were members of JAAP.

JDS graduates show leadership and are particularly talented. A cycle has been established in which JDS graduates become role models and young employees then aspire to attend the JDS program.

4.3.3 Contributing and Inhibiting Factors

The factors that contribute to and inhibit the achievements of the JDS program are summarized below.

(1) Contributing factors

Program's continuation over a long period

According to the human resources department, the JDS program has had a long history, and supporting systems have been established within organizations at every process of the application, selection, staying and returning from Japan. For them, the program has been recognized as an important scheme for training employees. In addition, there are many cases where younger officers apply to the JDS program by obtaining information and recommendations from the JDS graduates working at same organization. In this way, continuing this long-term program leads to securing a certain number of JDS applicants and the program's stable operation.

Values of studying in Japan

English is the official language of the Philippines, so they tend to choose English-speaking countries such as the US when studying abroad. Despite this, they are motivated to participate in JDS because Japan is a developed country within Asia, and they feel that there are things that should be learned with fellow Asians. Japan has relatively advanced technology in infrastructure, environment, disaster prevention and economics (Japan's economic policy, economic analysis), so there is a general sense that there is value to learning in Japan. Moreover, the high level of public safety and geographical proximity also appeal to students studying abroad in Japan. The human resources departments often mentioned that many JDS graduates have learned to be "disciplined," and see positive changes in their work attitude. This awareness associated with studying in Japan encourages people to apply to JDS.

Consistent support from the implementing agency before and during studies

One key feature of the JDS program is that the implementing agency provides generous support for the application process and necessary documents that are easy to understand. In addition, the implementing agency carries out its own initiatives in the Philippines, for example explaining the process for preparing a research plan during the promotion activities and providing individual guidance to those who wish it. In this way, they play a role in promoting applications. Moreover, during their stay in Japan, the same agency provides assistance in order to provide an environment where participants can concentrate on their studies. This helps to maintain a high degree completion rate.

(2) Inhibiting factors

JDS application requirements: Age limitation and study period

The scholarship programs in Australia and Korea that compete with the JDS program do not have age limitations and offer shorter master's degree programs that are one year to a year and a half. In contrast, JDS requires that applicants be 40 years or younger and that they study in Japan for two years. This means, for example, that an employee in his/her 40s who has just become a manager and wants to study abroad would be unable to apply due to the age limitation. In addition, an employee with ambitious career goals who wants to be promoted faster and employees who have already been appointed to managerial-level positions would prefer short-term study abroad programs about one year in length, but JDS does not currently offer this option. This lowers interest in applying to JDS and makes it more difficult for the JDS program to attract talented people.

Lack of activities that develop a network with Japanese people/organizations

Opportunities to learn Japanese language, homestays in Japanese homes, work experiences such as part-time jobs, and internships at regional and central governments are some of the improvements requested from JDS graduates. Activities such as Japanese language training and activities aimed at deepening understanding of Japanese society and culture, and activities aimed at building networks with Japanese civil servants are inadequate. Such activities would give JDS graduates an excellent understanding of Japan and would thus contribute to the relationship between Japan and the Philippines—one of the objectives of the JDS program.

Lack of follow-up activities for JDS graduates

Under the JDS program, the only official contact with JDS graduates is an email sent once a year to confirm their current status; and no activities to maintain and strengthen relationships are carried out. In addition, JAAP is the platform for JDS graduates, and while this may help enhance relationships between the two countries, its role is inadequate at present. A mechanism for following up JDS graduates as part of the JDS program should be developed to build and maintain relationships between JDS graduates and Japan, thus strengthening the relationship between the two countries.

4.3.4 Stories of JDS Graduates

1. Mr. Bien Alli Ganapin

University: School of International and Public Policy, Asian Public Policy Program, Hitotsubashi University (2008-2010)

Organization/Position: National Economic Development Agency, Director of Trade, Services, and Industry Staff

My research theme was about remittances inflows in the Philippines and its implications on savings and investments. The research work enhanced my capacity to do evidence-based analysis and it has helped me strengthen my knowledge in policy formulation. After returning to the Philippines, I continued my work in policy analysis and planning and was promoted to Assistant Director of the same department at the National Economic and Development Authority (NEDA) in 2014. The training I obtained from studying in Japan has instilled in me the value of evidence-based decision making and I try to share this with my colleagues at NEDA. In 2018 I was assigned to supervise the department handling trade, services, and industry as Officer In-Charge and I believe that one of the reasons for the new assignment was recognition of my performance as well as my international academic exposure thanks to my studies in Japan. One of the major tasks assigned to me was to act as lead negotiator for Trade in Services under the Economic Partnership Agreement between the Philippines and Japan. My experience living in Japan for two years helped me to better understand Japan's standpoint and their objectives in pursuing the review. Outside the negotiating table, I enjoyed my brief discussions with my Japanese counterparts about my experience in Japan. As a JDS returnee, I was invited in several JDS pre-study abroad training sessions as an instructor where I share my experiences in Japan, empowering future students.



2. Ms. Ditta Mae Camacho Siena

University: Graduate School of Governance Studies, Meiji University (2015-2017)

Organization/Position: Civil Service Commission, Office for Human Resource Management and Development, Supervising Human Resource Specialist

In 2013 I joined the Civil Service Commission, and two years later, in 2015 I applied to JDS as per my superior's recommendation. My research was about the factors affecting the motivation of government employees in providing services to the public. I earned my Master's degree after studying in Japan for two years. That experience taught me that any obstacle can be overcome through perseverance. Now that I am back in the Philippines, I am able to face difficult tasks with confidence. After joining JDS, I developed a strong interest in contributing to the development of the Philippines. Currently, the government of the Philippines is developing laws in order to attract foreign and local investors through the



improvement of the business environment. One of the laws is called Ease of Doing Business, which simplifies and optimizes government procedures, and I took part in the formulation team. Through my studies in Japan, I am able to view the Philippines' civil service system or the development of legal system from a wider point of view. It allowed me to voice with confidence, my knowledge and experiences in the formulation of the new law and needed strategies. Through that project, my performance was recognized, and I was promoted more than a year after my return from Japan to reach my current position. My positive experience made me want to promote the benefits of JDS and I currently provide advice on research plans and interview strategies to colleagues who wish to join JDS.

4.3.5 Issues and Recommendations

Recommendations on enhancing the bilateral partnership

JDS program combines elements of development and diplomacy, and the objectives are “contribution to the strengthening administrative capacity of the partner countries” and “enhancing of the bilateral relations.” Especially in countries like the Philippines where they have achieved a certain level of economic development, a more important issue is to build a diplomatic and economic partnership. Considering JDS's objectives, JDS should be utilized to further improve bilateral relationships with target countries.

- Selection and focus on support areas that strengthen the bilateral relationship.

There are approximately 1,540,000 government officials that are potential JDS candidates in the Philippines which is the largest number of candidates within the JDS target countries. Since there are only twenty slots available in the JDS program, it is necessary to be selective and focus on the target area or group who have the potential to contribute and enhance the bilateral relationship. For example, infrastructure, Mindanao peacebuilding, and the disaster prevention areas have often been mentioned during summit meetings as areas where assistance is needed. In these areas, Japan has established a comparative advantage based on its past ODA assistance. Moreover, with the EPA in 2008 in mind, JDS can strategically be utilized for solving social problems in Japan. For example, by targeting the Philippine Overseas Employment Administration whose jurisdiction includes the foreign labor and employment, the JDS program can be utilized to develop human resources with specific knowledge on such issues as the aging Japanese society.

- Adding special slots for JDS candidates and providing programs to strengthen the bilateral relationship

One suggestion was to add special slots that focus on strengthening the bilateral relationship within the target areas mentioned above. Specific organizations or departments can be selected

by the Japan side, while maintaining the usual slots where any government official can apply. Adding special slots alone is not enough, of course. It is necessary to provide programs that help JDS students to successfully build the relationship with Japan. For example, visiting or having internship opportunities at places like the Japanese central government, JICA's headquarters or their overseas offices, local municipalities focusing on international cooperation, and development consultants involved in ODA businesses can be added to the JDS program.

➤ Reconsider the application requirements based on local needs

In order for the JDS program to continuously thrive in the Philippines, it is important to grasp the changing needs on the Philippine's side, and to also secure talented human resources, as there are many scholarship programs that exist inside and outside of the country. For example, the programs can be diversified as follows: revising the age limitation to allow officers in their forties in management positions to apply, offer a shorter-program of one year based on their experience and academic background, or offer double-degree programs with Japanese universities and other institutions in the Philippines.

Recommendations to improve follow-up of JDS graduates

Within the scope of this research, it was very rare to find the cases where JDS graduates became involved in ODA projects or had connections with Japanese ministries or corporations. Moreover, JAAP, which is the returnee trainees' alumni group in the Philippines, is functioning as a platform for maintaining the connection among JDS graduates. However, activities to build a network among the graduates and Japanese organizations are limited. JDS graduates expect JICA or JAAP to not only provide a meeting place, but to provide opportunities that are beneficial to them.

➤ Building the network of Japanese officials working in the Philippines

Examples of networking activities include meetings to exchange views with Japanese officials involved in ODA projects or business activities in the Philippines. Opportunities like this allow JDS returnees to build relationships with Japanese officials in their country and allow the Japanese officials to build their network with government officials in the Philippines.

➤ Providing academic activities by the Japanese university professors

Many JDS graduates seek academic learning opportunities separate from their daily work. One of the ideas is to ask Japanese university professors, who are visiting the Philippines to make the final selection of a JDS candidate, to offer seminars. At seminars like these, consideration should be made to ensure that both JDS graduates and universities benefit. For example, an invitation to a seminar is extended to government agencies related to the contents of the seminar. This will benefit the universities as it provides PR opportunities, networking opportunities with related agencies, and also recruiting opportunities for potential candidates.

➤ Cooperation with the other ODA project.

Among the JDS graduates, there were cases where the candidate applied to JDS after attending JICA's Young Leaders Program and a case where the JDS student's family member (a civil servant) applied for JICA's short-term training. Using these cases as examples, the civil servant who had been involved in the ODA project can be recommended to the JDS program. Or, JDS graduates can join an ODA project in their country. This will allow the JDS program to be not only a scholarship program, but a program to create synergies and improve an ODA project. The first step is to provide detailed information about the JDS program to the Japanese experts, consultants, CP agencies, and then receive recommendations of candidates from the civil servants in the Philippines.

➤ Include the follow-up activities cost in the JDS program's budget

The Japan side should provide operational and financial support of follow-up activities for a certain period of time after the students have returned. In order to achieve this, follow-up activities of these should be carried out ideally by the JDS implementing agency with their local offices that already have the connection with JDS graduates.

4.4 Kyrgyz

4.4.1 Background

(1) Politics and economy

The Kyrgyz Republic (hereinafter Kyrgyz) became independent from the former Soviet Union in August 1991 and began to take the path to democratization and a market economy under the Mr. Askar Akayev's administration. However, rapid reforms were difficult, and in March 2005, the administration was replaced by a revolution led by Mr. Kurmanbeck Bakiyev. Later, Mr. Bakiyev won the presidential election in July 2009 by a great margin, but the anti-government campaign, which began in April 2010, destroyed the Bakiyev administration; and a provisional government was established headed by former foreign minister, Ms. Roza Otunbayeva. The provisional government revised the Constitution and made the President a symbolic position and shifted the political system from a presidential system to the Parliamentary cabinet system. Parliament is a one-house proportional representation system, with a constant of 120 seats. The term of office is five years. The political party with majority seats appoints the Prime Minister. In the presidential election in October 2011, Mr. Almazbek Atambayev, who was the Prime Minister of the provisional government, was appointed as the fourth President. A parliamentary election was held in October 2015. The presidential election was held in October 2017 after Mr. Atambayev's termination of his term of office, and the former Prime Minister, Mr. Sooronbai Zheenbekov, was appointed as President and is now in office.

Major industries include agriculture and livestock industries (about 30% of GDP), food processing industry of agricultural and livestock products, and a mining industry centered on gold mining. The economy relies heavily on remittances from migrant workers in Russia and elsewhere. GDP per capita was \$1,268 (2018: IMF estimates).

(2) School education

The Ministry of Education and Science has jurisdiction over national education policies and manages national educational institutions. The basic education system is 4-5-2, and nine years of lower secondary education are compulsory. The school age starts at 6 or 7 years old. Higher education consists of a four-year bachelor's and a two-year Master's course at universities, academies, and specialized higher education institutions, and Doctoral courses at universities. Senior vocational schools also have five-year courses that lead to the acquisition of a bachelor's degree and a vocational diploma. JDS candidates mainly come from higher education institutions such as the Management Academy (formerly the University of International Business Economics of Bishkek), the National University of the Kyrgyz Republic, and the International University of the Kyrgyz Republic.

(3) Civil servant system

The Kyrgyz civil service was founded in the Soviet era. Since its independence in 1991, the adoption of a system based on ability was attempted. In 2004, the State Personnel Service was established, which is also a JDS-implementing agency, and reforms were promoted based on the Japanese government personnel system. Positions are frequently reshuffled due to organizational restructuring of ministries and agencies after presidential and parliamentary elections.

(4) Similar program

There are many scholarships for Master's courses that individual civil servants can apply without going through SPS such as scholarships from the Japan's Ministry of Education, Science, Sports and Culture, ADB, IMF, the United States, and the United Kingdom, etc. However, if the applicants are accepted in a scholarship program, they have to resign as civil servants. There is no guarantee of re-employment after returning from abroad. In fact, because private companies provide higher salaries, there are few public servants who return to be public servants after earning a Master's degree. ADB has an office in Kyrgyz, but since the scholarships are the business of headquarters, there is no information in the office about the examination or returnees to Kyrgyz who have completed their studies.

In addition to the JDS program, the only scholarship for a Master's degree that is recognized by SPS is the KOICA scholarship. The applicants of the KOICA scholarship are recruited through

SPS, and the SPS submits a list of applicants to the KOICA regional office. The KOICA regional office will send the documents to the South Korean headquarters after the primary selection, and headquarters reviews the documents and determines the interviewees. The interviewees are interviewed online by the universities. There is no particular number of quotas for Kyrgyz. Before leaving Kyrgyz, the KOICA regional office provides an orientation for the students, and after arriving in South Korea, each university takes care of the students. After returning to Kyrgyz, the graduates are obliged to work for at least two years as civil servants. KOICA began the scholarship in Kyrgyz in 2011 and established the regional office in 2015. The scholarship is currently implemented in 44 countries, but it is not a program specific to Kyrgyz. It offers about 15 courses every school term. In 2019, there were 30 applicants, of whom 15 were sent to the headquarters as a long list, and 11 were interviewed and five applicants were admitted. There has been a cumulative total of 40 graduates. KOICA wants to expand its recruitment to NGOs and multilateral organizations, but the SPS has opposed it saying they cannot guarantee the applicants' jobs after they return to Kyrgyz. The problems recognized by KOICA are that the English level of candidates is low and SPS only pushes the documents from right to left. There are only two officers in charge, and there are no follow-up activities.

4.4.2 Outcomes of the JDS Program

(1) Overview

The JDS program in Kyrgyz began in 2006, and it has been continuously accepting 20 students per year since 2007, 15 students per year since 2010, and 18 students per year and two for doctoral courses since 2019. Up to now, 210 students (one for the doctoral course) from the 1st batch students (2007) to the 13th batch students (2019) have been sent out. Out of these, a total of 171 graduates, who had been dispatched until 2017, have returned to Kyrgyz as planned. There were 5 students who did not complete their courses, 1 student in the 1st batch, 2 students in the 2nd batch, and 2 students in the 3rd batch.

(2) Status of achievement and impact

Although it varies by individuals, there are a large number of JDS graduates who become State Secretary, Vice-Ministers, and Ministers in their thirties. In addition, the research content in Japan originally had set themes related to the participants' own duties and in principle, they returned Kyrgyz to the same workplace. Therefore, it was utilized in policy formulation and other activities at the workplace, and significant results and impact of the JDS program were seen. The feature of studying in the Master's course in the JDS program allowed research conducted in Japan to be adapted to improve administrative practices.

The possibility of moving on to doctoral courses has been highly appreciated by JDS graduates, and it has enhanced the desire of JDS graduates to continue their studies. In Kyrgyz, where

many positions are determined by public recruitment, a Master's degree in English is highly advantageous. But if there are many candidates with a Master's degree, it is natural that having a Doctoral degree would be highly rated for its advantage. Because holding a Ph.D. signifies that not only is the person familiar with the field, but it also signifies that the person has excellent abilities in analysis and problem-solving. All would be willing to take that opportunity if circumstances at the workplace and in the family would allow it. There are, however, a number of barriers to submitting an application.

In order for JDS graduates to be able to show their power as a group, a certain amount of critical mass is required. In the most powerful President's Office, the percentage of JDS graduates including those currently in school and out of staff, is calculated at 7% (10/140). Within this ratio, 56% is overwhelming in the Department of Strategic Development Policy, Economics and Finance. This is because the Head of the Department, who himself is a JDS graduate, collects JDS graduates not only from the President's Office but also from other ministries and agencies. There are two KOICA graduates in the same office, and 78% of the staff have studied abroad. They formulate new financial policies in Kyrgyz. In addition, 7% (16/238) of the staff in the Ministry of Finance are JDS graduates. Since 10 staff members applied to JDS in 2019, the proportion of JDS graduates in the Ministry of Finance is expected to become higher. In addition, the number of JDS graduates from major government agencies, including 8 graduates in the Parliament's Office and 8 graduates in the Ministry of Economy, is particularly large among major government agencies (up to 13 batches, including those currently enrolled in schools).

4.4.3 Contributing and Inhibiting Factors

The following are the main factors that have contributed to and inhibited the impacts of JDS program in Kyrgyz.

(1) Contributing factors

Democratization and scarcity of human resources who can play a role in the market economy

Kyrgyz is a young nation that became independent from the former Soviet Union in 1991 and began to take a path toward democratization and a market economy. Given that it is not sufficient to simply accumulate human resources to support democratization and a market economy, there are great opportunities for JDS graduates who have acquired the necessary knowledge and skills to play an active role. Although Kyrgyz is a pro-Russian country, it must develop its country by expanding its trade with western countries. It is obvious that the introduction of the knowledge and skills of western countries will influence the future of the country, and it can be said that JDS graduates, who have been taught the knowledge and skills of foreign countries just like in the early Meiji Period of Japan, are in a favorable position to fill high positions if they so desire.

Relatively large number of JDS graduates

Even if the country is small and it is about 15-20 students per year, the continuous accumulation of JDS graduates from JFY2007 has produced a significant effect. The first student returned in 2009, just a decade ago. Nevertheless, a total of 171 Master's degrees holders were accumulated by the 11th batch in the 2017 dispatch. Civil servants covered by the JDS program include local governments, but in reality, the majority are national civil servants. In the calculation, the ratio of JDS graduates among the total number of national civil servants who are staff members or higher was 1.1% (171/15,873). It was 1.2% (171/14,801) among the higher education graduates and 2.2% (171/7,779) among those 40 years or younger. Calculations based on the list of returned graduates revealed that 2.1% (75/3,586) were division heads or higher, and 4.2% (53/1,265) were department directors or higher. For a variety of reasons, some JDS graduates have already gone out of service (36% = 58/161 by the 10th batch dispatched in 2016). However, many graduates still remain as civil servants and are concentrated in the group of high-ranked officials of leading government agencies. It can be said that the graduates form a clique, both in terms of the figures and from the results of the interviews. Although this situation may strengthen, it will not weaken.

Quasi-monopoly of Master's degree holders through JDS program

Though the scholarship for Master's courses approved by SPS for civil servants is only the JDS and KOICA scholarship programs, it is comparatively superior to the JDS program in terms of content. It is also common for younger civil servants to recognize that JDS graduates are better than KOICA graduates.

If a civil servant wants to obtain a Master's degree in a foreign country through a general scholarship, that civil servant must resign, and even if he/she returns to Kyrgyz, they will not return to work for the government where the salary is low. For this reason, those who are civil servants with foreign Master's degrees are limited to JDS graduates or KOICA scholarships graduates, and the presence of returned JDS graduates is extremely large.

Understanding and encouragement of leaders

Before JDS students go to Japan, they have an opportunity to meet the President or the Prime Minister. They are encouraged to learn and study with high aspirations, and they are encouraged to use their knowledge and skills to help the development of Kyrgyz. Some graduates said that they were encouraged even by immigration officers when they departed for Japan because the meeting with the President was broadcast nationwide on television. It is a great encouragement for young civil servants to hear the President's expectations.

President Zheenbekov interviewed JDS candidates during his time as the Director of SPS and he understood the benefits of JDS program very well; and he has assigned JDS graduates to prominent posts. For example, under the current President's administration, the number of JDS graduates working as State Secretaries has increased. At present, JDS graduates account for 4

out of 29 posts of State Secretary. Moreover, the age of the State Secretary is still very young, and ranges from 35 to 40 years old. Since the post of State Secretary is obtained through public recruitment, the post will exist until retirement age unless it is involved in political disputes.

Guarantee of Return to Work

The obligation to return to work is also a right, which links JDS graduates to government offices and contributes to the development of Kyrgyz. JDS graduates can concentrate on studying without worrying about their work places and positions after returning to Kyrgyz.

Low voluntary turnover rate

Many JDS graduates have resigned from offices before mandatory retirement. However, many of the JDS graduates, who were young and had high positions due to political appointments or special appointments, left their positions due to political changes or organizational reforms, resulting in a high turnover rate. Many of the graduates did not necessarily leave their offices of their own will. There are many graduates who resigned and want to return to civil service through political appointment even if they had left their initial jobs.

Posts under the open recruitment system

Political change and the outflow of civil servants to private sectors have changed the opportunities to obtain posts. For young JDS graduates with abilities and aspirations, promotion is likely. When an administrative civil servant is recruited, the vacancy is posted on the State Personnel Service website (<https://www.mkk.gov.kg/vacancies/index/tab/1>). In addition to the content of work, what kind of capacities are required, and requirements such as job experience are written. However, the required job experience is not long, usually several years. The importance of seniority ranking is small, and it is highly advantageous for a candidate to have a Master's degree in English from a Japanese university. In addition to the public recruitment, a selection committee is established for special appointments that do not rely on a full public recruitment, such as the President's Office, the Government's Office, and the Parliament's Office. It is highly advantageous for an official to have a Master's degree acquired in English from a Japanese university in a selection of several candidates.

High mobility of post

Whenever the government structure is reorganized and reshuffled, the appointments are reviewed. While the number of overseas Master's degree holders is generally small, the educational background gained by a JDS program is beneficial in the event of a major review of appointments. Many JDS graduates look forward to reorganization. Although the general ministries and agencies are reorganized, the posts obtained through public recruitment are guaranteed and will not be dismissed. However, special-appointed posts, such as at the President's Office, the Government's Office, and the Parliament's Office, will be terminated and re-hired by the new department's post when the election significantly changes its organization.

At that time, it is not a matter of course that similar posts are obtained. Of course, a Master's degree from Japan is generally likely to favor and promote post-acquisition competition. Those who fail to obtain the desired posts are swept into the lower posts and wait for the next opportunity. Those who studied in Japan through the JDS program from these ministries and agencies often lose their posts when they return from Japan. Although the contract with SPS mentions return to the original workplace, nothing can be done when the post has disappeared. In that case, even if the position is low, a graduate has to take the post offered, and wait for the next organizational reform. While there is a risk of losing a post, rapid promotion is also possible.

Moving to the prominent authorities

Hierarchy exists among ministries and agencies, and JDS graduates can have strong policy-making power by transferring to prominent authorities such as the President's Office, the Government's Office, and the Parliament Office regardless of where they originated. Mr. Imanaliev Daniyar, Head of the Strategic Development Policy Economics and Finance Department of the President's Office, who is regarded as the leading graduate of JDS, said that he was gathering JDS graduates. Almost only JDS graduates have formulated important monetary policies. The JDS graduates promoted in this way strengthen policy-making capacity by gathering junior JDS graduates around themselves, and at the same time help young JDS graduates to be promoted.

Strength of relationships among JDS graduates and the branding of JDS

Nationally, networking is strong, and promotion is accelerated through the connection of JDS graduates. The rumor also spreads, and junior officials seek to join the group of JDS graduates after seeing the success of their seniors. The success of the senior JDS graduate has become a good role model. In Kyrgyz, Japan's brand image is high. The synergistic effect of "Japan + English + Master's degree" increases the evaluation of JDS graduates. JDS has become a powerful brand among civil servants.

Moderate cultural distance from Japan

Japan is not culturally far from the Kyrgyz culture, and it is not difficult to adapt to Japan and to re-adapt after returning to Kyrgyz even if Japan is a foreign country. There are many scholarships in Europe and in the United States, but there may be many students who have difficulty adapting or re-adapting under such scholarships. One of the motives to go to Japan under the JDS program is a good image and familiarity with Japan. JDS graduates, without exception, are familiar with Japan's culture and hold pro-Japanese feelings. Although the cultures and customs differ between Japan and Kyrgyz, there are no major differences as between Kyrgyz and the western countries.

Careful care

JICE's effectiveness has been significant in helping JDS students adapt to life in Japan. All the JDS graduates appreciated the careful care of the JICE staff. They said that JICE staff seemed like kindergarten teachers who took full care of JDS students like their own children.

Psychological stability due to accompanying family members

The possibility of being accompanied by a participant's family was one attractive feature of the JDS program not found in other scholarships. It was very good for the mental stability of the JDS student when permission to be accompanied by family changed from 6 to 3 months after arriving in Japan.

Measures to increase the number of applicants

The higher the number of applicants and the higher the competition rate were, the higher the quality of the selected students. In order to increase the number of applicants, it was highly effective to conduct English and mathematical training before the official application deadline. The number of applicants increased because they thought that they would receive training. Those with poor English skills may not have passed selection the first time. However, if they learned how to improve the test score by repeating the learning and the test, they would consider applying the next year. Such success stories also provide support for successors.

(2) Inhibiting factors

Low English and mathematical skills

The most important obstacle in applying to the JDS program was low basic academic abilities. In general, academic abilities in English and mathematics were low. Because of the school education, the situation was easily improved. Although English is now being learned in basic education schools, as a member of the Soviet Federation for many years, foreign languages emphasize the Russian language, and there are not many applicants who are able to study at universities in English. However, there are many applicants who can improve their English by appropriate training, not by saying that their possibilities are low, but by failing to receive such training. If they go to Japan with some minimum standard, they can refine their English at each university, and they may become better in their class. In fact, all JDS graduates had good English when they returned Kyrgyz, becoming overwhelmingly confident. For the time being, the situation can only be resolved by strengthening short-term intensive training.

Organization instability

In the case of early promotion, especially in the case of political appointments or special positions in the President's Office, Government's Office, or Parliament's Office, there is also a great risk that officials may be removed from their jobs due to changes in the political system or organizational restructuring. The merits and demerits are related to each other.

Inadequate response by some workplaces

Some workplaces did not appreciate the JDS graduates' experience studying in Japan. In addition, there were cases where re-adaptation became difficult after returning from Japan. The main reason for this was the relationship between the graduates and their supervisors. But it seems that the problem came from the graduates themselves or their supervisors.

4.4.4 Stories of JDS Graduates

The following are examples of JDS graduates who achieved success through the JDS program.

1. Mr. Tashbaev Iliaz

University: Graduate School of Governance, Meiji University (sixth batch student: 2012-2014, currently 36 years old)

Organization/Position: Secretary of State; State Property Management Fund

His career started in 2006 as a Specialist in Division of International Cooperation in the Ministry of Industry, Trade and Tourism. Later he moved to Osh city and worked there at Osh State University, in the Department of International Cooperation. After two years he returned to public service and started working at the State Administration of Osh region, in the Division for Economic Development and Investments. Later he was invited to the Government's Office, Division of Administrative Reforms as



an Expert. From 2009 till 2012 he worked there and in 2012 he applied to JDS. In 2014 he returned from Japan, but he could not get his position back in the Government's Office due to structural reforms. He was asked to wait for one or two months. It was disappointing for him. Local JICE office was contacting him regularly and he also got a call from JICA HQs asking if he was doing well. Finally, his ex-boss invited him to the State Property Fund as the Head of Division. Since that time, he has been working in the Fund. He is grateful for the opportunity to utilize all his knowledge and experience. In five years, he was promoted two times – to Head of Department for Cooperation with State Enterprises and in 2017 to the position of State Secretary. The fund is a very important organization. It is a stakeholder of many Joint Stock Companies like Kyrgyz Railways, Airports, Banks etc.

He decided to apply to JDS when he just started his career, he saw a poster of JDS and kept in mind that he would apply some day and he wanted to go only to Tokyo. He had a choice between Waseda and Meiji Universities and he chose Meiji University because it was more suitable for his job. He always recommends his younger colleagues to apply to the JDS program.

He always introduces himself to new friends by saying that he used to stay in Tokyo for two years. Most important to learn were time management, taking responsibility for his regime, and everyday activities. In Kyrgyz, if the Prime Minister asked to submit a report by 12 pm, his staff

would bring the report one hour later. Mr. Iliaz demands that his staff stop being late and to come in at least one hour earlier. Thus, he learned about Japanese punctuality and accuracy.

There is positive effect to studying in Japan as a career civil servant. Even during the examination for the State Secretary position, the commission took into account that he studied in Japan and has a MA degree in English, and he was selected among 20-30 candidates.

He is a member of the JICA Alumni association and used to be a member of the Board. The association had weekly meetings at the JICA office. He was also invited to Japanese Embassy receptions. Before there was one JDS fellow in the State Property Fund, but she is now working in the President's Office. He keeps in contact with his batch, and he also meets other fellows at meetings in the Parliament, Government etc.

2. Mr. Imanaliev Daniyar

University: Graduate School of Economics, Ritsumeikan University (4th batch student: 2010-2012, currently 39 years old)

Organization/Position: Head; Strategic Development Policy Economics and Finance Department, Office of the President

Before participating in JDS, he worked in the Ministry of Finance. At the time of his application, he was working as the Head of Subdivision of PPP Projects in close cooperation with ADB. Before going to Japan, he was promoted to a new organization - Agency for Innovations, Investments and Development under the President's Office as an expert.



He decided to apply to the JDS program himself. His boss was a graduate from GRIPS by the Young Leaders program and he was impressed by the high quality of his education. He did not consider scholarships of other countries, only Japan.

After returning from Japan, he was promoted to the Government's Office responsible for regional development. After 3 years he was appointed as a Deputy Minister of Economy and then became the Head of the Economic Department of the Government's Office. Now he is the Head of the Department for Economy and Investment and Strategic Development of the President's Office. He has been promoted to a new position every two to three years.

He wrote his thesis on fiscal policy and the effect of corruption on the growth rate. He acquired more knowledge in Macroeconomics. While he was a Deputy Minister, he was responsible for macroeconomic issues and strategic planning. There was a very knowledgeable professor in Ritsumeikan University in this field. He acquired skills in academic writing and analysis. He gained knowledge about the real economy. Currently, he is involved in different analyses and preparing analytical papers. His study in Japan has helped him in his everyday work.

His boss promoted him as he was able to speak English and develop models using econometric methods. He works with JDS graduates; they easily understand each other. They have skills of academic writing, economic analysis. They know the required standards and it is easy to work with them. There are five JDS graduates working in his current Department. He hired them in his Department. He knows all the officials who graduated from economic schools.

Regarding improvement of the JDS program, it would be good to provide a two-month Japanese language course in Japan before students started their studies, so that they are able to learn more about Japanese culture and tradition. This summer he visited Ritsumeikan University again, He made a presentation for Master's degree students. He was invited by the University. He was able to meet his friends, professors, and he visited places he lived.

3. Mr. Alisherov Nurdin

University: Graduate School of International Relations, International University of Japan (3rd batch student: 2009-2011, currently 38 years old)

Organization/Position: Secretary of State; State Agency for Local Self-government and Interethnic Relations

Before becoming a JDS student, he worked in the Ministry of Finance as a Leading Specialist of the Revenues Department. After returning from Japan, he continued working in the Ministry of Finance in the same position. Two months later, he was selected as an Assistant to the First Vice Minister in the Government's Office. The Vice Minister was in charge of various spheres including not only the economy and finance, but also regional development, agriculture. He held this position for one year and then Government resigned. Vice Prime Minister became a Director of SPS and Mr. Nurdin moved with him as his assistant. After one year he applied to the position of Head of Division of Training and External Affairs, passed selection procedures, and was appointed to this position. Since last year he has been working as a State Secretary of his current Agency.



It was his decision to apply to the JDS program. He knew about JDS since 2006 and there was also the Young Leaders program. One of the graduates of the Japanese scholarship program was the State Secretary of the Ministry of Finance at the time he decided to apply. His boss supported him with his application to JDS program.

JDS program gives to public servants the chance to study in Japan and to bring their families. His oldest son was born in Japan. There were no major problems about having a baby in Japan, perhaps only a language barrier, but his wife was able to speak some Japanese and the local people were really helpful as well.

It was difficult to study. The IUJ program was very intensive. After 1.5 months they had mid-term exams and in another 1.5 months - final exams. So, it was a bit stressful. He also had some difficulties with mathematics during the first semester. The study became easier in the second year. There were 6 “sempais” in IUJ at that time. There were about 10 Kyrgyz people including family members. They showed newcomers around, helped with the furniture and other things.

His thesis was on identifying the correlation between tax rates and poverty, studying how changing tax rates affects poverty levels. It was relevant to his job. He gained some confidence in English, mathematics etc.

Nowadays a large number of JDS graduates are working in different public organizations and some of them are holding high positions. JDS is a kind of brand now. There are no other JDS graduates in his agency. Last year his colleague from this agency went to Japan and will come back next year. Mr. Nurdin motivated three of his colleagues to apply to the JDS program, two of them applied and one passed.

He keeps in touch with returnees from the same batch and they meet at different meetings in the government and other organizations. They have WhatsApp chat with their batch and communicate almost every day. He is a member of the JICA Alumni, but is not very active. He visited IUJ two years ago in a JICA follow-up project. He met his old professors and JDS students from Kyrgyz. Whenever IUJ professors came to Kyrgyz for interviews, he met them.

4.4.5 Issues and Recommendations

Based on the above field survey results in Kyrgyz, the following are the main issues and recommendations that should be considered in order to further improve the effectiveness of the JDS program in future.

(1) Challenges that have been obtained in the field survey

Setting research themes

In some cases, a Japanese supervisor, who can deal with research themes for improving public service in Kyrgyz, may not be available within the framework of a given university. There are cases where research themes had to be changed. The question is whether research themes should be directly linked to work and specialized, or whether the academic content should be required to improve general skills.

Status while studying in Japan

While studying in Japan, participants were on a leave of absence and were not paid, so they did not pay social security taxes and were not able to contribute to their pensions. However, many in Kyrgyz expressed the opinion that this was not a serious problem because the pension was small.

(2) Recommendations

Planned use of JDS graduates

- **Guarantee the use of JDS graduates.** The obligation to return to the same workplace is imposed on JDS graduates, but a contract should be imposed on the HR department and the original workplace at the ministry to impose the obligation to fully utilize JDS graduates. In addition, it is necessary to devise ways of sharing the knowledge and skills of JDS graduates within the ministry of origin.
- **The Kyrgyz Government's initiative in human resource development.** Currently, an individual official applies by their own volition. In addition, the HR department of each ministry and agency should dispatch personnel to develop strategically necessary personnel. The lack of a long-term human resources development plan in the HR department is a problem.
- **Expand the use of study results.** How to make more use of JDS graduates to resolve domestic problems should be considered. In order to convey the knowledge and skills of JDS graduates to those who have not studied abroad, it is recommended that JDS graduates serve as instructors and hold regular lectures and invite many administrative officials to share information. In addition, JDS graduates have deepened their research on the issues of the Kyrgyz administration, thus if the results are used as a database, there will be no need to employ foreign consultants when a problem arises.

Enhancement of after care

- **Utilization of Japanese professors visiting Kyrgyz.** The timing when Japanese university professors visit Kyrgyz to interview the candidates overlaps with the time when university entrance examinations are conducted in Japan and the situation is difficult to resolve. Changing the time of interview has been requested, but it is not easy to make changes for various schedules. However, it is possible to reduce the burden, for example, by making consultation meetings available in writing before visiting. If there are professors who have adequate time, there may be other ways to utilize Japanese professors, such as asking them to hold follow-up lectures.
- **After-care for accompanying family members.** The JDS graduate's family, especially their children who attend Japanese schools and acquire Japanese school culture and speak Japanese are valuable because they will connect Kyrgyz to Japan in future. Follow-up activities such as continuous Japanese language training should be carried out more actively.
- **Follow-up project.** JICA's activities to create follow-up projects are very good but not well known as follow-up activities for JDS graduates. It is preferable to further activate the activities.
- **More opportunities to learn more about Japan.** Before JDS students begin studying at a

university, they should have about two months of intensive training in Japanese and they can learn more about Japan. In addition, it is meaningful to deepen exchanges with other universities in Japan and increase opportunities for discussion with professors from other universities. They should also have the experience to intern in Japanese companies and offices for about a week. Of course, it is certainly helpful to work in Japanese ministries and agencies.

4.5 Ghana

4.5.1 Background

(1) Politics and economy

In the 1990s, Ghana enjoyed political stability through democratization under the leadership of President Jerry Rawlings of the National Democratic Congress (NDC). Marking the first transfer of power through the ballot box in the country's history, the 2001 election resulted in a victory for John Kufuor of the New Patriotic Party (NPP). In 2008, the NDC President John Atta Mills was elected, followed by the NDC President John Dramani Mahama in the 2012 election. Peaceful political change was undertaken by the NPP President Nana Akufo-Addo in the 2016 election. For the last few decades, Ghana has established an international reputation as good democracy in Sub-Saharan Africa.

Ghana's economy heavily depends on primary products in exports, such as gold, oil and cocoa. In the 1990s, the economy deteriorated due to the sluggish international prices of gold and cocoa, and soaring import prices of crude oil. Ghana has started commercial production of oil since 2010. It has expanded oil revenues, and recorded a 15 percent GDP growth in 2018. The budget deficit declined from 9.3% in 2016 to around 6.0% in recent years due to fiscal reduction reforms. The GDP growth rate was 6.5% in 2018 and is expected to maintain the same level until 2020⁴⁷.

(2) Recruitment and promotion system of the civil service

Ghana's civil service system consists of the Civil Service Act of 1993 and the Local Government Act of 2016. The Public Service Commission (PSC) and the Office of the Head of Civil Service (OHCS) have authority over the personnel affairs of civil service, including recruitments and promotions, at the central level, while human resources management departments in each ministry play greater roles in personnel administration at the ministry level. Although agencies are overseen by their parent ministries, they are generally independent of the OHCS and the parent ministries in the personnel administration. However, personnel affairs at

⁴⁷ Ministry of Foreign Affairs of Japan (2018) "Ghana's Basic Information".
<https://www.mofa.go.jp/mofaj/area/ghana/data.html> (Accessed: December 21, 2019).

the local level are administrated by the Office of the Head of Local Government Service (OHLGS)⁴⁸.

Ghana's civil service is divided into the central and local levels. There are broadly two classes of civil service, including the administration class and the professional/technical class. Each class is generally divided into five grades⁴⁹. A minimum of a three year-service and other conditions are required for promotions and only if a vacant post is available. In the case of promotions to Deputy Director/Principle Engineer or an equivalent grade at the central or local level, the candidates must possess a master's degree or a relevant professional qualification. The Chief Director, a top executive in each ministry, can be promoted by either a Director in the administration class or Chief Engineer in the professional/technical class.

There are broadly three ways human resources are processed, including promotion, transfer of service and secondments. Transfer of service between the central and local level may take place for both the administration class and the professional/technical class. The administration class may be transferred between ministries every four years, while there is no transfer of service between ministries for the professional/technical class, except for Principle Engineer⁵⁰.

(3) Other scholarships

There are opportunities for Ghanaians to access major scholarships such as the Ghana Government's Educational Trust Fund and scholarships of the UK, the USA, France, Netherlands, Japan, Australia, China, South Korea, India, Russia, Turkey and others. Although the scholarship programs of the UK, the USA and France are traditionally popular, China, South Korea and Australia have significantly increased their presence in the scholarship programs in Ghana⁵¹.

The Chinese scholarship programs have especially overwhelmed other scholarship programs in volume. According to Japanese officials and the media in Ghana, the Government of China provided 310 scholarships for bachelor, master and doctoral programs in 2019. Ghana emerged as the largest beneficiary of the Chinese scholarship program in that year⁵². The program covers the fields of public administration, agriculture, architecture, information and communication

⁴⁸ When the "Legislative Instrument 1961" was amended in 2009 as part of decentralization policy, approximately 30,000 officials at central level, such as the Ministry of Agriculture and Food, were transferred to local governments in the following years.

⁴⁹ The grades of the administration class/the professional/technical class consist of ①Director/Chief Engineer, ② Deputy Director/Principle Engineer, ③Assistant DirectorI/Senior Engineer, ④Assistant DirectorIIA/Engineer, ⑤ Assistant DirectorIIB/Assistant Engineer, respectively.

⁵⁰ OHCS. (2019). *2018 Civil Service Annual Performance Report*. JICA/JDS. (2019). *Preparatory Survey Report on the Project for Human Resource Development Scholarship Program (JDS) in Ghana*.

⁵¹ According to OHCS (2019) "2018 Civil Service Annual Performance Report", 58 government employees participated in academic training, including bachelor's, master's and doctoral programs in 2018. Out of 58, 48 officials are studying abroad. The main destinations are China, Korea and the UK. However, this does not include officials of agencies and local governments.

⁵² <https://www.myjoyonline.com/news/2019/August-27th/310-ghanaians-awarded-chinese-govt-scholarships.php> (Accessed: January 3, 2020)

technology, environmental engineering, traditional Chinese medicine and others. Ghanaian applicants can select one university among 26 Chinese universities, including Peking University and Tsinghua University. It is said that it is relatively easier to access these scholarships since the application is scrutinized by the Chinese Scholarship Council rather than the Chinese universities.

The Government of Japan has provided other scholarship schemes such as the Japanese Government (MEXT) Scholarship of the Ministry of Education, Culture, Sports, Science and Technology and the JICA Long Term Training Program. The MEXT Scholarship program has a long history in Ghana since 1977/78. It currently provides 20 scholarships annually, including 15 research students and 5 teacher training students. Most of the applicant's background are categorized as researchers in the science field. Under the JICA Long Term Training Program, there are two scholarship programs, including the Master's Degree and Internship Program of African Business Education Initiative for Youth (ABE Initiative) and the JICA Long Term Training Program. The former has been launched since 2014 and provides three scholarships annually for the private sector, having provided 15 scholarships in total. The latter offers one scholarship annually for civil service in the health sector, and a total of two scholarships have been granted.

4.5.2 Outcomes of the JDS Program

(1) Overview

Ghana is the only beneficial country of the JDS program in Sub-Saharan Africa. The program focuses on 1) improvement of administrative capacity and institutional development, 2) revitalization of rural areas (support for strengthening capacities for implementing health policy), 3) promotion of agriculture and rural development, and 4) natural resources and energy. Since having been introduced in Ghana in JFY2012, the JDS program has accepted 55 students as of JFY2018 and has produced 35 graduates as of JFY2016.

The ratio of female graduates is only 20%, indicating that gender balance remains a challenge, while the degree completion rate has performed well at 100%. The current civil servant rate is 82.9% while the rest enrolled in PhD programs abroad. The rate of JDS graduates in managerial positions is only 34.5 %. There is currently no one promoted at the director level, but only two graduates at the deputy director level. Despite this, many graduates have been promoted within a year since they returned from Japan. This suggests that the JDS program is likely to contribute to the promotion of JDS graduates to some extent.

In terms of the formation of critical mass among the 35 graduates, six graduates are currently working for the Bank of Ghana. Out of the six, three graduates belong to the Research Department that is deemed to be an elite department from which the current Governor was promoted. Out of the three, two graduates have been transferred from other departments after

they returned from Japan. This might indicate that they acquired specialized knowledge from Japan that the Research Department needed. Although the Bank of Ghana has a large number of employees, nearly 2,000 officials, it might have the potential to create a critical mass of JDS graduates in the future. This is because there is more potential for JDS graduates to accumulate at the head offices because they are less likely to change jobs due to better salaries and working conditions and to have transfer of service due to less numbers of local branches. In this context, it may be considered that formulation of critical mass has been just undergoing in the Bank of Ghana.

Finally, there are five graduates who are currently studying abroad for the PhD programs, and one graduate who have distance learning in the PhD program while working at the government office. There are strong demands for the further opportunities to study the PhD program among the JDS graduates in Ghana.

(2) Contribution to development issues

Because Ghana is one of the youngest countries to introduce the JDS program, it is expected to have tangible outcomes of the scholarship program in the medium and long term. This section focuses on the current civil servant rate and the rate of JDS graduates in managerial positions as the outcomes of the JDS program.

The current civil servant rate is 82.9% while the rest have enrolled in the self-financed PhD program. The JDS students need to submit study leave to the OHCS to get approvals to receive salaries during their absence in offices. Then, they are required to exchange the four-year bond agreements with the OHCS in the case of the two-year study leaves. This seems to have had certain effects on the relatively high performance of the current civil servant rate. In addition, civil service has still maintained higher social status in Ghana, which may be another factor contributing to its performance.

The rate of JDS graduates in managerial positions is only 34.5%. There is no one promoted at the director level, but only two graduates at the deputy director level. In general, a position in grade requires a minimum of a three-year tenure. Promotion is based on seniority by length of services so that a minimum of 12 years of work experience is required to be promoted from an assigned position to the director level. In this context, it is expected to take some time until JDS graduates are promoted to the director level. Despite this, many graduates have been promoted within a year since they returned from Japan. This suggests that the JDS program has likely contributed to the promotion to some extent. In this sense, it is expected that the rate of JDS graduates in managerial positions will increase in the medium and long term.

There are some cases in terms of the outcomes to development issues identified in this survey.

<Selected Cases of Contribution to Development Issues>

- The JDS graduate has utilized his research skills acquired in Japan to make good proposals for funding vaccination activities in the region. He has successfully obtained some funds from UNICEF, WHO and GHS headquarters. The funding was used to expand vaccination programs, which has contributed to an increase of coverage for all childhood vaccinations in the region by as high as 10% for the second year of life vaccinations. It is expected to lower childhood morbidity and mortality in the future.
- Utilizing economic analytical and presentation skills learned in Japan, the JDS graduate made presentations on monitoring analysis of the open market operations and its policy recommendations in the top management meeting of the central bank every week. This enabled the central bank to undertake the monetary policy through controlling the monetary supply at the proper level for economic stabilization.
- There are many cases where JDS graduates have applied what they learned in Japan to daily routine work in the government to improve their performances. It includes skills and knowledge on data collection, research and analytical methods, policy and planning, monitoring and evaluation, competency, punctuality, collaborative works, presentations and others.

(3) Contributions to bilateral relations

It is still too early to see outcomes of the JDS program in bilateral relations as well. In fact, there were few cases in which JDS graduates were involved in bilateral relations in diplomacy, economy, ODA and business.

In terms of bilateral exchanges, the Ghana Alumni of Japanese Universities (GAJU), a MEXT Scholarship alumni association, has played a major role as a bridge for bilateral exchange in the country, while there is no alumni association for the JDS program. In cooperation with the Embassy of Japan, the GAJU has been active through various activities, such as Japanese speech contests and Japanese culture events, in which JDS graduates could participate. The JDS graduates have another opportunity to interact with the Japanese Ambassador and officials by participating in a reception for JDS graduates who have just returned from Japan and the Emperor's Birthday reception at the Ambassador's residence. Furthermore, JDS graduates are also invited to attend the JDS briefing session and the reporting session of JDS graduates who have just returned from Japan, helping to create vertical networks among the JDS graduates.

There are a few cases in terms of the outcomes to bilateral relations as follows.

<Selected Cases of Contribution to Bilateral Relations>

- JDS graduates were invited to the Japanese business association to make presentations on amended policies, laws and regulations in taxation and business issues. As a result, Japanese companies were able to better understand and prepare for adaptations against the amended

policies, laws and regulations.

- JDS graduate helped coordinating an appointment for a courtesy call to a newly appointed Hon'ble Minister of Health on behalf of the Japanese Ambassador. With support from the JDS graduate, the Ambassador could successfully meet the Hon'ble Minister earlier than others who were waiting in a long queue.

4.5.3 Contributing and Inhibiting Factors

This section reviews contributing and inhibiting factors to development issues and bilateral relations.

(1) Contributing factors

Appeal of Learning in Japan: Learning Competency

The reasons why the JDS students apply to the JDS program can be summarized as Japan has the third-largest economy with high technology and has a good higher education system. Hence, the JDS students expect to learn knowledge and skills relevant to Ghana's economic growth and development. At the same time, they also expect to learn competency related to the diligence of Japanese people. The competency can be broadly divided into "ability" and "behavior." The JDS students can learn not only academic ability through classes, but also behavior characteristics through interactions with Japanese in extracurricular classes. This was cited as one of the attractions to learn in Japan. Furthermore, Japan is safe and allows JDS students to be able to study in peace.

Enabled-Environment for Formulation of Critical Mass

From the perspective of critical mass formulation, the most favorable ministries are likely to be the Bank of Ghana, the Ministry of Finance, the Ghana Revenue Authority etc. There is more potential for JDS graduates to be concentrated at the head offices if they continue because they are less likely to change jobs due to better salaries and allowances⁵³ and to transfer due the minimum number of local branches, compared to other ministries and agencies. In addition, the JDS graduates are likely to make, implement and monitor key macro-economic policies, such as monetary policy, exchange rate policy, fiscal policy, tax policy etc. after they are promoted to management positions. This may be in line with the objectives of the JDS program to bring up policy maker's capacity development.

Enabled-Environment for Success after Return

JDS students are required to return to work for four years as they are paid during their study leave for two years. This pledge appears to have had a certain effect on the performance of the current civil servant rate. Furthermore, there are some cases in ministries where personnel administration reflects the expertise of the JDS graduates acquired in Japan. In particular, the

⁵³ It is generally said that salaries and allowances of the central bank is likely to be the best, followed by that of the revenue authority.

Bank of Ghana has a relatively well-developed meritocracy-based personnel administration system, encouraging the right people in the right place. In addition, there were similar cases observed in the personnel administration of the Ministry of Health and the Ghana Health Service. The meritocracy-based human resources management encourages the JDS student's motivations in line with the objectives of the JDS program. Since 2018, the Japanese Ambassador has started to send letters to concerned Ministers to report the completion of studies in Japan by JDS graduates and expect their success in their offices. It may encourage and support JDS students by creating an enabled environment.

Support from Pre-Departure to Post-Return

Many JDS graduates have highly appreciated the generous support of the JDS agency from before to after studying in Japan, which go beyond other scholarship programs. In fact, the JDS agency has contributed to the smooth operation of the JDS program throughout the selection, orientation, monitoring, and follow-up activities for JDS students/graduates. Especially during the stay in Japan, the JDS agency provides support, such as conducting regular meetings with the JDS students and faculty members, and housing contracts and opening bank accounts for the JDS students. In this regard, it has greatly generated a better environment where the JDS students can concentrate on their studies with a sense of security.

(2) Inhibiting factors

Intensifying Scholarship Competition (External Factors)

There are intensifying scholarship competition in Ghana. According to Japanese officials and the media in Ghana, there are 6,475 Ghanaians studying in China in 2018, while there are only about 130 Ghanaians studying in Japan. It is anticipated that Ghana is just undergoing a paradigm shift in the scholarship programs.

In this context, the Operating Committee members of the JDS program, officials of human resources management and JDS graduates have suggested that the JDS program must have more flexible rules and operations to make the JDS program more attractive. For examples, currently, many tests and interviews are required during the JDS selection process; part-time jobs and driving a car are prohibited during studies in Japan; the JDS students have to wait for three months after their arrival to bring their families over to Japan; the special program of the JDS program, lacks flexibility because it requires the application two be submitted in two to three months in advance; and allowances for data collection for the master's thesis do not sufficiently cover all expenses for a field trip to Ghana. Moreover, there were also many suggestions that if internship and exchange programs were allowed, the JDS program would be more attractive.

Needs Gap in the JDS Program (Before Studying in Japan)

In the second phase 2016-2019 of the JDS program in Ghana, it was revealed that there were gaps in the area of needs under the JDS program. One of them was the sub-program of natural

resources and energy. Hence, the third phase of 2020-2023 changed a major in environment to one in development technology by changing the host university. The new major in development technology covers renewable energy but is unlikely to cover policy or/and engineering in natural resources and energy where the Government of Ghana has prioritized. But, the Ministry of Energy has also failed to provide enough candidates in the field of policy have had to depend on their agencies to send mainly engineers in natural resources and energy to the JDS program. As a result, those engineers had to study environment policy rather than their specialization during the second phase of the JDS program. In this situation, it may need to take necessary measures to take into account such gaps in needs when implementing the third phase of the JDS program.

Opportunity Costs for Japanese Language Training and Internship (During Studying in Japan)

Japanese language training for a few months before studying in Japan has been abolished since 2009, and orientation has taken over Japanese language training, but is limited to teaching just greetings in Japanese. Although the JDS program was launched in 2012, many JDS graduates indicated the need for Japanese language training to enhance the quality of daily life in or outside the campus and in exchanges with the Japanese communities. Furthermore, the JDS students are very keen to have any internships with the Japanese governments and companies which provide learning opportunities that connect the theories learned at the university with practices in the field and provide useful knowledge and experience in tackling Ghana's development issues after returning from Japan. The JDS students can also acquire competency in diligence and expand networks with government officials and businessmen through internships. In order to make the internship more meaningful, it is essential to enhance the Japanese language training seriously.

Creating Enabled-Environment for Critical Mass Formation (After Studying in Japan)

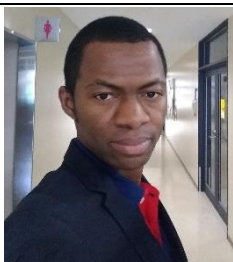
It might be difficult for sector ministries and agencies, such as the Ministry of Health, the Ghana Health Service, the Ministry of Agriculture and Food, the Ministry of Energy and their agencies, to concentrate JDS graduates at head offices or to formulate critical mass. Those ministries and agencies have a relatively larger number of employees due to service delivery-oriented institutions in nature and have frequent transfer of services between the central and local level and between ministries and agencies. For this reason, if it continues to target those sector ministries and agencies, more strategic operations are required in the JDS program. It includes either focusing on service delivery-related departments without considering critical mass formulation or prioritizing the Policy, Planning, Budgeting, Monitoring and Evaluation Departments as the most potential departments for critical mass formulation in the main ministries.

4.5.4 Stories of JDS Graduates

1. Mr. Eugene Osei YEBOAH

University: School of Tropical Medicine and Global Health, Nagasaki University (2016-2018)

Organization/Position: District Director of Health Service, Bolgatanga, East District, Upper East Region, Ghana Health Service, Ghana



I had worked for the Talensi/Nabdam District Health Administration of the Ghana Health Service (GHS) as Senior Technical Officer, Disease Control. After I earned my master's degree in Japan, I was promoted to Deputy EPI coordinator at the Regional Health Directorate of the GHS, Bolgatanga, Upper East Region, and then was soon promoted to District Director of Health Service. I believe my expertise obtained through my studies played a major role in my promotion to the directorship position.

At the Nagasaki University, I studied research skills, key skills, global health theory, resource mobilization, child health, humanitarian emergency response, epidemiology, statistics among others. I also learned teamwork in group assignments, academic presentations and global health seminars. Moreover, I gained knowledge about Japanese discipline in terms of their punctuality, teamwork, respect for team members and hierarchy, detailed planning before execution and commitments to work. I also learned how to build interpersonal relationships through drinking parties with professors and students.

As a part of the school curriculum, I participated in a field trip to the Philippines to have first-hand information and knowledge on their health system, its key functions, and the role of Japanese ODA, and also participated in a WHO workshop in Manila. In addition, I had an opportunity to conduct a two-month internship with the Cambodia Anti-Tuberculosis Association. It was an invaluable experience to be able to learn a series of tuberculosis control measures and strategies, such as community engagement to suspect tuberculosis cases, screening testing, confirmation, and treatment of tuberculosis patients for elderly villagers and garment workers in Phnom Penh.

Since I returned to Ghana, I have utilized my research skills acquired in Japan to make good proposals for funding vaccinations activities in the region. I have successfully obtained some funds from UNICEF, WHO and GHS headquarters. The funding was used to expand vaccination programs, which have contributed to an increase of coverage for all childhood vaccinations in the region by as high as 10% for second year of life vaccinations. It is expected to lower childhood morbidity and mortality in the future.

2. Mr. Samuel LAARI

University: Graduate School of International Relations, International University of Japan (2014-2016)

Organization/Position: Health Officer (Maternal and Child Health Policy), Minister's Office, Ministry of Health, Ghana



I used to work as a Nurse Officer of the Christian Health Association of Ghana in the Nursing Division, Presbyterian Hospital, Donkorkrom, Eastern Region. After I earned a master's degree in Japan, I was promoted to Health Officer, the Chief Director's Office, the Ministry of Health, and then was transferred to the Minister's Office as a Health Officer. I am currently working for the Hon'ble Minister of Health in charge of maternal and child health policy.

At the International University of Japan, I studied mathematics, econometrics, health policy, foreign policy, Japanese politics and others. However, I faced some difficulties with mathematics due to my major in nursing at the undergraduate level. With support from a tutor whom my professor offered, I took private lessons in mathematics for four hours per day for three months. As a result, I successfully gained a basic knowledge of mathematics that allowed me to study in classes such as statistics and econometrics.

Since I completed my studies in Japan, I have been able to apply my skills in statistics in research and planning in maternal and child health. Furthermore, I have also been able to be involved in policy making at the Ministry with my analytical skills and knowledge in public policy which I acquired from Japan. Honestly speaking, I had no idea at all about public policy at the ministry level previously. One of my achievements was that I successfully contributed to introducing a new policy exempting fees for pregnant women through formulating the Health Financing Policy and the Health Insurance Policy at the Ministry of Health.

Moreover, I helped coordinate appointments with the Hon'ble Minister and the Chief Director at the Ministry of Health on behalf of the Embassy of Japan and JICA, respectively. Among others, the Japanese Ambassador appreciated my co-ordinational works very much when I arranged his courtesy call to the newly appointed Hon'ble Minister of Health.

4.5.5 Issues and Recommendations

Regarding the above findings from the field survey in Ghana, this section summarizes issues and recommendations to improve the JDS program to be more attractive.

Enhancement of the JDS Program

As the competitive environment intensifies in the scholarship programs, the enhancement of the JDS program is a top priority to strengthen the strategy of the program over the medium and long term. The JDS program can be enhanced by incorporating internships and Japanese language training into the program. Internships with the Japanese governments and companies provide learning opportunities that connect the theories learned at university with practices in the fields and provide useful knowledge and experiences in tackling Ghana's development issues after returning from Japan. Japanese language training is an important factor contributing to the strengthening of bilateral relations, which is one of the outcomes of the JDS program. It is utilized to help provide quality in the internships in the short term and for strengthening bilateral relations in the medium to long term and is a valuable asset.

Strategy for Formulation of Critical Mass

Potential ministries and agencies in the formation of critical mass may be core institutions in the Government of Ghana, such as the Bank of Ghana, the Ministry of Finance, the Ghana Revenue Authority etc. while less potential ministries and agencies might be sector institutions, like the Ministry of Health, the Ghana Health Service, the Ministry of Agriculture and Food, the Ministry of Energy, and their sector agencies. If the JDS program aims to form critical mass, it may have to put more weight on the allocation of scholarships to the core institutions. Concerning the sector institutions, it may prioritize the allocation of scholarships to the Policy, Planning, Budget Monitoring and Evaluation Department (PPBMED) over other service delivery related departments, including counterparts of the JICA project, which may be able to access the JICA Long Term Training Program. In this regard, it is desirable to have strategic resource allocations through division of labor between the JDS program and the JICA Long Term Training Program. In other words, the former may focus on policy-oriented ministries and departments, such as core institutions and PPBMED in sector institutions while the latter might concentrate on service delivery related departments in sector institutions. Furthermore, it is important to take into account gender balance in the formulation process of critical mass through setting female quota in the application slots for each sub-program of the JDS program.

Promotion of Strategic Follow-Up Activities

To maximize the outcomes of the JDS program, the Japanese side, including the Embassy of Japan, JICA and the JDS agency, should actively carry out follow-up activities more strategically. Firstly, the establishment of the JDS program alumni association may be encouraged to promote networking within the JDS graduates. Secondly, the Japanese side may hold regular meetings with the human resource management departments of the target ministries and agencies to follow up not only the current statuses of the JDS graduates but also to monitor their promotions, transfers of service, and secondments. While the personnel administration completely depends on the concerned ministries and agencies, regular dialogues with the human resource management departments might help facilitate mutual understanding over the JDS

program and mitigate any issues that the JDS graduates may have faced⁵⁴. It is extremely important to enhance the motivation of the JDS graduates. It is also very important to respect and acknowledge JDS graduates as special envoys who bridge the two countries.

Strengthening Web-Based Public Relations and Management Strategies

It is very important to strengthen more strategic web-based public relations and management in order to increase the efficiency and effectiveness of the JDS program. Specifically, it is desirable to introduce an online application system and redesign a homepage which visualizes the attractions of the JDS program by introducing JDS students, campus life in Japan, outcomes of the JDS graduates and others. Considering the competitive environment with other scholarship programs, a sufficient budget to the JDS program should be allocated to provide a more attractive website and online application system which has become the standard among the other scholarship programs. In addition, it is important to consider establishing an online database of the JDS program to track all JDS graduates/students, enabling the stakeholders to utilize the JDS networks in a more strategic manner. Finally, Social Network Service (SNS), such as Facebook, Twitter and Instagram, used for the JDS program can be a powerful tool as a platform to strengthen networks and exchange information, including notices about JDS events, among the JDS graduates/students.

⁵⁴ For example, there are some issues, such as difficulties in attracting applicants from the ministry, drained by overseas doctoral programs without completing the bond obligation period, follow-up promotional issues of JDS graduates at the agency which has rigid human resources management.

Chapter 5 Findings of the Survey on Accepting Universities

This chapter summarizes the findings from interviews with the accepting universities in Japan.

5.1 Overview of the Interviews

In the JDS program, Japanese universities that offer master's (and doctoral) programs in English are accepting students. Once in every four years, JICA accepts proposals from universities that are interested in receiving JDS students. After reviewing the contents of the proposals within OC in the respective JDS target countries, accepting universities are finally selected. As of 2018, 41 graduate schools of 28 universities had accepted the students. As the numbers of graduate schools and universities that had accepted the students were 30 and 20, respectively as of 2014, they have increased in the past few years. The fields of study offered in JDS are mainly social sciences such as public policy, economics and law as well as ICT, environment, agriculture and others. Proposals from universities are accepted by JICA based not on “academic field of study” but areas of cooperation. These areas are decided considering the “prioritized areas and development issues (sub-program/ component)” set based on the preparatory survey while referring to the development issues of the target countries as well as Japan’s Country Assistance Policy.

In this basic research, in consultation with JICA, a total of 15 graduate schools in 10 universities, which have accepted a large number of JDS students, were interviewed (Table 5-1). The following section describes the status of each university in accepting JDS students, the outcome and impact of the JDS program on the universities and points to be improved.

5.2 The Status of Universities in Accepting JDS Students

As shown in Table 5-1, out of the 15 graduate schools interviewed, 12 have begun accepting JDS students since the inception of the program. Many have accepted more than 10 students each year. While some of the graduate schools have only English courses, others have both English and Japanese courses. For the latter, courses are initially offered only in Japanese. However, based on the content of the Japanese courses, English courses have started to be offered in order to accept international students. According to interviews with the universities, JDS students account for the largest number among all the international students enrolled in English courses in both types of graduate schools mentioned above. As JDS has sent a stable number of students to these graduate schools each year, it has played an important role in the operation and development of courses. As shown in Table 5-1, the rate of JDS students, based on recent approximate data, varies from around 10% to 90% depending on the graduate schools. However, the presence of JDS students is particularly noticeable in graduate schools that mainly focused on research on developing countries (e.g. the Graduate School of International

Cooperation Studies in Kobe University and the Graduate School for International Development and Cooperation in Hiroshima University) and ones that offer courses on public policies (e.g. the Graduate School of Governance Studies in Meiji University and the Graduate School of Economics in Yamaguchi University). This seems to indicate that the characteristics of JDS, which aims to enhance capacities of government officials from developing countries, and areas of study to which the universities offer their values are matched particularly well.

Overall, JDS students are highly evaluated by the accepting universities due to their work experience in their home countries, they are more mature than other students, have a clear purpose and a serious attitude towards learning. But, it was also pointed out that countries which have been sending JDS students for many years, the level of basic academic ability, such as English language proficiency and mathematics at the time of application and arrival in Japan has lowered compared to the students in earlier batches. However, many have also mentioned that such tendencies may actually depend more on individuals. It is also recognized that such basic abilities are particularly low in some countries. Therefore, for example, training in mathematics is provided to students coming from such countries prior to their arrival in Japan. While such issues are recognized in some cases, it was often heard that the universities are comfortable in accepting JDS students as the professors conduct interviews with candidates in respective countries and the overall quality of students is guaranteed unlike other programs (e.g. ABE Initiative).

In terms of student daily life in Japan, some participants already have good friends even before their arrival in Japan and they support each other while living in the same apartment. JDS students can also receive information from senior students from the same country. As seen in these examples, recent students spend their time in Japan more comfortably compared to the past, and this has been made possible thanks to the cumulative knowledge and experience of past students that is shared with new students.

Thus, JDS contributes to accepting universities and graduate schools by securing a stable number of students every year and maintaining a diversity of student nationalities while being highly evaluated compared to other scholarship programs. It seems that continuous acceptance of JDS students in each university contributes to improved comfort for students during their stay in Japan as knowledge and experiences are accumulated and shared among the students.

Table 5-1: Accepting Universities Interviewed

University	Graduate School	Started to accept JDS students (year)	Total number of JDS students accepted by 2018	Number of JDS students accepted in 2018	Courses offered (English/Japanese)	Percentage of JDS students among all the students in the graduate school (English course, master's program)
Kyushu University	Graduate School of Law	2000	116	10	English/Japanese	(English Course) Approx. 30%
Kobe University	Graduate School of International Cooperation Studies	2000	221 (3)	22 (3)	English/Japanese	Approx. 50% of international students
International University of Japan	Graduate School of International Relations	2000	475	28	English	Approx. 35% of international students
International University of Japan	Graduate School of International Management	2000	285	18	English	Approx. 50%
Nagoya University	Graduate School of Law	2000	183	9	English/Japanese	(English Course) Approx. 30%
Kyushu University	Graduate School of Bioresource and Bioenvironmental Sciences	2001	168 (3)	10 (2)	English/Japanese	(English Course) Approx. 25%
Hiroshima University	Graduate School for International Development and Cooperation	2002	387 (6)	40 (3)	English	Approx. 40%
Yamaguchi University	Graduate School of Economics	2002	79 (1)	10 (1)	English/Japanese	(English Course) Approx. 60%
Ritsumeikan University	Graduate School of Economics	2002	141 (3)	7 (2)	English/Japanese	(English Course) Approx. 20 to 30%
Ritsumeikan University	Graduate School of International Relations	2003	51	11	English/Japanese	(English Course) Approx. 20%
Ritsumeikan Asia Pacific University	Graduate School of Asia Pacific Studies	2003	188 (2)	7 (1)	English	Approx. 20%
Ritsumeikan Asia Pacific University	Graduate School of Management	2003	74	3	English	Approx. 10%
University of Tsukuba	Graduate School of Life and Environmental Sciences	2007	155 (5)	25 (4)	English/Japanese	Approx. 30% of all the students
Meiji University	Graduate School of Governance Studies	2007	169 (1)	24 (1)	English/Japanese	(English Course) Approx. 90%
Nagoya University	Graduate School of Environmental Studies	2011	49 (1)	6 (1)	English	Approx. 40% of international students

Note: the numbers within the brackets indicate the number of students in PhD programs. PhD students in Yamaguchi University belongs to the Graduate School of East Asian Studies.

Source: interviews to universities accepting JDS students and review of relevant literature

5.3 Efforts Made to Achieve the Objectives of the JDS program (special programs, etc.)

(1) Special programs

The budget for the JDS special program is used in various ways. Prior to the students' arrival in Japan, professors in some universities visit their countries to give guidance on improving research plans or to conduct training in the English language and mathematical skills. For example, the Graduate School of Law in Kyushu University considers JDS as a "2.5-year program" including the pre-arrival period, and each student is adequately ready to present their research plan from the first day of their arrival in Japan by carefully preparing the research plan in their home countries.

During the JDS students' stay in Japan, each accepting university and graduate school has provided numerous activities, and students have highly evaluated these extracurricular activities. Activities include visits to various institutions and facilities (e.g. central government ministries, local governments and other governmental agencies, private companies, agricultural sites, facilities for infrastructure and public services), as well as others such as participating in academic societies in Japan and overseas, holding seminars, providing internship opportunities organized by the universities, offering supplementary classes on English language and statistics, purchasing academic materials, translating Japanese materials into English and English proofreading of the master's thesis before submission. For example, in the Graduate School of Life and Environmental Sciences in the University of Tsukuba, students visit major universities in China and Europe every year to exchange opinions. In some places, they have opportunities to participate in internships. In addition, in the Graduate School of Economics in Yamaguchi University, JDS students in the second year of the master's program make presentations on the progress of their thesis in their home countries. For instance, students from Nepal present their ongoing thesis at the Nepal Administrative Staff College and receive comments from government officials, which contribute to improving the quality of their thesis.

As follow-up activities for returnee JDS graduates, seminars are held inviting some of the notable graduates to the university. In other cases, they are held in the current students' home countries when they return, and a presentation is given to invited graduates. In addition, graduates cooperate as a resource person when a recruitment seminar for JDS is held in their countries.

As described above, JDS students have many opportunities to add value to their learning in the class through special programs, and the content has been diversified as knowledge and experience accumulate in each graduate school. Regarding the processing of expenses in special programs, a relatively large number of universities have more positive attitude since the operation has become more flexible today compared to the past when they needed to calculate the amount by country according to the number of students from each country. However, some

universities have requested further flexibility as the large amount of work and time is still required to prepare cost estimates and to process applications.

(2) JICA Development studies program

As part of JICA's Development Studies Program, universities are providing lectures on the Japanese development experience, and JDS students are required to take those classes in some graduate schools. As part of the interviews with accepting universities, current JDS students were also interviewed. All who have attended these lectures at each university (individual program) or in the National Graduate Institute for Policy Studies (GRIPS) (common program) have highly appreciated the lectures. For example, a student who attended a lecture (individual program) on actions taken by Japanese companies to comply with the labor law at the Graduate School of Law in Kyushu University, commented that "I learned about the secret behind the development of Japanese companies which I would not have known from reading literature." Participants in the common program also stated that lectures delivered by various people were impressive and useful, which included topics such as Japan's post-war development experience, issues that Japan is currently facing including an aging society, the healthcare system and community development. With programs that provide a wide range of themes, JDS students, who address social issues in their respective fields as government officials in their home countries, find topics that are deeply related to their own interests. In addition, talks about these subjects from lecturers who present them as true life stories appears to have contributed to student satisfaction with the program.

5.4 Changes in the Accepting Universities (impact through the JDS program)

In all the graduate schools interviewed, participation in the JDS program has become an opportunity to open a course in English or it has played a role in promoting the development of pre-existing English courses. As a result, the universities and the graduate schools have been internationalized through, for example, enrichment of English courses by increasing the number of classes in English, introducing the admission of students in October, increment and diversification of international students, internationalization of teachers and improvement of English skills among Japanese professors and staff. In addition to these, the impacts of the JDS program revealed through interviews are summarized below.

(1) Impacts on teachers and other students

- JDS has improved the diversity of nationalities within the graduate school by bringing students from regions such as Central Asia with whom the opportunity for interaction is generally limited in Japan. In addition, students with work experience as government officials have had good influence on other younger students through interaction in group

activities.

- Discussions are now held in English in the graduate school. There has been a rule agreed on in the school that Japanese students must use English when preparing handouts or answering questions from international students.
- It is easier for JDS students to graduate as they have the necessary data of their country. Guiding these students is also a learning experience for professors, and it has changed the attitude of professors who were initially skeptical of having English courses.
- The number of papers presented by JDS students is increasing, and many students have received awards at academic conferences in Japan and overseas. The reason for this is that their papers and presentations are convincing as they have the necessary data, understand the actual situation in their own countries and are aware of what is needed. At academic conferences in Japan, presentations are mostly held by researchers. Therefore, presentations by individuals with practical experience, such as JDS students, have a positive influence on other students.

(2) Being the role model for other courses and scholarship programs

- Learning from the careful screening process in the JDS program, the method is incorporated into the selection of students for the MEXT's special program.
- The international course was originally opened as a one-year master's program. However, JDS is a two-year course; therefore, various activities are provided within the program. JDS has become a model to expand the program duration to two years.

(3) Contribute to expanding the business of universities

- The experience of accepting students from various countries through JDS has become a strength of the university and professors when applying for the MEXT's special program, Inter-University Exchange Project as well as Grants-in-Aid for Scientific Research (KAKENHI).
- As the number of classes in English has increased, the double-degree program was made possible. Initially, the university was able to accept only international students, but now it can send Japanese students overseas.
- SATREPS projects are being implemented in Vietnam, Myanmar, etc., using the local network developed thanks to JDS.
- In the past, interaction was limited to within the graduate school among professors and students. However, it has now been expanded to other schools in the university. When another professor was looking for a student from Myanmar with good knowledge of the country's laws for research, a JDS student from Myanmar was introduced.
- JDS students deliver lectures in undergraduate courses. These are good opportunities for the undergraduate students to learn directly from someone from a developing country about the current situation of the country as well as to take classes in English.

(4) Contributing to improvement in the operation of universities

- Japanese universities have a strong tradition of the "chair system" and a program is often not operated in a unified manner like an organization. However, in the case of JDS, the operation method (master's program) is planned in the committee of the university by making use of the special program budget. Even teachers, who were once skeptical about the implementation of the English program, now recognize that it is crucial for the university's internationalization. JDS has supported this process.
- There was an opportunity to discuss the future vision of the university with a view to 2050 with resources persons from an overseas university who was invited using the special program budget. It was greatly beneficial to the university and teachers, including networking.

(5) Impact outside the university

- JDS students, together with other international students, are taken to affiliated high schools of the university and they have contributed to fostering international exchanges and interaction.
- For a university located in remote area, a local volunteer organization supports the daily lives of international students, including JDS students. This support is highly appreciated by the university and international students as they complement the work of the implementing agency. This kind of local activity began as the university started to accept a large number of international students.
- JDS students participate in local events related to culture and music and interact with local communities.

5.5 Requests for JDS and points to be improved

The main requests and points for improvements obtained from interviews with universities are as follows.

(1) Requests and points to be improved regarding the recruitment and selection of students

- Some said that the information on the JDS recruitment brochure is detailed and complete. However, others pointed out that other competing scholarship programs are better in terms of user visibility (easiness of browsing), which might negatively affect the motivation of candidates to apply for JDS.
- Professors who actually visit countries to conduct interviews with candidates for JDS were given high evaluations, but some preferred videoconferencing depending on the timing of the interviews and travel safety issues to the country.
- There were cases where applicants with low ranking among the candidates selected by

universities through professional interviews, were selected by the Operating Committee as final passers. Some of them failed the graduate course after they came to Japan. Special attention and care are given to such students at the time of acceptance.

- In some countries, such as Ghana, where the number of civil servants is small, workplaces of JDS students are sometimes reluctant to send them to Japan for two years as it can cause a shortage of human resources. For such cases, offering a one-year program seems to be more appropriate.

(2) Implementation stage (during students' stay in Japan)

- When the prospective students decide not to participate in the JDS program and there are no substituting students, the expected budget for special programs are not provided to the university. Therefore, it is requested that, in such cases, even a partial amount is provided or the amount of budget is decided according to the number of students who actually came to Japan instead of a proposal prepared before their arrival.
- The large amount of work and time is required to prepare cost estimates and to process an application for the special program. It is requested that the operation is allowed to be more flexible and the procedure simpler.
- The university is organizing an internship program using the professors' network when finding places where students are placed. It would be ideal if JICA could introduce such places as a part of JDS program.

(3) Doctoral course (PhD) in JDS

- It is hard to complete a PhD program in three years in practice (especially in social sciences) and managing the number of students to fulfill the slots every year is also difficult. Therefore, the university is not fully convinced if it should expand the number of slots for the doctoral courses.
- In order to complete the PhD program in three years, it is necessary to develop a well-prepared research plan before enrollment in the program. In addition, it is desirable if the students can enroll in the program as early as possible. In terms of the theme, it will be outdated if five years have passed since obtaining the master's degree.
- In order for the PhD program to be successfully implemented, it is necessary to develop a system by which students can be well prepared before joining the program (to be reflected in the selection process). For example, it might be effective to set requirements that expect students to finish reading at least a third of necessary literature prior to participation in the program and that students must obtain a 6.5 or above on IELTS test.
- In addition, flexibility in the program is necessary. For instance, if students cannot complete the program within three years, they should be allowed to extend their period of stay in Japan for a year at their own expense.

(4) Requests regarding administrative procedures, etc. (the advantage of JDS)

- Different administrative procedures are needed for each JICA scholarship program. Ideally, those procedures can be organized into common items and items that are dealt with individually.
- The support system by the implementing agency is well organized in JDS, and the university can rely on them when it comes to some administrative procedures. In addition, a university can hire a person for administrative work using public funds. Therefore, it is relatively easy to process administrative work. For other scholarship programs, each laboratory needs to go through the necessary procedures individually. The department in charge may ask for detailed corrections, but as a laboratory, time and energy should be spent on the main work of research and teaching, instead of administrative work. In particular, it would be ideal if a program such as the ABE Initiative, which lasts for a fairly long period of time, is integrated into JDS.

Chapter 6 Achievements of the JDS Program and Contributing and Inhibiting Factors

This chapter summarizes the quantitative and qualitative outcomes of the JDS program and the achievements through findings from literature reviews and the field surveys described in Chapters 2 to 5, and then examines contributing and inhibiting factors that influence those outcomes.

6.1 Outcomes, Impacts and Achievements of the JDS Program

(1) Degree completion rate and acquirement of knowledge and skills of JDS Students

The degree completion rate in the 13 target countries is 98.7%, which is generally very high. By contrast, the number of incomplete degrees is relatively high in Uzbekistan and Kyrgyzstan, especially when the JDS program started. Nevertheless, both countries have exceeded 95% of the degree completion rate, which is considered as a high achievement⁵⁵.

According to interviews and questionnaire surveys, the JDS graduates widely acknowledge that they have acquired the necessary knowledge to solve development issues in their own country. They have acquired not only expertise, but also skills and management that were not familiar to them, such as research methods, thinking skills, presentation skills, English language skills, time management, and working attitudes. It is highly anticipated that attending lectures on Japan's development experience would be relevant and beneficial to their professional duties after returning from Japan.

The accepting universities have indicated that JDS students, who are experienced administrative officers, are familiar with practical tasks and are serious about their studies. Some of them have won awards for academic presentations, and although basic scholastic ability varies depending on their country and individual backgrounds. In comparison to other scholarship students, university faculties generally seem to accept JDS students with a sense of security concerning their academic abilities.

(2) Reinstatement of the JDS graduates to civil service (Current Civil Servant Rate)

In order to utilize the knowledge and skills necessary to solve development issues, it is important to return to one's former workplace and continue to work as an administrative officer. The current civil servant rate in the 13 countries is relatively high at about 80% on average. Yet, there is some variation among the countries: Nepal, Sri Lanka, Tajikistan and Laos are higher than 90%, while Uzbekistan (57%), Mongolia (65%), Kyrgyzstan (65%) and Vietnam (73%) are

⁵⁵ As described above, according to JASSO's "JFY2017 International Student Degree Awarding Survey", the degree completion rate of general international students was 89.5% the average for master's degrees. In this sense, the degree completion rate of the JDS students was high.

below average. In the latter countries, a higher ratio of JDS graduates appears to have left their government organizations after returning from Japan.

(3) Use of Acquired Knowledge and Skills by the JDS Graduates

According to the questionnaire survey, 74.4% of the respondents use their acquired knowledge and skills, and their evaluation did not change even after many years since their return. This indicated that the knowledge and skills acquired during their study in Japan has been sufficiently useful over the years. For example, “introducing the work attitude of Japanese people at the workplace” was rated the highest, followed by “working on supervisors and workmates to improve policies and systems.” They were also highly utilized in “establishing and improving technology in the workplace.” Interviews with JDS graduates during field surveys also revealed that they improved their workplaces through the use of the latest information and knowledge in specialized fields, such as finance and law, as well as the introduction of quantitative evaluation methods learned in Japan.

(4) Contribution to solving development issues (rate of JDS graduates in managerial positions and formulation of critical mass)

To solve more advanced and widespread development issues, JDS graduates are expected to be given more important positions in administrative organizations to allow them to widely utilize the knowledge and skills they have acquired. Regarding the promotion of JDS graduates who are civil servants, some countries have performed well with a higher rate of JDS graduates in managerial positions: Bangladesh is the highest at 97.0%, followed by Kyrgyzstan at 72.4% and Laos at 67.8%. In contrast, Nepal performs the lowest at 20.0%, Mongolia at 22.7% and the Philippines at 30.0%. As described above, the performance has shown mixed results in those countries. Nevertheless, the rate of JDS graduates in managerial positions in the 13 countries, with the exception of two countries, has substantially improved for the last five years. Among those who are promoted to the managerial positions, a few JDS graduates have been promoted to and beyond the director level. This has proven that the continuity of the JDS program leads to steady progress.

If JDS graduates are promoted to higher positions and accumulated as a group in the organization, they are likely to increase their influence in the organization through sharing useful knowledge and leading solutions to development issues. Concerning the potential formulation of critical mass, the field survey has found that there is some concentration of JDS graduates in the Office of the President in Kyrgyzstan and some concentration of JDS graduates in the Bangladesh Bank. For the latter, a group of the JDS graduates hold monthly meetings for peer learning by exchanging the latest information and knowledge in monetary and banking issues.

It is presumed that the case of Kyrgyzstan is special because the size of the government is small and the current President has an understanding of the JDS program, The Bangladesh Bank is also a specialized organization with few external transfers. In the Philippines and Vietnam, the size of the organization is generally large and there are too many officials of the same batch while the number of superior posts is limited.

(5) Contribution to Strengthening Bilateral Relations

Some JDS graduates are engaged in professional duties related to Japan, thereby contributing to strengthening bilateral relations. The field survey has identified three cases: 1) those who are involved in strengthening bilateral relations as senior officials of the government, 2) those who are involved in JICA projects as officials in charge, and 3) those who involved in business activities of Japanese companies.

In the case 1), a JDS graduate in Vietnam has promoted Japanese foreign direct investments as members of the Japan-Vietnam Initiative. In the Philippines, a JDS graduate has been involved in follow-up meetings on the Economic Partnership Agreement with Japan. The case 2) can be seen in most countries. For example, in Bangladesh, a JDS graduate contributed to the smooth operations of the bridge construction project as a counterpart of the Japanese ODA Loan project. In this case, JDS graduates play an important role as a counterpart who is familiar with Japan, facilitating the project management. Regarding case 3), there are a few examples where JDS graduates provide consultations and advice to Japanese companies in Vietnam, Bangladesh, and Ghana. In the case of the Philippines, JDS graduates facilitated investment promotion through policy making. As described in 6-2, Japanese language training may be one of the main factors that facilitate such pro-Japanese groups. In fact, many of the JDS graduates, who had serious Japanese language training, tend to have sustainable relations with Japan in the medium and long term. In this regard, it is necessary to strengthen Japanese language training if the JDS program seeks to enhance the pro-Japanese groups of the JDS program through exchanges and internships with Japanese government organizations.

While JDS alumni associations in some countries are very active in expanding the network among JDS graduates, most of the countries have been struggling to establish, function and maintain the JDS alumni association. According to the field survey, JICA Kyrgyzstan Office has taken initiatives to make special batches of JDS graduates, and provide funding for small projects proposed by JDS graduates. The Bangladesh JDS alumni association⁵⁶, which was established in 2010 ahead of other countries and used to be every active, has been stagnating since 2017. This is because of the busy schedules of key members and the decline in the

⁵⁶ According to the Bangladesh JDS Preparatory Survey Report (2017), the success factors that led to voluntary and progressive alumni activities in the country include: (1) incentives to establish alumni associations; (2) understanding of the operating committee; (3) the JDS implementing agent's support, (4) visible results at an early stage, and (5) strong leadership of core members.

leadership of the chairman. In the Philippines, many JDS graduates have said that they don't actively participate in the JICA alumni association because they are no beneficial activities provided. In Vietnam, the JDS alumni association has held seminars once a year for the past three years. Some JDS graduates are looking forward to expanding more activities beyond holding the seminars. The JDS alumni association has not yet been organized in Ghana where the number of the JDS graduates are still limited.

In those countries, the Embassy of Japan and JICA have provided opportunities to promote exchanges with JDS graduates by inviting them to receptions and alumni association meetings. If such activities are considered as the first stage of networking, the next step may be taken by creating more incentives for JDS graduates to be professional counterparts. For instance, it may include organizing academic study sessions in specialized fields and supporting local entrepreneur development that would play a role in tackling development issues in their countries.

According to the questionnaire survey, the JDS graduates were very satisfied with the JDS program as a whole. Their feelings of pro-Japan have deepened through their participation in the JDS program. They have a high preference for Japan, which has not changed over the years. It is highly anticipated that the higher the position of the JDS graduates, the greater their social influence, thus the greater their contribution to strengthening bilateral relations.

Nevertheless, the Japanese side does not appear to be ready to utilize JDS graduates as precious assets in the strategy to attain JDS goals. Thus, it is necessary to establish a follow-up policy for JDS graduates in order to make the JDS program more meaningful.

(6) Impact on Accepting universities in Japan

According to interviews with the accepting universities, the positive impact of the JDS program has been widely recognized by the universities. It has contributed to the promotion of organizational development through internationalization of the university's curriculums and programs, the diversification of students' nationalities and their impacts on other students, improved teaching quality, and strengthened research networks.

In addition, the accepting universities have benefited from accepting JDS students in specific countries whom the universities had never hosted. In this area, the universities could have expanded the scope of research and accumulated research outcomes in these countries and regions. They have also applied JDS selection procedures in the planning and operations of other courses. Furthermore, the accepting universities have indicated that the JDS program has had an impact on the local community through enhanced interaction.

6.2 Examination of Elements/Factors over Outcomes and Impacts

Based on the findings of the survey, this section summarizes the elements/factors affecting the outcomes and impacts mentioned above as follows.

Table 6-1: Elements/Factors of the JDS Program over Outcomes and Impacts

Stage	Positive Elements/Factors	Negative Elements/Factors	Outcomes
External Conditions	<p>[Civil Service System]</p> <ul style="list-style-type: none"> • There is a career track system • There is a functional merit system • Transparent and fair promotion through open recruitment • Small size of government office (there are a few competing staff) • Political change little affects administration • No political appointment • Less political party's influence (*) • Requirement of master/doctor degrees for promotion • Fewer transfers of service between ministries (*) • Stable employment (lifetime employment etc.) • Tenured government official during study leave • Continuous recruitment for freshman officials • High status of civil service with good salaries & allowances • Little drain away government officials to the private sector • Freshman officials don't have master's degree <p>[Diplomacy, Economic and Social Relations and ODA with Japan]</p> <ul style="list-style-type: none"> • Good diplomatic relations with Japan • Large presence of Japan in trade, investment and ODA • Many visitors between countries • Popularity of Japanese language learning • Popularity of Japanese culture, music, manga, TV, etc. <p>[Availability/Competition of Other Aid/Scholarship Programs]</p> <ul style="list-style-type: none"> • No other competing scholarship programs 	<p>[Civil Service System]</p> <ul style="list-style-type: none"> • Limited promotion opportunities due to a few management posts • Less transparency on promotion system and criteria • Large size of government office (there are many competing staff) • Political change affects administration • Many political appointments • Large political party's influence (*) • Less requirement of master / doctor for promotion • Regular transfers of service to other ministries/regions is (*) • Unstable employment • Non/Limited tenured government official during study leave • No/limited recruitment for freshman officials • Low status of civil service with low salaries & allowances • Drain away government officials to the private sector • Many freshman officials hold master's degree <p>[Diplomacy, Economic and Social Relations and ODA with Japan]</p> <ul style="list-style-type: none"> • Weak relationships with Japan • Other countries have better relations than Japan <p>[Availability/Competition of Other Aid/Scholarship Programs]</p> <ul style="list-style-type: none"> • Other Competing scholarship programs 	Reinstatement, Promotion, Contributions to Development Issues & Bilateral Relations

Stage	Positive Elements/Factors	Negative Elements/Factors	Outcomes
Recruitment, Selection, Before Coming to Japan	<p>[Comparative Advantage of the JDS Program (Positive Side)]</p> <ul style="list-style-type: none"> • High transparency in selection • Set higher age limits for application • Lectures in English are available • On-site interviews by university faculty members, contributing to the selection of appropriate human resources. <p>(Other)</p> <ul style="list-style-type: none"> • Research themes related to Japan may strengthen close ties with Japan through works <p>(Before coming to Japan)</p> <ul style="list-style-type: none"> • JDS graduates support JDS events actively • Usefulness of the orientation before coming to Japan (Japanese society, culture and language) • Supplemental Class for Math by the host university • The government puts recruitment advertisements of the JDS program on newspapers by their own expenses 	<p>[Comparative Advantage of the JDS Program (Negative Side)]</p> <ul style="list-style-type: none"> • Limited recruitment for the JDS program • Work experience requirements set in the application • Longer procedures and more requirements for selection process than other scholarship programs • Limited target institutions for the JDS program • Less prior training for English language • Non/less prior training for Japanese culture and language • Strict rules during studying in Japan (ban on car driving, part-time job, etc.) <p>[Fundamental Skills for Civil Service]</p> <ul style="list-style-type: none"> • Engineering/technical government officials may fail to pass the JDS program due to weak English skills • Local government officers often fail to pass the JDS program due to weak English skills • Some candidates in some countries have weak basic education, English and math skills to meet requirements of the JDS program 	Degree, Contributions to Bilateral Relations
During Staying in Japan	<ul style="list-style-type: none"> • Generous support of the JDS agency provides JDS students a better environment to concentrate on study • Various special programs have enabled the JDS students to improve their learning achievements and research standards. It includes prior education before enrollment, international conferences, intensive lectures with external resources, on-site training in Japan and overseas, follow-up seminars after returning from Japan, etc. • Research at the university is relevant to government works, allowing the JDS graduates to apply acquired knowledge and skills in Japan for their duties. • The JICA Development Studies 	<ul style="list-style-type: none"> • Officials in Japanese ministries are not yet fully aware of JDS students as "diplomatic assets". Raising their awareness may lead to gaining the momentum to strengthen bilateral relations. • Universities request the JDS program and its special program to be more flexible in administration. In addition, universities expect JICA to harmonize with other scholarship programs, such as the ABE Initiative and the PEACE program, with the JDS program in administrative procedures to reduce transaction costs. 	Degree, Contributions to Development Issues & Bilateral Relations

Stage	Positive Elements/Factors	Negative Elements/Factors	Outcomes
	<p>Program on Japanese development experiences is useful because they are consistent with development issues in their home countries.</p> <ul style="list-style-type: none"> Japanese language and culture training as a part of the JDS program is expected to enhance the significance of the JDS program and contribute to strengthening bilateral relations with JDS graduates. 		
After Returning from Japan	<ul style="list-style-type: none"> There is a bond policy/rule for reinstatement after returning from Japan There is support from human resource management department for reinstatement after returning from Japan A boss proposed a JDS student to take advantage of his studies in Japan to apply for his works through aligning a topic of his research thesis and utilize knowledge and analytical data acquired. He was promoted to Manager at relevant department after returning from Japan. Professors of the accepting universities hold seminars for JDS graduates when visiting their country to have recruitment interviews for the JDS program. The Japanese side urges the government organizations to utilize JDS graduates at right place. 	<ul style="list-style-type: none"> There are frequent government restructuring and reshuffles due to political change in some countries. As a result, there are cases where previous posts or organization no longer exist after returning from Japan. After completing the bond agreements, there are cases where JDS graduates change their jobs to international organizations or foreign companies with better salaries and allowances. There are no means by which JDS graduates to get the latest information from Japan or to exchange information with JDS graduates in other countries. There is no mechanism for utilizing networks between JDS graduates and the Japanese government and companies. Even in JICA office, information of JDS graduates is not well shared. Due to a lack of a mechanism and budget for follow up activities for JDS graduates, there is no functional networking. It is difficult to maintain their identities as “JDS graduates” due to no support and official networks for JDS graduates, such as refresher courses in Japan, exchanges with Japanese companies, research grants and others. 	Reinstatement, Contributions to Development Issues & Bilateral Relations

Note: Items marked with (*) can be positive or negative depending on the context of the country or the design of the JDS program.

Source: Prepared by the study team

Based on Table 6-1, Table 6-2 summarizes which stage the outputs and impacts are mainly manifested, and who plays a major role in the manifestation under the JDS program.

Regarding the outcomes and impacts, they were added secondarily as having been brought on by the implementation of the JDS program, in addition to those assumed from the logic model set at the beginning of this basic research. However, it should be noted that the secondary effects indicated by (*) in the table are not necessarily recognized as clear cases in the evaluation process of this basic research or only a small number of cases have been confirmed.

Looking at each stage, the Embassy of Japan, JICA and the JDS agencies have played a greater role in the planning, recruitment, and selection process or before studying in Japan, which may influence the outcomes and impacts significantly. During the study in Japan, the role of the accepting universities will be dominant. After studying in Japan and returning to work, the partner governments have the greatest influence. However, it is possible for the Embassy of Japan, JICA, the accepting universities, the JDS agencies, and the partner government to all be involved at each stage, leading to significant effects to strengthen bilateral relations.

**Table 6-2: Stages of the Outcomes/Impacts and the Main Actors
Affecting the Manifestation**

Outcomes / Impacts	External Conditions	Before Coming to Japan	During Staying in Japan	After Returning from Japan
Acquisition of Knowledge and Skills (Degree)		JICA (Japan): Setting a framework for selecting appropriate candidates	Accepting universities	
Use of Acquired Knowledge and Skills (Reinstatement, Current Civil Servant Rate)	⊖ - ➔	JICA (Japan): Setting a framework reflecting external conditions		Partner country government: Appropriate personnel assignment and policies
Contribution to Solving Development Issues (Promotion, Rate of JDS graduates in managerial positions)	⊖ - ➔	JICA (Japan): Setting a framework reflecting external conditions		Partner country government: Appropriate personnel assignment and policies
Strengthening Bilateral Relations	⊖ - ➔	JICA (Japan): Advance program considering external conditions	Accepting universities, JDS Agencies	Partner country government: Appropriate personnel assignment and policies JICA (Japan): Networking support

Outcomes / Impacts	External Conditions	Before Coming to Japan	During Staying in Japan	After Returning from Japan
[Other Impacts (Secondary Effects): ○ indicates the stage of expression]				
Strengthening Institutional Capabilities				○ (*)
Impact on Partner Country Development				○ (*)
Impact on Host University in Japan			○	○
Impact of Local Communities in Japan			○ (*)	

Note: Items marked with (*) are not necessarily recognized as clear cases in this basic research, or only a small number of cases have been confirmed.

Source: Prepared by the study team

Chapter 7 Recommendations

Based on the results of the analysis, the basic recognition and recommendations for further strengthening the strategic implementation of the JDS program are summarized below.

7.1 Basic Recognition of Future JDS Program

Based on the verification results of the outcomes and impacts, the following basic understanding is necessary when considering the direction of the JDS program in the future.

The JDS has been carried out for two purposes: “international students acquire specialized knowledge in the development field of the partner country and work as experts to resolve development issues at the government center after returning home,” and “the training of talented young administrative officers who are expected to lead their country, and the active role of these officers as good sympathizers for Japan and the strengthening of bilateral relations between the two countries.” The results of this basic research are summarized as follows.

- With regard to “Acquisition of expertise in development issues,” most of the JDS students have successfully acquired the knowledge of themes and fields rooted in their own practical tasks and returned to their home countries.
- Regarding “Contributing to solving development issues,” the rate of return to work immediately after returning to their home countries is high because of a reinstatement rule placed in the country or under the program. There are many cases in which the acquired expertise is used to tackling major issues in the country. In terms of promotions to higher positions that can respond to more important development challenges, the percentage of those holding managerial positions rose over time in most countries, and in some of these countries, the percentage of holding positions above director-general levels increased significantly. However, the degree of increase varies from country to country. However, the rate of civil servants after returning home generally declines with the passage of time, but this also differs among countries.
- With regard to “Playing a role as a person with a good understanding of Japan” and “strengthening of bilateral relations,” there are cases where JDS graduates have been assigned to a department in charge of cooperation with Japan or other partner countries, or have been involved in JICA projects as government officials. However, it is difficult to verify in detail what actions and activities were influenced by their good understanding of Japan. Such information has not been collected, and active effort by the Japanese side to encourage such actions has been inadequate. Furthermore, only a small number of countries has promoted JDS graduates to very high positions (for example, vice minister) involved in strengthening high-level bilateral relations such as diplomacy.

The scope of JDS has expanded during the 20 years since its establishment. At the beginning of the program, it mainly provided support to countries in transition to a market economy, but later it started to accept students from countries in other situations. In addition, social sciences such as law, economy, and administration have been regarded as the main fields of acceptance, but the field of engineering is also increasing. In setting the target areas, after the introduction of the new operation system, it emphasizes consistency with Japan's country assistance policy.

In view of the two purposes of the JDS program, the primary target of human resources to be developed is promising young administrative officers who play a central role in national policy planning. In the actual implementation of the program, the scope is expanded to include officers of technical sectors and public service provider agencies, employees of state-owned enterprises, and academics of universities. This reflects the fact that the range of development issues and the range of human resources with high development needs vary from country to country, but it has also been pointed out that this is not necessarily consistent with the concept of human resources who will be responsible for policy planning after returning home.

In the world of international scholarship programs, acceptance of students by emerging countries as well as traditional donor countries has increased. The programs have also diversified to include programs by companies and foundations. Competition to recruit talented administrative officers among the different programs is also intensifying. In some countries where the JDS program is implemented, competition is intensifying with other countries such as Australia, South Korea, China, etc.

In addition, there is a decline in the overall need to study abroad among existing target groups in some target countries due to the higher education levels of young administrative officers and other reasons, and the JDS program faces a decline in the applicant rate per slot of intake in the face of competition from other scholarships. This may have influenced the JDS program's expansion into a range of fields and targeted organizations. It is also recognized that the expansion of the target groups has led to a decline in the average academic ability of applicants and selected foreign students.

Some interviewees from the accepting universities commented that the parties now involved in the JDS program cannot just sit and wait for excellent foreign students they want to arrive.

7.2 Future Direction of the JDS Program

In light of the above situation, in order for the JDS program to continue to be recognized as a high-value scholarship program without diminishing past achievements, it is necessary to differentiate the program by emphasizing its features. Recommended concrete aspects are to clarify the target of the JDS program, strategize the selection, add more value, and promote branding.

(1) Clarifying the target

As mentioned above, the JDS program was originally intended for young administrative officers in central government offices responsible for national policy planning, but the scope has been expanding. Coordination should be allowed according to the circumstances of the recipient country. However, given that there are various axes to be considered for the target group, it would be effective to reorganize the basic focus of the JDS program along with the division of roles between the JDS and other scholarship programs by the Japanese government and JICA.(Table 7-1)

Table 7-1: Axis to Be Considered for the Target Groups of the JDS program and Division of Roles [proposed]

Axis to be considered	Focus of JDS [proposed]	Division of roles [proposed]
1. Civil servants – Private sector, students, NGOs	Civil servants	Private sector, students, NGOs: by MEXT scholarship, Technical Cooperation Project/ training program (ABE, etc.)
2. Administrative institutions – Public universities, SOEs	Administrative institutions, (public university teachers)	Public universities, SOEs: by MEXT, JICA long-term training
3. Main bodes of ministries –External directorates, affiliated agencies and research institutes	Main bodes of ministries, external directorates, affiliated agencies, (research institutes)	Research institutes and others: by MEXT, JICA long-term training
4. Policy planning ministries – Sectoral ministries	Policy planning ministries, (Sectoral ministries, refer to 5. below)	Sectoral ministries: by TCP, JICA long-term training
5. (Within the organization) Policy planning sections – Operational sections	Policy planning sections	Operational sections and others: by TCP, JICA long-term training
6. Central government institutions – Provincial/local institutions	Central government institutions (Provincial/local institutions)	Provincial/local institutions and others: by TCP, JICA long-term training
7. Social sciences – Natural (non-social) sciences	Social sciences (Non-social sciences also to be targeted positively depending on themes such as policy planning)	Natural (non-social) sciences and others: by MEXT, TCP, JICA long-term training
8. Gender	Gender balance should be considered.	Gender balance should be considered.

Source: Prepared by the study team

When considering the above axis, it is necessary to take into account the organizational system of civil service of the country, because the scope and functions of public service organizations vary among countries. For example, in many countries, external bodies such as Taxation Bureau, Central Bank, Financial Supervisory Agency, etc., often play central roles in the economic and financial sectors. At the same time, it is necessary to consider different systems for the transfer and rotation of civil servants in different countries. For example, in some countries, government officers in the operational sections of a ministry may be transferred to the policy planning section in the future.

For countries where the JDS program has already been implemented, it is desirable to take into consideration continuity with the existing frameworks established thus far, when reorganizing the target groups based on these ideas.

(2) Strategic Selection

When reorganizing the target groups in line with the focus clarified in (1), we propose that the Japanese side strategically identify the target organizations and departments and designate the candidates (special selection slot), even if they do not necessarily fall within the reorganized framework and viewpoint of critical mass described later and the long-term transition of the JDS program. There are two possible directions for the organization to which the candidates will belong: (i) organizations or departments of particular diplomatic importance; and (ii) organizations or departments of particular importance to Japan depending on the development issues of the time.

It is also important to ensure fairness in the selection process through open recruitment, which has been highly appreciated by JDS graduates thus far, by limiting the number of persons in the special selection quota to a small number (for example, a few persons).

(3) Creating high added value

Enhancing the content and attractiveness of the JDS program is a powerful way to promote the application of quality candidates in competition with other scholarship programs. Based on the purposes of the program and the clarified targets, value addition from the following aspects can be considered. It will be described more specifically later in 7-3.

- Enhance content programs and add more attractive activities
- Improvement of treatments received
- Improvement of mechanisms and requirements at the recruitment and selection stage

(4) Branding

Further branding of JDS is proposed. The purpose of branding is to support and promote securing and continuation of the comparative advantage of the JDS program, and the following entities in particular are expected to be the targets of this approach. The first target group is the students who participate in the JDS program and graduates who have returned to their home countries. If they continue to have a sense of unity with JDS as a valuable experience, this will contribute to their empathy with Japan and the continuation of relations with Japan as well. The second is potential JDS applicants. With more excellent and promising people who find JDS attractive and become JDS students, the program will strengthen its competitiveness. In addition, as a third target, it is important to obtain officers in Japanese ministries and private companies as supporters of JDS. If these institutions are attracted to JDS and continue to have contact with returnees and students, it will lead to an increase in the value expected from potential students and their countries.

Branding can be fostered through the high-value-added activities described in (3). However, for example, even if it is not directly linked to an explicit improvement in treatment, one of the branding strategies is to add spiritual value by raising the satisfaction level of students through strategic actions and careful responses. Examples of such events that have already taken place include events held by the Japanese Embassy in the target countries before the students' visit Japan, and send-off ceremonies of students by the President in the Kyrgyz. In addition, there is an established reputation for its generous support by the implementing agents. Some of the returnee graduates in the early days of the JDS program stated that they felt that they were respected as JDS students during their stay in Japan, and these factors may contribute to the continuation of a sense of unity after JDS participants return to their countries.

The following are examples for promoting branding.

- Providing the opportunity to raise the sense of respect; and providing more opportunities for students to represent the country
- Strengthening the involvement of government agencies in Japan such as ministries, agencies, and local governments. To this end, it is necessary to raise awareness of the relevant organizations on the Japanese side. It is important for the organizations to feel they benefited from their collaboration with JDS students.
- A visual branding such as a common logo design.
- Promoting activities after the students return to their countries, since branding is not limited to students studying abroad, but is expected to continue throughout their lives.

7.3 Design Improvements to Enhance Strategic Capabilities

JDS may make the following improvements to its program design, which may act as a means of adding value and branding to increase its appeal.

(1) Basic framework of the JDS program and the pre-visit programs

- Enhancement of Japanese language training before coming to Japan: In-depth study of Japanese by JDS students will enhance the significance of studying in Japan and contribute to strengthening bilateral cooperation after returning. This will lead to the expansion of new opportunities such as internships during their stay in Japan and the enrichment of various experiences. It is proposed again that Japanese language training before coming to Japan be strengthened as part of the JDS program. The program could be extended to two years and three months, including about three months of Japanese language training.
- Expanded options for short-term training: In some countries, it is said that organizations sending employees do not want them to be absent for a long period of time to study abroad. Providing a one-year master's program as an option would increase the willingness of such organizations and their officers to apply.
- Expanded to include mid-level officers: Currently, the upper age limit for applications is 40 in many countries, but there is a strong need for mid-level officials to study abroad for a master's degree in some countries. In Ghana, the upper age limit is set at 42 years old, but the JDS program as a whole may be raised in the guidelines in order to expand the age limit to include mid-level officers.

(2) Activities while studying in Japan

- Interchanges with Japanese ministries and agencies: Currently, JICA has begun to provide opportunities for JDS students to visit Japanese ministries and agencies in addition to similar activities by special programs of some universities, but it is possible to create a more formal network that is beneficial to both JDS students and Japanese government officers by holding exchange meetings between officials from the same ministries and agencies in Japan as those of JDS students. In addition, exchange meetings with private sectors such as companies operating in the students' home countries are also expected to be beneficial in forming future networks.
- Internships at government agencies, NGOs, companies, etc.: Many students want internships at Japanese ministries, agencies, companies, etc. that are related to the work of the institution they are from. Knowing the inside work operations at similar institutions in Japan can lead to improving the learning effects and strengthening future cooperation with Japan. Therefore, it is worth introducing the internship as a component of the JDS program. However, due to the nature of the JDS program, there are certain limitations and issues that should be considered when implementing internships as a program, such as the capacity of Japanese government agencies to accept foreign students, the Japanese language ability of foreign students, and a possible conflict of interest where JDS students work as interns at private companies involved in doing business in a student's home

country. But, it may be a good idea for Japanese ministries to consider selective implementation of internships, for example, cases where they have a need to accept interns from JDS students who are studying in specific fields under the JDS doctoral program.

- Activities to recognize and enhance the value of “JDS fellows”: They include courtesy calls on VIPs (for example, JICA President) when they come to Japan and lectures given by JDS students at exchange meetings with Japanese ministries and private companies as mentioned above.

(3) Activities after returning from Japan

- Reinforcement of follow-up activities: Graduates developed through the JDS program are human assets that have been developed jointly by Japan and partner countries. However, it should be recognized that the effects are not self-sustaining, and their value must be constantly maintained. The details are as follows.
- Sharing and dissemination of the JDS graduates in relevant organizations in Japan: The list and information on JDS students is updated by the implementing agents and reported regularly to the relevant department of JICA. However, the list has not been used strategically by the Japanese side, especially after they return. Japanese officials in the target countries (all staff and experts mainly from the embassies and JICA offices) can hold regular meetings to share updated lists of names and current affiliations of JDS graduates, and discuss the possibility of collaboration in new or ongoing projects, etc. While giving consideration to the privacy of returning students, it is beneficial for both sides to maintain relationships in various ways, such as collecting necessary information from returning students in cooperation with JETRO and other JICA project personnel and to consider them as candidates for other types of training in Japan.
- Developing an online database of graduates: The Australian scholarship program maintains a list of international students online. Establishing a database that can be easily referenced when JICA officers consider collaborating with JDS returnees is desirable.
- Support for the alumni network: It is hoped that support will be provided to ensure that returnees continue their alumni association activities. However, it should not be just for social interaction, but to also support the development of the network as a place where graduates will continue to work on problems in their home countries as JDS fellows, for example, through seminars in specialized fields where graduates give lectures and exchange meetings with JICA experts and Japanese companies working in the field. However, in many partner countries, the Japanese government and JICA have been implementing several scholarship programs in Japan, thus it may not be efficient to aim for activities of independent alumni associations and networks exclusively as JDS. The strengthening of follow-up activities for returnees from Japan is a common issue not only for JDS but also for other programs. The possibility of the Japanese Embassy, for

example, implementing “support for activities to returnees from Japan” in a separate budget from individual scholarship programs, which covers the activities of all scholarship programs by the Japanese government, including JDS is worth considering.

- Support for research activities to graduates and their families: In order for graduates to maintain a sense of unity as a JDS fellow, it is possible to provide support and benefits that are available only to JDS graduates. For example, small grants for research activities and Japanese language training for families can be considered.

(4) Improving and strengthening public relations and promotion methods

- Improving the presentation of websites, materials and brochures: Many people appreciate that the websites, brochures, and other materials provided in each country contain comprehensive and detailed information required by prospective applicants. But, it was noted that the design was not as visually appealing to readers compared with major competitive scholarship programs. Improvements should be made to reach more potential applicants.
- Introduction of web applications: Similarly, the JDS program does not offer online applications, and some say it is less convenient than other competing scholarship programs. Facilitating and diversifying application procedures can reduce psychological barriers and increase the number of applicants.

(5) Considerations for Doctoral Programs

The fact that the JDS program now includes students advancing to doctoral programs from JFY2017 is an effective decision in terms of enhancing the value of the JDS program and competing with scholarship programs of other countries; and it is a welcome change by partner governments and returnee graduates. However, many university officials are skeptical that most students will actually obtain a Ph.D. within a limited period of three years. The doctoral program has only just begun and so far only one student has been reported as having left the program due to health problems. However, the negative impact on the JDS program will undoubtedly increase as the number of students who fail to complete increases. The level of difficulty in obtaining a doctoral degree is incomparably higher than that of a master’s degree. It is an urgent task not only for students and the universities to do their best, but also to establish a system to select those with high prospects of success. At present, we believe in the goodwill and efforts of those involved, but we have no system of quality assurance. In order to maintain a high achievement rate in doctoral programs, it is necessary not only for students and universities to work hard, but also for students with a high possibility of accomplishment to go on to higher education. This does not mean that applicants will be rejected unnecessarily, but rather that they will be allowed to proceed to higher education only after they have been given sufficient advance guidance and are convinced of their prospects for success. The following are examples of methods for maintaining a high success rate.

Today, not only graduate schools of science but also many graduate schools of humanities and social sciences set basic requirements for the submission of doctoral theses and publish them on their websites. Typically, two refereed academic papers should be published (or approved for publication) in line with the theme of the doctoral thesis. Therefore, students who advance to doctoral programs first prepare a refereed thesis, and when they are ready to publish two, they begin to prepare the main body of their doctoral thesis. Even if a person goes on to the doctoral course with only high motivations, but without any preparation, it is almost impossible to complete a doctoral course within three years, considering the time required to submit, review, rewrite, reexamine and publish refereed theses. Therefore, if a refereed thesis is already written at the time a student enters the doctoral program, the possibility of obtaining a doctoral degree within three years will be greatly increased. Doctoral students have already written a master's thesis, and it should be possible to carefully examine the content and submit it as a refereed thesis. Some graduate schools do not have specific basic requirements. However, if the doctoral program is a research program that builds new knowledge on the basis of a master's thesis that has already been written, it will be possible to determine whether the student will be able to complete his or her work within three years. If an applicant strongly desires to advance to the doctoral course, his/her academic advisor should give him/her sufficient advance guidance via e-mail, Skype, etc., examine the research plan, have him/her write a refereed thesis first, and permit him/her to advance when the advisor is certain that he/she can complete the doctoral course within three years.

In the JDS program, it is common that the theme of a master's thesis is an issue that will help improve the work of the home country, which is correct from the viewpoint of improving the ability of administrative officers. However, papers that aim to solve such practical problems are regarded as case studies and are not suitable for publication in academic journals. This is because theoretical consideration is generally insufficient. Continuing research in a master's course for a long time does not necessarily lead to research required in the doctoral course. Research styles and directions are generally different. Therefore, if an academic advisor wishes to advance a student to a doctoral course, he/she should provide research guidance focusing on academic content from the stage of the master's course with the preparation of future doctoral theses in mind. In master's courses, course work is the basis, and there is a collective guidance system for teachers. JICA reviews and approves the research system in advance, so it may be possible to discuss the matter with universities afterward to some extent. At present, however, the acceptance of doctoral programs is largely based on the judgment of individual academic advisors. It may be a good idea to establish a deliberative committee in the JICA department in charge of the doctoral program, mainly composed of university representatives, and hear their opinions. In addition, it is necessary to have an academic advisor state in his/her recommendation letter the possibility of the applicant's obtaining a doctorate degree within the time limit and the specific grounds for thinking so, and to consider asking the university to exercise self-awareness and self-restraint.

7.4 JDS Program Performance Indicators and Monitoring

In this basic research, in addition to the quantitative performance indicators of the JDS program that are currently used mainly by the parties concerned, we examined the segmentation of program's results/effects and indicators that show the degree of achievement. The results are shown in Table 7-2. Among the examined indicators, indicators that are considered to be relatively effective and of high importance for monitoring, including indicators that have not been measured regularly, are indicated by ✓ in the "importance" column of the table.

The following points should be taken into consideration based on the results of the examination.

- In the case where the "special selection quota for Japan" at the time of selection proposed above is set, it is necessary to firmly and continuously grasp the results after the selected students return to their home countries, whether the accumulation of the graduates has been formed in the specific organization or department intended by Japan.
- There are currently no clear indicators for strengthening bilateral relations, one of the pillars of the JDS program's purpose. In response, in order to continuously capture performance data in a form that enables comparisons among countries, it is necessary to conduct regular surveys of Japanese officials such as embassies, JICA offices, and Japanese ministries (head office). However, in order to obtain meaningful results in such surveys, it is necessary for the survey respondents or staff members of the organizations to whom the survey respondents are reported to, to always be aware of who are the JDS graduates back from Japan.
- In order to grasp the actual results of the impact such as the strengthening of bilateral relations, it is necessary to conduct a questionnaire survey from the relevant organizations and departments of the Japanese side as well as the counterpart government, and it is important to establish a continuous and uniform monitoring system in all target countries.

The following mechanism is considered to be effective for monitoring performance indicators across target countries.

- In order to monitor the performance of indicators, a periodic survey will be conducted every five years or so. Among them, for example, in addition to the questionnaire survey for all graduates such as the one conducted in this basic research, if a new performance indicator is to be adopted, it may be necessary to conduct a questionnaire survey for related organizations on the Japanese side.
- When conducting a periodic survey, a system that is integrated with the above-mentioned "branding" will be adopted in order to reduce the burden on survey respondents, especially returnees answering the questionnaire. For example, celebrating "JDS Year" once every five years and a number of events are held in the year, including a periodical survey. A monitoring survey is also conducted as part of this process, which is expected to

stimulate interest in responses and improve the response rate.

- The purpose of the “JDS Year” is to raise awareness of JDS among potential applicants and to maintain a sense of unity among the graduates. Examples of events include the awarding of JDS awards (commendation for outstanding activities by the most recent students and returned graduates), local or regional seminars (for example, joint event for alumni from Kyrgyz, Uzbekistan, and Tajikistan), commemorative lectures by JDS graduates who have held high positions in the target countries’ governments, and others.

Table 7-2: Segmentation of JDS Program Outcomes/Impacts and Indicators (Examples)

Outcome belongs to	Nature of outcome/impact	Indicator (Note 1)		Classification for comparison	Importance (Note 2)	Definition of indicator (example)	Data collection method	Note
Individual	Academic learning	Degree	Completion rate	By country	✓	Degree earners within the set period / Students accepted	Record from Agent	Existing indicator (data obtainable)
		Academic performance	GPA	By country/university?		Average GPAs of students	Record from university	Comparable among universities?
			Distinction rate	By country/university?		Average number of students' distinction	Record from university	Comparable among universities?
	Active in society (civil servant)	Reinstatement	Reinstatement rate	By country	✓	Graduates back in the same workplace/ All graduates in each batch (1 year after returning)	Record from Agent	Existing indicator (data obtainable)
		Work continuity	Current civil servant rate	By country	✓	Current civil servants/ Civil servants before going to Japan	Record from Agent	Existing indicator (data obtainable)
		Promotion	Officers in managerial positions	By country	✓	Number of civil servants in managerial positions	Record from Agent	Existing indicator (data obtainable)
			Managerial position rate	By country	✓	Civil servants in managerial positions/ Civil servants	Record from Agent	Existing indicator (data obtainable)
		Accumulation	JDS share	By organization/ department	✓	JDS graduate officers/ Total officers in the organization	Record from Agent and the organization	Need to follow up carefully if target organization or department is determined.
			JDS share	By country		JDS graduate officers/ Total officers in the country	Record from Agent and the civil service agency	Generally, expected share is very low.
	Active in society (private sector)	Influence *	Top management share	By country	✓	JDS graduates in top management (such as CEO, president)/ JDS graduates in private sector	Record from Agent; Questionnaire to graduates	Business scale is very diverse (big company or small business)
		Bilateral relations *	Engagement rate with Japan	By country	✓	JDS graduates engaged in Japan-related business/ JDS graduates in private sector	Record from Agent; Questionnaire to graduates	
	Other individual aspects	Income *	Income increase rate	By country		Current income/ income before studying in Japan (average of JDS graduates; and of non-graduates)	Questionnaire to graduates (and the control group)	Need to collect baseline data and data by public/private sectors, and set control groups, etc.
		Family's activities	Participation in Japan-related activities	By country		Status of family's involvement in activities such as Japanese language study, Japan-related events.	Questionnaire to graduates	
Organization (partner country)	Organizational capacity	Response to organization's mission	Contribution to addressing development issues	By organization/ country	✓	Contribution level of JDS graduates toward the organization's mission evaluated by the management of the organization	Questionnaire to major target organizations	
		Response to organization's needs	Level of meeting the organization's human resource needs	By organization/ country		Contribution level of JDS graduates to human resource development needs evaluated by the management of the organization	Questionnaire to major target organizations	
Society (partner country)	Impact on development	Reflection in policy *						It is difficult to assess the contribution of JDS graduates to changes in development indicators.

Outcome belongs to	Nature of outcome/impact	Indicator (Note 1)		Classification for comparison	Importance (Note 2)	Definition of indicator (example)	Data collection method	Note
Japan (and partner country)	Strengthening of bilateral relation between Japan and the countries (particularly, impact on the Japanese side)	Policy formulation/negotiation	Involvement in bilateral issues on diplomacy and economy	By country	✓	Number of cases and number of returnees in which JDS returnees participate as members of partner countries in bilateral diplomacy, economic meetings, negotiations, etc.	Questionnaire to Embassy of Japan and Japanese ministries and agencies	Questionnaire respondents should recognize who are JDS graduates in their work.
		ODA projects	Involvement in Japan's ODA projects	By country	✓	Number of projects and number of returnees in which JDS returnees are involved in Japan's ODA projects as members of C/Ps of partner governments, etc.	Questionnaire to Embassy of Japan and JICA Office/experts, etc.	Questionnaire respondents should recognize who are JDS graduates in their work.
		Information collection (to promote policy implementation)	Japanese organization's interaction with JDS graduates	By country		Whether individual information was collected through JDS returnees in the course of Japan's policy formulation, implementation, etc. If so, a scale assessment of its usefulness.	Questionnaire to Japanese ministries and agencies, Embassy of Japan and JICA Office/experts, etc.	Questionnaire respondents should recognize who are JDS graduates in their work.
		(Process indicator)	Official contact between Japanese government officials and JDS graduates	By country	✓	Number of official events and seminars	Questionnaire to JICA Office, interview with Agent	
		(Process indicator)	Official contact between Japanese companies and JDS graduates	By country	✓	Number of official events and seminars	Questionnaire to JICA Office, interview with Agent	
Accepting university (Japan)	Impact on faculty members	Promotion of research *	Contribution of JDS students to the research activities of faculty members	By university		Scale assessment of the impact of JDS acceptance on research activities by JDS students' academic advisors	Questionnaire to faculty members	Specific factors may include the number of JDS students trained; the number of joint research projects with JDS students; the number of research papers; and the number of research countries and themes increased because of accepting JDS students; etc., but it may be difficult to set uniform indicators.
	Impact on graduate school/university	Promotion of organizational management *	Contribution of JDS students to the organizational management of graduate school/university	By university		Scale assessment of the impact of JDS acceptance by graduate school and university management on their organizational management	Questionnaire to graduate school/university	Specific factors may include the promotion of English-language environment through accepting JDS (English lectures, programs, teachers/staff, organizational development); an increase in the number of foreign students and countries; the expansion and enhancement of programs offered, the impact on other programs and new businesses, and the impact on the attitudes and performance of other students. etc., but it may be difficult to set uniform indicators.
Local community (Japan)	International exchange	Promotion of exchange activities *						This is a secondary impact, and it is difficult to set uniform indicators.

Note: (1) Indicators with * correspond to secondary effects that are not included from the direct effects assumed in the logic model. (2) Indicators marked ✓ are considered to have high importance in terms of collectability and usefulness (proposed by the study team).

7.5 Entry and Exit Strategies

The number of countries targeted by the JDS program, which started with two in JFY2000, increased to 16 in JFY2019, and is expected to increase further in the future. As mentioned above, in the midst of changes in the environment surrounding JDS, such as the increase of international scholarship programs and intensifying competition, and the changes for needs in the target countries, JDS should aim to enhance its program rather than expand its target countries in order to sustain its operation. However, depending on the circumstances, the following proposals are presented when considering the inclusion of new target countries or the transfer of programs in the countries where the program is now implemented.

(1) When considering new countries

Based on the image of the critical mass that Japan should aim for in the country or institution, judgment will be made whether the feasibility of target clarification by JDS (including the possibility of division of roles with other overseas scholarship programs by Japan and JICA) is high and as well as the status of the career system of public servants in the country.

As for critical mass, it is necessary for the parties concerned to confirm the purpose for which they intend to form it. It is conceivable that Japan will support the resolution of development issues faced by the organization by creating an environment that facilitates organizational decision-making and action on issues that are difficult for a JDS graduate to handle alone, even though the graduate has acquired appropriate knowledge and skills in Japan. However, if the JDS program is viewed from the perspective of fostering future leaders who will work for important government organizations and strengthening relations with Japan, it is quite possible to place an emphasis on increasing the collective influence of people who have an affinity for Japan at the core of the government of the country. It is necessary to make a careful assessment of the choice because it naturally depends on the situation of the target country and the relationship with Japan at that time. After that, the kind of critical mass possible are as follows. In general, the ratio of JDS returnees to all government employees in the whole country is small, and it is practically difficult to form a large group (for example, 30%) that has a large influence on organizational decision-making, apart from exceptional cases. Possible forms include the following.

- 1) A mass formation in which many JDS graduates hold high-rank positions as top officials from important ministries and agencies. Kyrgyz is an example of this, but the number of countries with such opportunities is very limited.
- 2) Focus strategy targeting specific institutions and departments.
- 3) To simply continue accepting excellent candidates with high promotion potential. This may result in mass formation, but may take a long time, making it difficult to set a target year.

[Tentative plan]

Consider either A or B below.

- A. Countries in a period of major political and economic change: Intensively foster core officers with the aim of forming (1) critical mass.
- B. Other Countries: Aim for (3) or (2).

The feasibility of target clarification and the status of the civil service system are determined in the following steps.

Step 1: Is JDS Targeting Possible?

Requirements:

- 1) MEXT scholarship (-> Development of human resources at universities and in the private sector) and technical cooperation and training programs (-> Development of human resources for sectoral issues) are being actively implemented, allowing JDS to concentrate on developing core human resources in charge of policy planning. (Division of roles is expected.)
- 2) In grant aid, the need for infrastructure and large-scale equipment has slowed down, and the need for human resource development has relatively increased.
- 3) There is a system that enables the careful handling of JDS fellows if the JDS program is initiated (existence of JICA Office, etc.)

Step 2: Review the Status of the Civil Service System

Requirements:

- 1) Have a specific career track (cadre, etc.)
- 2) There is little possibility of transfers between ministries and agencies or between regions.
- 3) Supportive conditions for promotion (necessity for master's degree, post open recruitment system, small staff size, etc.)
- 4) Less outflow to the private sector (the work of civil servants is very attractive)
- 5) There is a continuous supply of young people
- 6) There are few opportunities to study abroad on other scholarships.

(Note) The above are major contributing factors, but this does not mean that all of the above must be met.

(2) When considering program transitions

In the human resources development project, it is important to continue once it is started, and the situation of many target countries verified in this basic research suggests this to be true.

Given the above-stated basic recognition that the JDS program should be enhanced in the countries where it is currently being implemented rather than expanding the scope of the program, the continuation of the JDS program in the ongoing countries is a prerequisite. From the viewpoint of environmental changes of the target countries and strengthening the strategic operation of the program, the following scenario is presented as a tentative plan where the transition of the basic framework of the program including the implementation scheme has been considered.

The two purposes of the JDS program focus on different types of human resources, and this section examines the image of the transition based on these differences. The human resources and organizations targeted for each purpose are as follows.

- [Purpose 1] Developing high-level policy planners to lead bilateral relations with Japan as leaders, such as vice-ministers, etc.: Targeted organizations are key ministries in the country, policy-planning departments of ministries, organizations in social sciences field, and central government agencies.
- [Purpose 2] Fostering core administrative officers with expertise to contribute to addressing development issues: Targeted organization are, in addition to the above policy-related ministries, sector ministries, organizations in natural sciences field, research institutions and universities, and local governments.

The current JDS framework, which sets priority areas in line with the country's development cooperation policy, seems to emphasize the concept of [Purpose 2]⁵⁷. However, in China, where grant aid was terminated and the program with the name of JDS has been handed down under the Ministry of Foreign Affairs budget (Japan Human Resource Development Scholarship for Chinese Young Leaders, commonly known as JDS China), the focus is practically placed on strengthening bilateral and diplomatic relations.

[Tentative plan]

In general, as income grows in developing countries, the number of development issues that donors must address decreases. In response to this, the JDS program needs to shift the focus of institutions and human resources as the program continues. The concept is shown in Table 7-3.

It is assumed that the partner country will experience a transition in the order of A→B→C. It is known that the present JDS program, which responds to a wide range of development issues in each country, places the main focus on A. C. is based on the expectation of diplomatic effects,

⁵⁷ Of course, both purposes are pursued in the current implementation of the JDS program, and the relative importance of the two is described here. In addition, as mentioned above, under the "JICA Development Studies Program" since JFY2018, it has been reaffirmed to aim at developing human resources to become leaders of pro-Japanese groups and strengthening bilateral relations. This indicates that [Purpose 1] is becoming clearer in the current JDS program.

and the current Chinese JDS applies. At the request of both countries, a successor program (non-ODA) has been implemented as JDS China, and Japan bears the cost for accepting the same number of Chinese students as in the era of grant aid. B. is a transitional period, in which development issues are dealt with more selectively, and instead of continuing JDS, it is possible to create a special framework for specific organizations and sectors to deal with important issues from Japan's standpoint, and to consider cost-sharing operations between the two countries.

The timing of the transition from A. to B. is based on the degree of economic development, such as the entry of the target country into a middle-income country. Other factors to be considered are the constant decline in the need for young administrative officials to study abroad on development issues, and the situation in which the economic and diplomatic benefits of Japan's special quota for the development of specific human resources are particularly significant.

Table 7-3: Transition Image of JDS Program

Stage of Partner Country (Hypothetical)	A. Many development agendas (Framework in line with Country Assistance Policy) = Current JDS	B. Development Agendas + Important Issues for Japan	C. Important Political, Economic and Diplomatic Partner Countries (China JDS, etc.)
Focus of Human Resource Development	Development of core human resources in civil service to address development issues in the country (Responding to Development Issues)	Development of core human resources of higher positions in civil service who have influence on development issues in the country (Development challenges + Japan's national interests)	Fostering of human resources of higher positions in civil service to Bridge with Japan (Expectations for a diplomatic effect)
Targets for JDS	<ul style="list-style-type: none"> ➤ Young officers (Policy agencies and sector agencies), University faculty members ➤ Open recruitment 	<ul style="list-style-type: none"> ➤ Recruitment limited to policy agencies and policy departments of other agencies ➤ Reduction of the intake or introduction of cost-sharing between partner countries and Japan ➤ Designation of organizations and divisions subject to the Japan special quota 	<ul style="list-style-type: none"> ➤ Ministries, organizations and departments decided by mutual agreement ➤ Cost sharing decided by mutual agreement

Source: Prepared by the study team

In Indonesia, which is a JDS graduate country other than China, a program to study in Japan to obtain a degree was implemented through the ODA loan, “Professional Human Resource Development Project (III) (PHRDP-3),” which was started when the JDS program ended, although the pattern does not necessarily coincide with the above-mentioned transition pattern. Phase IV of the ODA loan project is currently underway. PHRDP has been implemented in Indonesia since the 1980s as an ODA loan project to develop human resources in civil service. The JDS program was not directly transferred to the ODA loan project after its completion, but there may be some points to refer to if the JDS program is considered as an ODA loan project in the future. An outline of JDS China and Indonesia’s “Professional Human Resource Development (IV)” is shown in the box.

BOX. Examples of “graduated country” from JDS grant aid

In Indonesia and China, where the JDS program (grant aid) was completed, the Japanese government has been implementing other programs to support government officers to study in Japanese universities for a degree. An outline of the programs and the points to keep in mind when considering a shift from the current JDS program to other schemes are shown below based on information gathered from relevant parties.

Country	Indonesia
Name	Professional Human Resource Development (IV) (ODA Loan)
Background	The JDS program in Indonesia ended with accepting students in JFY2006. The 1st phase of the Professional Human Resources Development Project (PHRDP) was launched in JFY1990, and the 3rd phase (PHRDP-3) (JFY2005–JFY2015) was launched in the same period of termination of the JDS program. The 4th project (PHRD-4) is now underway and scheduled to complete in JFY2020.
Outline of Activities	<ul style="list-style-type: none"> ➤ Objectives: Degree programs and short-term training are provided in Japan and Indonesia for human resources engaged in policy planning in the central and local governments, with the aim of strengthening their capacity to plan and implement public policies. In addition, the project will develop human resources with advanced knowledge and contribute to the improvement of central and local administrative capabilities. ➤ Executing Agency: Ministry of National Planning and Development (BAPPENAS). BAPPENAS is not the only institution to dispatch students, but Regional Planning and Development Agency (BAPPEDA) and the line ministries are also included. ➤ Research areas: Development planning, administration. ➤ Degree Programs in Japan <ul style="list-style-type: none"> (1) Linkage master’s: First year in Indonesia, second year in Japan (double degree). 5 Indonesian universities and 13 Japanese universities. 649 students expected (7 Batches Total) (2) Regular master’s: Japanese graduate school (2 years). 34 students

	<p>expected (6 Batches Total)</p> <p>(3) Doctor: Japanese graduate school (3 years). 15 students expected (4 Batches Total)</p> <ul style="list-style-type: none"> ➤ Applications and selections for Japanese graduate schools are made directly between students and graduate schools. The choice of university is limited to partner universities in the case of linkage, but other than that, it is not specified. ➤ Treatment: The current stipend is slightly better than the current level of MEXT scholarship. As for the special program, unlike JDS, a fixed budget is not paid to universities according to the number of students they accept.
Features	<p>Major features of this project activities in comparison with the JDS program are as below:</p> <ul style="list-style-type: none"> ➤ As a subcontractor of the Consultant (Indonesian company) of the executing agency, a Japanese organization currently provides support for students before coming to Japan (such as procedural arrangement) and during their stay in Japan. ➤ There have been no interaction programs with Japanese government officials or internships. As joint programs for students, there are cases such as holding workshops when the officers of the executing agency and a minister come to Japan, but they are not included in the project budget. ➤ PHRD-4 includes a survey of graduates who have returned to Indonesia as part of the consultant's duties. However, no database has been established for the project so far.
Lessons and points to note	<ul style="list-style-type: none"> ➤ When a scholarship program is implemented in an individual ODA loan project, the selection framework, treatment and conditions, and the content and budget of activities during the visit may vary greatly depending on agreements with the borrowing country government. The willingness of the executing agency will also influence how much resources will be secured within the project for activities such as joint programs among all students during their stay in Japan and exchanges with Japanese institutions. ➤ Inadequate capacity and structure of executing agencies will create difficulties in implementing projects (Selection of students, management of disbursements, response to problems, etc.). ➤ As a procedural issue, disbursement of funds once placed in the Indonesian government's treasury may take some time, and there is a risk of delays in the payment of scholarships to students during their stay in Japan.

Source: Prepared by the study team based on the Project Ex-ante Evaluation Summary, interviews with officers in the concerned organizations.

Country	China
Name	Japan Human Resource Development Scholarship for Chinese Young Leaders (JDS China)
Background	<ul style="list-style-type: none"> ➤ JDS by grant aid ended with accepting students in JFY2012. This new program started as a government project on general account budget (non-ODA), accepting the first students in JFY2013. ➤ The termination of the JDS by grant aid was predetermined. In response to a strong request from the Chinese counterpart for the continuation of the

	project, the Ministry of Foreign Affairs decided to continue the project as part of an exchange program by the regional division.
Outline of Activities	<ul style="list-style-type: none"> ➤ Objective: By accepting outstanding young Chinese officers at Japanese graduate schools (master's degree), they will acquire advanced Japanese systems and expertise, and to contribute to improving research capabilities and policies. At the same time, mutual understanding between the Governments of Japan and China will be promoted. ➤ Research areas: economics and social Sciences (law, international relations and public policy) ➤ The basic framework, including the selection process, treatment, and special programs for students, is similar to that of the JDS provided by grant aid. ➤ 28 students, 10 universities (JFY2019 recruitment), 54 institutions (from Central and local governments)
Features	<p>Major features of this program activities in comparison with the JDS program are as below:</p> <ul style="list-style-type: none"> ➤ This project is commonly called "JDS China" and the name JDS has been maintained. ➤ Under the budget of exchange programs, the main purpose of the project is to promote understanding of Japan. For this reason, the program includes homestays, visits to Japanese ministries and agencies, Japan-China officials' exchange meetings (twice a year), visits to Japanese cultural facilities, and the holding of alumni reunions in China. ➤ Japanese ministries and the Japanese Embassy are very interested in this project, and there are many cases where they actively try to establish relationships with Chinese students and returnees.
Lessons and points to note	<ul style="list-style-type: none"> ➤ Since the implementation agent of the grant aid JDS has been entrusted as the implementing organization of the general account government project since the transition, the recipient country has been proceeding with continuity without any sense of incongruity. However, the implementing organization is decided by competitive bidding every year. ➤ The name "JDS" has been used since the time of grant aid to the present, so that all returnees can gather under the name of JDS and maintain the network. ➤ The strong willingness of the Japanese institutions to recognize the value and approach students/graduates has led to the maintenance of the network after their return.

Source: Prepared by the study team based on the JDS China website; interviews with officers in the concerned organizations.

Appendix-1 Questionnaire for JDS Graduates

JICA Basic Study:
Evaluation of Effectiveness on the JDS Program
2019

2019/11/1

The following questionnaire is designed for clarifying the output/outcome of JDS and for analyzing the contributing/inhibiting factors. Your input is very important for us to make our study results more effective.

When answering, you will find that most of the questions are in the form of a 5-point scale rating. For a question with the 5-point scale rating, please select the number from 1 to 5 that best describes your opinion with respect to each of the statements and write it in the appropriate box. Please follow the instructions carefully for each question and answer as many as possible.

We highly appreciate your kind understanding and cooperation in answering the following questions.
Please enter your answers in the colored spaces.

1 Your Personal Information (Please write in English.)

1) E-mail address:		2) Country:	
3) Name:	Last name (Surname) Middle name First (Given) name		
4) Gender (Male=0 Female=1):			
5) Age (at present):		6) Age (at time of participation):	
7) Name of University (which you went to in JDS Program)			
8) Name of Supervisor in the University			
9) Sub-program (area)			

2 Preparation for the JICA JDS Program

2.1 I applied for the JDS Program through the public recruitment process. 1. yes 2. no

2.2 I applied for the JDS Program through endorsement from the work place to which I belonged when I applied. 1. yes 2. no

2.3 To what degree did the following factors affect your decision to participate in the JICA JDS Program ?

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

1) I was interested in coming to Japan for its strong economy and high level of technology

2) The level of research in my field of specialization is high in Japan.

3) I was interested in Japanese culture/language/history.

4) I feel peace of mind as Japan is a country within Asia.

5) I required new knowledge and skills in performing my job.

6) For my future promotion.

7) I wanted to obtain a Master's degree.

8) I was interested in the contents of the JDS Program.

9) Full scholarship offered by the Japanese government.

10) Colleagues and/or friends also studied in Japan.

11) My supervisor/organization advised me to participate in the JDS Program.

12) My supervisor and/or colleagues also joined the JDS Program.

13) My organization/the government would have reserved my position in the same organization or similar organization after completing the JDS Program.

14) I collected information about universities when choosing the university I went on to.

2.4 Prior to your participation in the JDS Program, did you get information about the JDS program from any ex-participants in your country?

1	----	2	----	3	----	4	----	5
Not at all		Slightly		Somewhat		Considerably		Completely

2.5 Prior to your participation in the JDS Program, did you have options to apply for other scholarships?

1. Yes, I had options, and I applied for other programs.

2. Yes, I had options, but I did not apply for other programs.

3. No, I had not other options.

.....

3 Contents and system of the JDS Program

3.1 How would you evaluate the JDS Program regarding the following points?

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

1) The application and selection process was simple and clear.

2) The pre-departure support was sufficient.

3) The support by the executing agency (JICE /JDS) during my stay in Japan was excellent.

4) The living environment in Japan was good.

5) The course offered by the university was relevant to my research topic.

6) I had opportunities to get direct experiences such as site-visits, practical training, discussions
and workshops.

7) I was satisfied with my university's support for foreign students.

8) The university offered many class subjects in English related to the field of my research.

9) My supervisor guided my research with detailed comments.

10) My supervisor understood the development issues in my country.

11) My supervisor guided my research in English well.

12) I often discussed my research topic with classmates.

13) I often discussed about my country and Japan with classmates.

14) It was easy for me to finish my studies during stay in Japan.

15) I was satisfied with the JDS Program as a whole.

4 Impact of the JDS Program

4.1 Change in your competencies as a result of participation in the JDS Program

How would you rate your changes in competencies after completing the JDS Program?

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

1) I have become more aware of my country's development-related problems.

2) I have improved my negotiation and discussion skills.

3) I have enhanced my analytical abilities.

4) I have improved my problem-solving skills.

5) I have more confidence in my own abilities.

6) I have enhanced my leadership abilities.

7) I have improved my ability to communicate my own viewpoint clearly.

4.2 How would you agree regarding the following points?

1) In my master's studies, I sufficiently analyzed the current issues in my organization and sector.

2) I think that my master's studies could contribute to practical and effective actions in my country.

3) I achieved my initial objectives and goals through my participation in the JDS Program.

4) I could expand my international network of experts through the JDS Program.

4.3 Applicability of the knowledge and skills acquired through the JDS Program

1) How much of the JDS Program contents did you acquire as a whole?
Please answer in terms of percentage and write the number in the box. (%)

2) How much knowledge/skills acquired through the JDS Program are you currently utilizing in your work?
Please write the number (%) in the box. (%)

3) Have you had the opportunity to report on life in Japan to your colleagues?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Often		Always

.....

4) Have you shared the contents of your research in your department/organization after returning to your country?

1	----	2	----	3	----	4	----	5
Not at all		Slightly		Somewhat		Considerably		Completely

.....

5) Which areas of knowledge and skills that you acquired in Japan do you think have contributed to your department, organization or country?

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

- a. introduction of Japanese discipline (hard work, punctuality, etc.) in your working place
- b. working on your supervisor/organization to develop/establish any policy/system after returning to your country
- c. projects that you proposed have been implemented in your organization
- d. establishment or improvement of policies and systems by national and/or local government
- e. establishment or Improvement of the mechanism/system and management of organizations
- f. establishment or improvement of methods and techniques used at your work place

6) What are the contributing factors for applying your knowledge and skills acquired in Japan?

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

- a. The mandate of the department/division to which I belong matches my expertise
- b. My manager's understanding of my expertise
- c. My continuous efforts/study after JDS

5 Contact/communication with Japanese or Japanese organizations

5.1 During your stay in Japan, did you network with Japanese people?

I networked with;

- 1) Japanese government officials
- 2) Japanese private enterprise staffs
- 3) My university/university professors

1. yes	2. no
1. yes	2. no
1. yes	2. no

<input type="text"/>
<input type="text"/>
<input type="text"/>

5.2 After completing the JDS Program, do you continue to have contact with any Japanese people or organization you met during the JDS Program?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Often		Always

I maintain contact with:

- 1) Japanese government officials
- 2) Japanese local government officials
- 3) Japanese private enterprise staffs
- 4) Japanese NGO
- 5) my university /university's professors to ask advice about work-related matters.
- 6) Japanese friends to ask advice about work-related matters
- 7) Japanese people to get advice or information to facilitate my job or further research
- 8) Japanese people to get new information about Japan

5.3 How much do you agree regarding the following sentence?

I have participated in an activity that is intended to reinforce the cooperative relationship between my country and Japan.

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Often		Always

6 Have you changed your perception of Japan due to joining the JDS Program?

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

- 1) My trust in Japan and the Japanese people has increased.
- 2) I have gained a deeper understanding of Japanese society and culture.
- 3) My interest in working with Japanese people has increased.

7 Relation with JICA/JDS participants after the JDS Program

7.1 Are you a member of the alumni organization of JICA /JDS participants? 1. yes 2. no

7.2 What impressions do you have of the alumni of JICA training/JDS participants?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree

- 1) I look forward to the alumni event.
- 2) I can exchange useful information with alumni members.
- 3) Events organized by the alumni are meaningful.
- 4) Being a member of the alumni is advantageous for me.

7.3 How are you currently involved with the alumni of ex-participants of the JDS Program?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Often		Always

- 1) I attend the regular meetings of the alumni.
- 2) I participate in events that introduce Japanese culture.
- 3) I exchange information on Japan with other alumni members.
- 4) I exchange knowledge and skills obtained in Japan with other alumni members.
- 5) I propose activities applying knowledge and skills obtained in Japan (to JICA alumni).

7.4 After completing the JDS Program, do you continue to have any connection with JICA's activities?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Often		Always

- 1) I work as a counterpart for JICA projects or for experts.
- 2) I work as a volunteer counterpart.
- 3) I consult or contact the JICA office about projects.
- 4) I participate in events or training/seminar programs organized by JICA.

8 What do you think are the most attractive aspects of the JDS Program as compared with other scholarship programs?

Please choose the 5 aspects you think are the most attractive among the alternatives shown below, and rank them in order of preference. Please write the appropriate number in the box. Rank "1" is the most

1. Full scholarship is provided by the Japanese government.

2. The JDS Program offers a variety of universities and courses of study.

3. The JDS Program offers scholarships for master's and/or doctoral programs.

4. The selection process is simple and transparent.

5. After completion of the JDS Program, your position in the same organization or similar organization is still reserved.

6. The JDS Program provides a pre-training course for life in Japan.

7. The executing agency (JICE/JDS) gives support and monitoring not only for study but also for daily life from arriving in, until leaving Japan.

8. Participants acquire both new knowledge and skills of their own country's development-related problems and of Japanese society and culture.

9. Participants expand their network of experts between Japan and their countries through the JDS Program.

Rank	#
1st	
2nd	
3rd	
4th	
5th	

9 Change in your position

9.1 Prior to your participation in the JDS Program, did your organization/the government guarantee to reserve your position in the same organization or similar organization after completing the JDS Program? _____

1. yes 2. no

9.2 Were you reinstated in your former position after completing the JDS Program?

1. yes 2. no

9.3 After completing the JDS Program, the follow-up support by my organization was sufficient.

1 2 3 4 5

Strongly Disagree Somewhat Disagree Neither Agree nor Disagree Somewhat Agree Strongly Agree

.....

9.4 I am currently assigned to a position involved in policy planning and institutional development related to the field of my research.

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

9.5 Change in your position/work in the workplace

Please describe the changes in your situation from prior to participation in the JDS Program up to the present.

- 1) The year of change: Please write the year of change in the box.
- 2) Workplace/department/ division
- 3) Position: Please write the job title you changed to.
- 4) Application: To what extent was it possible for you to apply the knowledge and skills you acquired in the JDS Program to the work?
Please choose the appropriate answer for each work and write the number in the box.

1	2	3	4	5
Not at all	Slightly	Somewhat	Considerably	Completely

[illegible]

5) If you had not participated in the JDS Program, what do you think your position would be now?
Please write the name of the position/job title that you think it would be now.

Write the name of the position/job title that you think it would be now.

If you have any opinion or idea to improve the JDS program, please write freely.



Thank you very much for your cooperation!

Appendix-2 Tabulated Results of Questionnaire Responses

1 Your Personal Information

Appended table 1: Gender

Country	Male	Female	Total
Uzbekistan	54	7	61
Laos	111	45	156
Cambodia	153	31	184
Vietnam	115	102	217
Mongolia	50	79	129
Bangladesh	143	26	169
Myanmar	81	177	258
Philippines	60	94	154
Kyrgyz	38	22	60
Tajikistan	10	0	10
Sri Lanka	34	40	74
Ghana	30	7	37
Nepal	26	8	34
Total	905	638	1543

Appended table 2: Age at present

Country	Mean	N	SD
Uzbekistan	38.2	61	6.063
Laos	38.3	156	5.593
Cambodia	35.7	184	4.830
Vietnam	35.6	217	4.842
Mongolia	38.4	129	5.404
Bangladesh	40.4	169	5.470
Myanmar	38.9	258	6.527
Philippines	39.4	154	5.860
Kyrgyz	37.5	60	4.156
Tajikistan	35.1	10	5.705
Sri Lanka	40.7	74	3.744
Ghana	37.8	37	3.090
Nepal	37.5	34	3.719
Total	38.1	1543	5.630

Appended table 3:
Age at time of participation

Country	Mean	N	SD
Uzbekistan	28.6	61	3.84
Laos	30.0	156	3.40
Cambodia	28.4	184	3.71
Vietnam	28.0	217	2.54
Mongolia	29.9	129	3.65
Bangladesh	33.0	169	3.33
Myanmar	32.0	258	4.21
Philippines	31.8	154	4.62
Kyrgyz	30.7	60	3.21
Tajikistan	30.6	10	3.98
Sri Lanka	35.9	74	2.70
Ghana	33.9	37	2.64
Nepal	34.7	34	3.61
Total	30.8	1543	4.21

2 Preparation for the JICA JDS Program

Appended table 4:

Number of years since completing JDS Program(2019 - Completing year)

Country	Mean	N	SD
Uzbekistan	7.63	61	5.09
Laos	6.69	156	5.03
Cambodia	5.50	184	4.51
Vietnam	5.78	217	4.52
Mongolia	6.70	129	4.73
Bangladesh	5.47	169	4.55
Myanmar	4.82	258	4.31
Philippines	5.49	154	3.95
Kyrgyz	5.05	60	3.56
Tajikistan	2.64	10	2.27
Sri Lanka	3.05	74	1.94
Ghana	2.15	37	1.56
Nepal	.62	34	0.41
Total	5.39	1543	4.47

Appended table 5:

I applied for the JDS Program through the public recruitment process.

Country	Yes	No	Total
Uzbekistan	46	14	60
Laos	113	36	149
Cambodia	154	27	181
Vietnam	192	23	215
Mongolia	103	22	125
Bangladesh	123	39	162
Myanmar	124	122	246
Philippines	99	51	150
Kyrgyz	47	12	59
Tajikistan	4	6	10
Sri Lanka	59	14	73
Ghana	27	7	34
Nepal	25	6	31
Total	1116	379	1495

Appended table 6:

I applied for the JDS Program through endorsement from the work place to which I belonged when I applied.

Country	Yes	No	Total
Uzbekistan	36	21	57
Laos	131	19	150
Cambodia	107	68	175
Vietnam	156	52	208
Mongolia	85	40	125
Bangladesh	148	20	168
Myanmar	234	22	256
Philippines	141	10	151
Kyrgyz	52	4	56
Tajikistan	10	0	10
Sri Lanka	71	3	74
Ghana	34	2	36
Nepal	30	2	32
Total	1235	263	1498

Appended table 7:

I was interested in coming to Japan for its strong economy and high level of technology.

Country	Mean	N	SD
Uzbekistan	4.60	60	.867
Laos	4.59	156	.901
Cambodia	4.48	183	.824
Vietnam	4.61	216	.811
Mongolia	4.37	125	.980
Bangladesh	4.33	164	.998
Myanmar	4.42	257	.720
Philippines	4.56	153	.769
Kyrgyz	4.53	59	.953
Tajikistan	4.80	10	.422
Sri Lanka	4.51	74	.781
Ghana	4.54	35	.741
Nepal	4.38	32	.660
Total	4.49	1524	.844

Appended table 8:

The level of research in my field of specialization is high in Japan.

Country	Mean	N	SD
Uzbekistan	4.42	60	.766
Laos	4.24	156	.932
Cambodia	4.27	183	.705
Vietnam	4.21	216	.836
Mongolia	4.20	125	.933
Bangladesh	4.12	161	.854
Myanmar	4.22	258	.780
Philippines	4.21	152	.866
Kyrgyz	4.23	60	.998
Tajikistan	4.20	10	.919
Sri Lanka	4.30	74	.903
Ghana	4.57	35	.655
Nepal	3.79	33	.927
Total	4.23	1523	.845

Appended table 9:

I was interested in Japanese culture/ language/history.

Country	Mean	N	SD
Uzbekistan	4.64	59	.580
Laos	4.41	156	.894
Cambodia	4.31	183	.816
Vietnam	4.50	215	.785
Mongolia	4.07	125	.993
Bangladesh	4.48	166	.822
Myanmar	4.28	258	.749
Philippines	4.55	152	.726
Kyrgyz	4.40	60	1.045
Tajikistan	4.70	10	.483
Sri Lanka	4.53	74	.798
Ghana	4.28	36	.815
Nepal	4.41	32	.712
Total	4.40	1526	.825

Appended table 10:

I feel peace of mind as Japan is a country within Asia.

Country	Mean	N	SD
Uzbekistan	4.20	59	1.063
Laos	4.44	156	.931
Cambodia	4.40	182	.909
Vietnam	4.25	216	.935
Mongolia	4.02	123	1.112
Bangladesh	4.23	164	1.064
Myanmar	4.46	258	.799
Philippines	4.51	153	.779
Kyrgyz	3.81	57	1.156
Tajikistan	4.00	9	1.118
Sri Lanka	4.47	74	.982
Ghana	4.03	36	1.183
Nepal	4.52	31	.724
Total	4.32	1518	.960

Appended table 13:

I wanted to obtain a Master's degree.

Country	Mean	N	SD
Uzbekistan	4.61	61	.822
Laos	4.70	156	.838
Cambodia	4.63	181	.810
Vietnam	4.53	216	.824
Mongolia	4.51	124	.975
Bangladesh	4.17	165	1.097
Myanmar	4.61	258	.699
Philippines	4.75	153	.684
Kyrgyz	4.64	58	.788
Tajikistan	4.56	9	.726
Sri Lanka	4.34	74	1.024
Ghana	4.56	36	.735
Nepal	4.13	32	1.008
Total	4.54	1523	.864

Appended table 16:

Colleagues and/or friends also studied in Japan.

Country	Mean	N	SD
Uzbekistan	3.25	57	1.392
Laos	3.59	155	1.127
Cambodia	3.28	182	1.289
Vietnam	3.57	213	1.154
Mongolia	3.06	122	1.386
Bangladesh	3.93	164	1.119
Myanmar	3.46	258	1.279
Philippines	3.58	153	1.201
Kyrgyz	3.40	57	1.400
Tajikistan	3.33	9	1.871
Sri Lanka	3.35	74	1.287
Ghana	3.17	36	1.384
Nepal	3.00	32	1.164
Total	3.47	1512	1.264

Appended table 11:

I required new knowledge and skills in performing my job.

Country	Mean	N	SD
Uzbekistan	4.59	59	.561
Laos	4.65	156	.855
Cambodia	4.62	184	.707
Vietnam	4.51	216	.753
Mongolia	4.48	128	.956
Bangladesh	4.56	167	.804
Myanmar	4.67	258	.626
Philippines	4.64	152	.696
Kyrgyz	4.61	59	.743
Tajikistan	4.60	10	.516
Sri Lanka	4.68	74	.796
Ghana	4.86	36	.424
Nepal	4.26	34	.994
Total	4.60	1533	.755

Appended table 14:

I was interested in the contents of the JDS Program.

Country	Mean	N	SD
Uzbekistan	4.49	59	.728
Laos	4.50	156	.823
Cambodia	4.47	181	.734
Vietnam	4.47	215	.790
Mongolia	4.32	122	.884
Bangladesh	4.37	166	.890
Myanmar	4.40	257	.712
Philippines	4.66	153	.680
Kyrgyz	4.52	58	.843
Tajikistan	4.11	9	.782
Sri Lanka	4.49	74	.798
Ghana	4.61	36	.688
Nepal	4.12	33	.927
Total	4.45	1519	.789

Appended table 17:

My supervisor/organization advised me to participate in the JDS Program.

Country	Mean	N	SD
Uzbekistan	2.72	58	1.412
Laos	3.24	154	1.199
Cambodia	2.74	183	1.308
Vietnam	2.84	213	1.294
Mongolia	2.49	121	1.421
Bangladesh	3.04	160	1.307
Myanmar	3.39	254	1.258
Philippines	3.47	152	1.347
Kyrgyz	2.23	57	1.296
Tajikistan	2.44	9	1.667
Sri Lanka	3.00	74	1.293
Ghana	3.42	36	1.381
Nepal	2.81	32	1.401
Total	3.01	1503	1.349

Appended table 12:

For my future promotion.

Country	Mean	N	SD
Uzbekistan	4.53	60	.700
Laos	4.34	155	.989
Cambodia	4.21	183	.877
Vietnam	4.19	215	.887
Mongolia	4.43	124	.912
Bangladesh	3.35	161	1.237
Myanmar	3.76	258	1.011
Philippines	4.36	153	.871
Kyrgyz	4.41	59	1.002
Tajikistan	4.40	10	.966
Sri Lanka	4.00	74	1.073
Ghana	4.28	36	.815
Nepal	3.13	32	1.314
Total	4.08	1520	1.040

Appended table 15:

Full scholarship offered by the Japanese government.

Country	Mean	N	SD
Uzbekistan	4.68	59	.730
Laos	4.65	156	.856
Cambodia	4.69	182	.700
Vietnam	4.68	215	.751
Mongolia	4.68	125	.839
Bangladesh	4.74	168	.758
Myanmar	4.72	258	.631
Philippines	4.86	152	.569
Kyrgyz	4.50	58	.941
Tajikistan	4.50	10	1.080
Sri Lanka	4.51	74	.910
Ghana	4.81	36	.467
Nepal	4.39	31	1.054
Total	4.69	1524	.753

Appended table 18:

My supervisor and/or colleagues also joined the JDS Program.

Country	Mean	N	SD
Uzbekistan	2.72	58	1.576
Laos	3.26	154	1.272
Cambodia	2.68	181	1.361
Vietnam	2.92	215	1.414
Mongolia	2.61	122	1.545
Bangladesh	3.47	159	1.400
Myanmar	3.28	256	1.339
Philippines	3.13	152	1.436
Kyrgyz	2.82	56	1.550
Tajikistan	2.44	9	1.667
Sri Lanka	3.14	73	1.251
Ghana	2.91	34	1.311
Nepal	2.50	32	1.545
Total	3.03	1501	1.423

Appended table 19:

My organization/the government would have reserved my position in the same organization or similar organization after completing JDS Program.

Country	Mean	N	SD
Uzbekistan	3.51	59	1.569
Laos	3.43	155	1.304
Cambodia	3.44	182	1.518
Vietnam	3.53	216	1.367
Mongolia	3.34	123	1.546
Bangladesh	3.59	164	1.522
Myanmar	3.67	256	1.244
Philippines	3.65	153	1.295
Kyrgyz	3.81	58	1.444
Tajikistan	4.11	9	1.269
Sri Lanka	3.88	73	1.280
Ghana	4.03	35	1.224
Nepal	3.30	30	1.489
Total	3.57	1513	1.396

Appended table 20:

I collected information about universities when choosing the university I went on to.

Country	Mean	N	SD
Uzbekistan	3.88	59	1.353
Laos	4.03	155	1.035
Cambodia	3.78	183	1.198
Vietnam	4.21	213	.997
Mongolia	3.69	121	1.334
Bangladesh	4.15	162	1.095
Myanmar	3.73	258	1.042
Philippines	4.01	153	1.091
Kyrgyz	4.08	59	1.149
Tajikistan	3.44	9	1.130
Sri Lanka	4.11	74	1.165
Ghana	3.28	36	1.560
Nepal	4.15	33	1.064
Total	3.94	1515	1.146

Appended table 21:

Prior to your participation in the JDS program, did you get information about the JDS Program from any ex-participants in your country?

Country	Mean	N	SD
Uzbekistan	3.22	60	1.585
Laos	3.61	154	1.249
Cambodia	3.44	182	1.408
Vietnam	3.23	213	1.496
Mongolia	2.76	128	1.596
Bangladesh	3.86	166	1.321
Myanmar	3.41	254	1.306
Philippines	3.10	153	1.531
Kyrgyz	3.17	60	1.475
Tajikistan	3.60	10	1.265
Sri Lanka	3.38	74	1.431
Ghana	2.17	35	1.562
Nepal	1.88	34	1.297
Total	3.29	1523	1.469

Appended table 22:

Prior to your participation in the JDS Program, did you have options to apply for other scholarships?

Country	Yes, I had options, and I applied for the other programs.	Yes, I had options, but I did not apply for other programs.	No, I had not other options.	Total
Uzbekistan	16	37	8	61
Laos	37	78	41	156
Cambodia	47	110	27	184
Vietnam	101	91	24	216
Mongolia	27	69	32	128
Bangladesh	63	97	9	169
Myanmar	38	126	92	256
Philippines	26	92	36	154
Kyrgyz	12	35	12	59
Tajikistan	1	7	2	10
Sri Lanka	13	53	8	74
Ghana	4	22	10	36
Nepal	6	27	1	34
Total	391	844	302	1537

3 Contents and system of the JDS Program

Appended table 23:

The application and selection process was simple and clear.

Country	Mean	N	SD
Uzbekistan	4.64	61	.517
Laos	4.33	156	.904
Cambodia	4.41	184	.763
Vietnam	4.54	216	.746
Mongolia	4.71	127	.631
Bangladesh	4.25	169	1.022
Myanmar	4.27	257	.821
Philippines	4.28	154	.911
Kyrgyz	4.63	60	.688
Tajikistan	3.80	10	1.317
Sri Lanka	4.34	74	.880
Ghana	4.70	37	.463
Nepal	4.74	34	.618
Total	4.41	1539	.830

Appended table 24:

The pre-departure support was sufficient.

Country	Mean	N	SD
Uzbekistan	4.89	61	.412
Laos	4.33	156	.966
Cambodia	4.46	184	.753
Vietnam	4.75	217	.684
Mongolia	4.83	129	.588
Bangladesh	4.78	169	.520
Myanmar	4.69	257	.570
Philippines	4.66	154	.649
Kyrgyz	4.77	60	.533
Tajikistan	4.40	10	.699
Sri Lanka	4.63	73	.697
Ghana	4.78	37	.584
Nepal	4.50	34	.707
Total	4.66	1541	.683

Appended table 25:

The support by the executing agency (JICE /JDS) during my stay in Japan was excellent.

Country	Mean	N	SD
Uzbekistan	4.93	61	.309
Laos	4.67	156	.746
Cambodia	4.77	184	.507
Vietnam	4.77	217	.633
Mongolia	4.79	129	.595
Bangladesh	4.82	167	.518
Myanmar	4.73	257	.568
Philippines	4.92	154	.269
Kyrgyz	4.80	60	.659
Tajikistan	4.50	10	.972
Sri Lanka	4.70	74	.635
Ghana	4.84	37	.374
Nepal	4.68	34	.475
Total	4.78	1540	.567

Appended table 26:

The living environment in Japan was good.

Country	Mean	N	SD
Uzbekistan	4.92	61	.277
Laos	4.66	156	.714
Cambodia	4.76	184	.520
Vietnam	4.75	216	.619
Mongolia	4.65	129	.736
Bangladesh	4.89	169	.429
Myanmar	4.77	257	.498
Philippines	4.90	153	.340
Kyrgyz	4.78	60	.666
Tajikistan	4.50	10	.707
Sri Lanka	4.70	74	.677
Ghana	4.89	37	.315
Nepal	4.88	34	.327
Total	4.78	1540	.559

Appended table 27:

The course offered by the university was relevant to my research topic.

Country	Mean	N	SD
Uzbekistan	4.64	61	.684
Laos	4.42	156	.745
Cambodia	4.25	183	.772
Vietnam	4.41	216	.729
Mongolia	4.44	129	.838
Bangladesh	4.49	169	.725
Myanmar	4.43	255	.711
Philippines	4.69	154	.476
Kyrgyz	4.32	60	.892
Tajikistan	3.60	10	1.506
Sri Lanka	4.55	74	.813
Ghana	4.70	37	.618
Nepal	4.29	34	.799
Total	4.45	1538	.748

Appended table 28:

I had opportunities to get direct experiences such as site-visits, practical training, discussions and workshops.

Country	Mean	N	SD
Uzbekistan	4.51	61	.809
Laos	4.35	155	.888
Cambodia	4.39	183	.747
Vietnam	4.60	217	.770
Mongolia	4.53	129	.820
Bangladesh	4.53	167	.735
Myanmar	4.36	256	.779
Philippines	4.60	153	.691
Kyrgyz	4.35	60	1.005
Tajikistan	4.20	10	.789
Sri Lanka	4.39	74	.919
Ghana	4.47	36	1.000
Nepal	3.88	34	1.225
Total	4.45	1535	.820

Appended table 29:

I was satisfied with my university's support for foreign students.

Country	Mean	N	SD
Uzbekistan	4.70	61	.587
Laos	4.52	156	.758
Cambodia	4.45	184	.801
Vietnam	4.60	217	.701
Mongolia	4.59	129	.746
Bangladesh	4.76	168	.602
Myanmar	4.56	256	.654
Philippines	4.77	154	.469
Kyrgyz	4.77	60	.647
Tajikistan	3.90	10	1.370
Sri Lanka	4.49	73	.835
Ghana	4.73	37	.608
Nepal	4.47	34	.662
Total	4.60	1539	.699

Appended table 30:

The university offered many class subjects in English related to the field of my research.

Country	Mean	N	SD
Uzbekistan	4.59	61	.668
Laos	4.42	156	.779
Cambodia	4.33	183	.827
Vietnam	4.40	217	.788
Mongolia	4.44	128	.858
Bangladesh	4.50	169	.832
Myanmar	4.42	256	.788
Philippines	4.67	153	.594
Kyrgyz	4.35	60	.840
Tajikistan	3.80	10	.919
Sri Lanka	4.42	73	.848
Ghana	4.83	36	.507
Nepal	4.15	34	.958
Total	4.45	1536	.794

Appended table 31:

My supervisor guided my research with detailed comments.

Country	Mean	N	SD
Uzbekistan	4.69	61	.743
Laos	4.49	156	.823
Cambodia	4.58	184	.681
Vietnam	4.65	217	.775
Mongolia	4.64	129	.780
Bangladesh	4.71	167	.697
Myanmar	4.62	258	.685
Philippines	4.66	154	.607
Kyrgyz	4.63	60	.802
Tajikistan	4.70	10	.675
Sri Lanka	4.64	74	.769
Ghana	4.81	37	.397
Nepal	4.68	34	.684
Total	4.63	1541	.721

Appended table 32:

My supervisor understood the development issues in my country.

Country	Mean	N	SD
Uzbekistan	4.46	61	.886
Laos	4.33	156	.925
Cambodia	4.42	184	.743
Vietnam	4.48	217	.800
Mongolia	4.51	128	.860
Bangladesh	4.53	169	.831
Myanmar	4.53	258	.723
Philippines	4.56	154	.685
Kyrgyz	4.53	60	.853
Tajikistan	4.90	10	.316
Sri Lanka	4.59	74	.720
Ghana	4.65	37	.676
Nepal	4.71	34	.579
Total	4.50	1542	.787

Appended table 33:

My supervisor guided my research in English well.

Country	Mean	N	SD
Uzbekistan	4.74	61	.728
Laos	4.56	156	.772
Cambodia	4.58	183	.721
Vietnam	4.68	216	.744
Mongolia	4.67	128	.795
Bangladesh	4.73	168	.690
Myanmar	4.71	258	.574
Philippines	4.64	154	.614
Kyrgyz	4.75	60	.728
Tajikistan	4.90	10	.316
Sri Lanka	4.70	74	.716
Ghana	4.86	36	.351
Nepal	4.76	34	.654
Total	4.68	1538	.692

Appended table 34:

I often discussed my research topic with classmates.

Country	Mean	N	SD
Uzbekistan	4.08	61	.971
Laos	4.19	155	.823
Cambodia	4.01	184	.826
Vietnam	4.09	217	.776
Mongolia	4.08	129	.989
Bangladesh	4.36	168	.815
Myanmar	4.19	257	.761
Philippines	4.27	154	.759
Kyrgyz	4.25	60	.876
Tajikistan	4.10	10	1.101
Sri Lanka	4.16	74	.777
Ghana	4.54	37	.730
Nepal	4.18	34	.797
Total	4.18	1540	.826

Appended table 35:

I often discussed about my country and Japan with classmates.

Country	Mean	N	SD
Uzbekistan	4.27	60	.733
Laos	4.00	155	.845
Cambodia	3.90	182	.848
Vietnam	4.13	217	.812
Mongolia	4.02	128	.943
Bangladesh	4.60	167	.702
Myanmar	4.14	257	.708
Philippines	4.47	154	.649
Kyrgyz	4.27	60	.800
Tajikistan	4.50	10	.527
Sri Lanka	4.32	74	.829
Ghana	4.46	37	.650
Nepal	4.21	34	1.008
Total	4.20	1535	.813

Appended table 36:

It was easy for me to finish my studies during stay in Japan.

Country	Mean	N	SD
Uzbekistan	4.26	61	.854
Laos	3.46	155	.928
Cambodia	3.79	183	.967
Vietnam	3.95	216	.944
Mongolia	4.14	128	.928
Bangladesh	4.61	166	.744
Myanmar	3.91	257	.919
Philippines	4.27	154	.817
Kyrgyz	4.10	60	.933
Tajikistan	3.44	9	1.509
Sri Lanka	4.49	74	.848
Ghana	4.62	37	.594
Nepal	4.50	34	.862
Total	4.07	1534	.952

Appended table 37:

I was satisfied with the JDS Program as a whole.

Country	Mean	N	SD
Uzbekistan	4.89	61	.370
Laos	4.66	155	.725
Cambodia	4.77	183	.536
Vietnam	4.70	217	.712
Mongolia	4.82	129	.605
Bangladesh	4.80	167	.518
Myanmar	4.79	258	.492
Philippines	4.85	154	.358
Kyrgyz	4.87	60	.566
Tajikistan	4.40	10	1.075
Sri Lanka	4.77	73	.613
Ghana	4.81	37	.616
Nepal	4.76	34	.496
Total	4.78	1538	.576

4 Impact of the JDS program

Appended table 38:

I have become more aware of my country's development-related problems.

Country	Mean	N	SD
Uzbekistan	4.55	31	.624
Laos	4.45	95	.822
Cambodia	4.45	129	.586
Vietnam	4.48	145	.688
Mongolia	4.54	74	.762
Bangladesh	4.75	115	.475
Myanmar	4.51	186	.608
Philippines	4.74	104	.441
Kyrgyz	4.64	39	.668
Tajikistan	4.60	10	.516
Sri Lanka	4.61	74	.658
Ghana	4.76	37	.597
Nepal	4.82	34	.387
Total	4.57	1073	.632

Appended table 39:

I have improved my negotiation and discussion skills.

Country	Mean	N	SD
Uzbekistan	4.71	31	.461
Laos	4.41	95	.779
Cambodia	4.40	129	.565
Vietnam	4.37	145	.790
Mongolia	4.57	74	.704
Bangladesh	4.63	115	.553
Myanmar	4.49	186	.590
Philippines	4.54	104	.573
Kyrgyz	4.72	39	.605
Tajikistan	4.70	10	.483
Sri Lanka	4.65	74	.650
Ghana	4.68	37	.626
Nepal	4.59	34	.500
Total	4.52	1073	.645

Appended table 40:

I have enhanced my analytical abilities.

Country	Mean	N	SD
Uzbekistan	4.68	31	.475
Laos	4.52	95	.770
Cambodia	4.53	129	.531
Vietnam	4.55	145	.716
Mongolia	4.73	74	.604
Bangladesh	4.74	115	.497
Myanmar	4.53	186	.599
Philippines	4.74	104	.441
Kyrgyz	4.82	39	.556
Tajikistan	4.50	10	.850
Sri Lanka	4.78	74	.580
Ghana	4.86	37	.536
Nepal	4.65	34	.485
Total	4.64	1073	.602

Appended table 41:

I have improved my problem-solving skills.

Country	Mean	N	SD
Uzbekistan	4.74	31	.445
Laos	4.51	95	.742
Cambodia	4.42	129	.569
Vietnam	4.50	145	.756
Mongolia	4.58	74	.722
Bangladesh	4.69	114	.500
Myanmar	4.49	186	.608
Philippines	4.65	104	.478
Kyrgyz	4.64	39	.668
Tajikistan	4.40	10	.966
Sri Lanka	4.70	74	.613
Ghana	4.84	37	.442
Nepal	4.47	34	.563
Total	4.57	1072	.629

Appended table 42:

I have more confidence in my own abilities.

Country	Mean	N	SD
Uzbekistan	4.84	31	.374
Laos	4.58	95	.738
Cambodia	4.55	128	.559
Vietnam	4.53	143	.739
Mongolia	4.62	74	.696
Bangladesh	4.78	114	.416
Myanmar	4.68	186	.542
Philippines	4.73	104	.487
Kyrgyz	4.69	39	.614
Tajikistan	4.50	10	.527
Sri Lanka	4.84	74	.550
Ghana	4.84	37	.442
Nepal	4.76	34	.431
Total	4.67	1069	.589

Appended table 43:

I have enhanced my leadership abilities.

Country	Mean	N	SD
Uzbekistan	4.65	31	.486
Laos	4.46	95	.755
Cambodia	4.37	128	.600
Vietnam	4.18	145	.831
Mongolia	4.38	74	.806
Bangladesh	4.60	115	.589
Myanmar	4.43	185	.681
Philippines	4.56	104	.605
Kyrgyz	4.54	39	.682
Tajikistan	4.30	10	.949
Sri Lanka	4.66	74	.688
Ghana	4.78	37	.479
Nepal	4.53	34	.563
Total	4.46	1071	.697

Appended table 44:

I have improved my ability to communicate my own viewpoint clearly.

Country	Mean	N	SD
Uzbekistan	4.84	31	.374
Laos	4.51	95	.727
Cambodia	4.46	129	.559
Vietnam	4.48	145	.782
Mongolia	4.58	74	.740
Bangladesh	4.70	114	.514
Myanmar	4.54	185	.634
Philippines	4.69	103	.486
Kyrgyz	4.72	39	.605
Tajikistan	4.70	10	.675
Sri Lanka	4.69	74	.618
Ghana	4.86	37	.419
Nepal	4.59	34	.500
Total	4.59	1070	.630

Appended table 45:

In my master's studies, I sufficiently analyzed the current issues in my organization and sector.

Country	Mean	N	SD
Uzbekistan	4.39	31	.715
Laos	4.22	95	.788
Cambodia	4.18	128	.704
Vietnam	4.15	145	.811
Mongolia	4.34	73	.803
Bangladesh	4.37	115	.741
Myanmar	4.22	186	.657
Philippines	4.51	103	.684
Kyrgyz	4.15	39	.961
Tajikistan	4.40	10	.699
Sri Lanka	4.32	74	.778
Ghana	4.54	37	.767
Nepal	4.06	34	.919
Total	4.28	1070	.760

Appended table 46:

I think that my master's studies could contribute to practical and effective actions in my country.

Country	Mean	N	SD
Uzbekistan	4.52	31	.626
Laos	4.36	95	.798
Cambodia	4.36	129	.647
Vietnam	4.26	145	.773
Mongolia	4.50	74	.745
Bangladesh	4.64	115	.595
Myanmar	4.34	186	.720
Philippines	4.63	103	.542
Kyrgyz	4.44	39	.788
Tajikistan	4.60	10	.699
Sri Lanka	4.55	73	.708
Ghana	4.86	37	.347
Nepal	4.44	34	.613
Total	4.45	1071	.699

Appended table 47:

I achieved my initial objectives and goals through my participation in the JDS Program.

Country	Mean	N	SD
Uzbekistan	4.58	31	.564
Laos	4.43	95	.794
Cambodia	4.45	128	.626
Vietnam	4.49	144	.748
Mongolia	4.65	74	.711
Bangladesh	4.81	115	.417
Myanmar	4.49	184	.636
Philippines	4.56	103	.554
Kyrgyz	4.46	39	.682
Tajikistan	4.50	10	.707
Sri Lanka	4.61	74	.699
Ghana	4.73	37	.450
Nepal	4.53	34	.507
Total	4.55	1068	.648

Appended table 48:

I could expand my international network of experts through the JDS Program.

Country	Mean	N	SD
Uzbekistan	4.74	31	.514
Laos	4.25	95	.863
Cambodia	4.26	129	.734
Vietnam	4.44	145	.789
Mongolia	4.42	73	.744
Bangladesh	4.68	115	.570
Myanmar	4.39	185	.715
Philippines	4.63	103	.505
Kyrgyz	4.58	38	.722
Tajikistan	4.60	10	.699
Sri Lanka	4.54	74	.686
Ghana	4.81	36	.467
Nepal	4.68	34	.535
Total	4.48	1068	.709

Appended table 49:

How much of the JDS Program contents did you acquire as a whole?

Country	Mean	N	SD
Uzbekistan	84.71	31	11.77
Laos	86.04	94	8.29
Cambodia	81.75	123	9.28
Vietnam	83.91	142	9.57
Mongolia	87.88	69	10.99
Bangladesh	83.93	114	11.23
Myanmar	82.04	180	13.17
Philippines	88.73	97	9.67
Kyrgyz	84.16	37	14.67
Tajikistan	79.44	9	17.04
Sri Lanka	86.73	74	7.92
Ghana	87.58	36	10.86
Nepal	77.50	30	10.57
Total	84.38	1036	11.02

Appended table 50:

How much knowledge/skills acquired through the JDS Program are you currently utilizing in your work?

Country	Mean	N	SD
Uzbekistan	76.55	31	20.58
Laos	79.75	92	15.15
Cambodia	69.83	125	19.50
Vietnam	75.85	142	17.15
Mongolia	83.33	70	15.51
Bangladesh	63.54	113	23.15
Myanmar	75.91	179	19.81
Philippines	76.05	100	21.58
Kyrgyz	66.67	36	22.46
Tajikistan	74.50	10	18.02
Sri Lanka	76.53	74	17.39
Ghana	71.92	36	23.70
Nepal	54.50	30	20.73
Total	73.65	1038	20.33

Appended table 51:

Have you had the opportunity to report on life in Japan to your colleagues?

Country	Mean	N	SD
Uzbekistan	4.58	31	.620
Laos	4.17	95	.941
Cambodia	4.09	129	.833
Vietnam	4.12	145	.886
Mongolia	4.22	74	.955
Bangladesh	4.25	115	.897
Myanmar	3.99	184	.868
Philippines	4.29	103	.824
Kyrgyz	4.38	39	.847
Tajikistan	4.70	10	.675
	4.32	74	.760
Ghana	4.38	37	.861
Nepal	3.82	34	1.086
Total	4.18	1070	.880

Appended table 52:

Have you shared the contents of your research in your department/organization after returning to your country?

Country	Mean	N	SD
Uzbekistan	4.42	31	.672
Laos	4.19	95	.891
Cambodia	4.05	129	.904
Vietnam	4.26	145	.780
Mongolia	4.30	74	.961
Bangladesh	4.01	115	.922
Myanmar	4.26	185	.897
Philippines	4.16	104	.871
Kyrgyz	3.90	39	1.071
Tajikistan	4.60	10	.843
Sri Lanka	4.20	74	.876
Ghana	3.97	37	1.258
Nepal	3.44	34	1.260
Total	4.15	1072	.927

Which areas of knowledge and skills that you acquired in Japan do you think have contributed to your department, organization or country?

Appended table 53:

Introduction of Japanese discipline (hard work, punctuality, etc.) in your working place

Country	Mean	N	SD
Uzbekistan	4.55	31	.723
Laos	4.48	95	.823
Cambodia	4.59	129	.607
Vietnam	4.39	145	.868
Mongolia	4.38	74	.871
Bangladesh	4.70	115	.688
Myanmar	4.43	185	.640
Philippines	4.50	104	.668
Kyrgyz	4.41	39	.850
Tajikistan	4.50	10	.972
Sri Lanka	4.68	74	.622
Ghana	4.89	37	.315
Nepal	4.76	34	.431
Total	4.53	1072	.723

Appended table 54:

Working on your supervisor/ organization to develop/establish any policy/system after returning to your country

Country	Mean	N	SD
Uzbekistan	4.23	31	1.023
Laos	4.09	95	.800
Cambodia	3.81	129	.836
Vietnam	3.91	145	.971
Mongolia	4.01	73	.858
Bangladesh	4.20	114	.789
Myanmar	4.00	184	.849
Philippines	4.06	104	.774
Kyrgyz	3.84	38	1.053
Tajikistan	3.80	10	.919
Sri Lanka	4.12	73	.744
Ghana	3.97	37	1.013
Nepal	4.18	34	.521
Total	4.01	1067	.858

Appended table 55:

Projects that you proposed have been implemented in your organization

Country	Mean	N	SD
Uzbekistan	3.74	31	1.094
Laos	3.63	95	.968
Cambodia	3.39	129	.979
Vietnam	3.59	145	.983
Mongolia	3.72	74	1.129
Bangladesh	3.50	115	.949
Myanmar	3.68	185	.911
Philippines	3.63	104	.914
Kyrgyz	3.46	39	1.166
Tajikistan	3.80	10	1.033
Sri Lanka	3.64	74	1.041
Ghana	3.29	35	1.152
Nepal	3.29	34	.938
Total	3.57	1070	.992

Appended table 56:

Establishment or improvement of policies and systems by national and/or local government

Country	Mean	N	SD
Uzbekistan	3.68	31	.979
Laos	3.75	95	.875
Cambodia	3.45	128	.850
Vietnam	3.36	144	1.015
Mongolia	3.80	74	.965
Bangladesh	3.71	115	.896
Myanmar	3.43	184	.878
Philippines	3.66	104	.899
Kyrgyz	3.62	39	1.138
Tajikistan	3.60	10	.966
Sri Lanka	3.76	74	.934
Ghana	3.31	35	1.051
Nepal	3.41	34	1.019
Total	3.57	1067	.941

Appended table 57:

Establishment or Improvement of the mechanism/system and management of organizations

Country	Mean	N	SD
Uzbekistan	3.71	31	.973
Laos	3.79	95	.824
Cambodia	3.57	127	.887
Vietnam	3.45	143	.998
Mongolia	3.85	74	.917
Bangladesh	3.77	115	.892
Myanmar	3.59	185	.855
Philippines	3.90	104	.795
Kyrgyz	3.59	39	1.093
Tajikistan	3.50	10	.972
Sri Lanka	3.92	74	.888
Ghana	3.54	35	1.268
Nepal	3.68	34	.843
Total	3.68	1066	.919

Appended table 58:

Establishment or improvement of methods and techniques used at your work place

Country	Mean	N	SD
Uzbekistan	3.84	31	1.003
Laos	4.28	95	.710
Cambodia	3.84	129	.755
Vietnam	4.03	145	.931
Mongolia	4.03	74	.921
Bangladesh	4.09	114	.868
Myanmar	4.03	185	.814
Philippines	4.07	103	.808
Kyrgyz	3.74	39	1.141
Tajikistan	4.00	10	.943
Sri Lanka	4.14	74	.782
Ghana	3.80	35	1.079
Nepal	3.76	34	.890
Total	4.02	1068	.865

Appended table 59:

The mandate of the department/division to which I belong matches my expertise

Country	Mean	N	SD
Uzbekistan	4.06	31	.929
Laos	4.01	95	.928
Cambodia	3.95	129	.818
Vietnam	4.09	145	.824
Mongolia	4.15	74	.871
Bangladesh	4.06	115	1.011
Myanmar	4.03	185	.780
Philippines	4.26	103	.727
Kyrgyz	3.92	38	.969
Tajikistan	4.20	10	1.033
Sri Lanka	4.16	74	.937
Ghana	4.38	37	1.037
Nepal	3.79	33	.992
Total	4.07	1069	.877

Appended table 60:

My manager's understanding of my expertise

Country	Mean	N	SD
Uzbekistan	4.16	31	1.003
Laos	4.04	95	.824
Cambodia	3.99	128	.846
Vietnam	4.09	145	.881
Mongolia	4.07	74	1.038
Bangladesh	3.95	115	.897
Myanmar	4.03	185	.820
Philippines	4.06	103	.895
Kyrgyz	3.89	37	1.149
Tajikistan	4.10	10	1.101
Sri Lanka	4.04	74	.851
Ghana	4.28	36	1.003
Nepal	3.61	33	.827
Total	4.03	1066	.895

Appended table 61:

My continuous efforts/study after JDS

Country	Mean	N	SD
Uzbekistan	4.35	31	.798
Laos	4.42	95	.752
Cambodia	4.32	128	.627
Vietnam	4.45	145	.799
Mongolia	4.39	74	.808
Bangladesh	4.41	114	.829
Myanmar	4.31	185	.722
Philippines	4.24	103	.810
Kyrgyz	4.47	38	.762
Tajikistan	4.50	10	.850
Sri Lanka	4.30	74	.806
Ghana	4.62	37	.639
Nepal	4.38	34	.652
Total	4.37	1068	.758

5 Contact/communication with Japanese or Japanese organization During stay in Japan;

Appended table 62:

I networked with Japanese government officials.

Country	Yes	No	Total
Uzbekistan	14	17	31
Laos	53	42	95
Cambodia	58	71	129
Vietnam	79	66	145
Mongolia	37	37	74
Bangladesh	62	52	114
Myanmar	96	86	182
Philippines	50	53	103
Kyrgyz	17	22	39
Tajikistan	9	1	10
Sri Lanka	53	21	74
Ghana	27	10	37
Nepal	21	12	33
Total	576	490	1066

Appended table 63:

I networked with Japanese private enterprise staffs.

Country	Yes	No	Total
Uzbekistan	20	11	31
Laos	52	43	95
Cambodia	59	70	129
Vietnam	60	85	145
Mongolia	33	41	74
Bangladesh	60	54	114
Myanmar	99	83	182
Philippines	64	39	103
Kyrgyz	24	15	39
Tajikistan	5	5	10
Sri Lanka	50	24	74
Ghana	23	14	37
Nepal	16	17	33
Total	565	501	1066

Appended table 64:

I networked with my university/university professors

Country	Yes	No	Total
Uzbekistan	31	0	31
Laos	88	7	95
Cambodia	123	6	129
Vietnam	141	4	145
Mongolia	68	6	74
Bangladesh	113	2	115
Myanmar	178	6	184
Philippines	100	4	104
Kyrgyz	38	1	39
Tajikistan	10	0	10
Sri Lanka	72	2	74
Ghana	37	0	37
Nepal	33	1	34
Total	1032	39	1071

After completing the JDS Program;

Appended table 65:

I maintain contact with Japanese government officials.

Country	Mean	N	SD
Uzbekistan	2.19	31	1.302
Laos	2.34	94	1.151
Cambodia	1.83	128	1.066
Vietnam	1.81	145	1.009
Mongolia	1.89	73	1.185
Bangladesh	1.85	115	1.126
Myanmar	1.84	184	1.143
Philippines	1.61	102	.987
Kyrgyz	1.59	39	1.141
Tajikistan	2.60	10	1.776
Sri Lanka	2.05	73	1.153
Ghana	2.25	36	1.317
Nepal	1.79	34	1.038
Total	1.90	1064	1.133

Appended table 66:

I maintain contact with Japanese local government officials.

Country	Mean	N	SD
Uzbekistan	1.55	31	.925
Laos	1.99	94	1.042
Cambodia	1.53	128	.869
Vietnam	1.52	144	.819
Mongolia	1.66	73	1.070
Bangladesh	1.50	115	.912
Myanmar	1.61	183	.937
Philippines	1.45	102	.852
Kyrgyz	1.41	39	1.019
Tajikistan	2.56	9	1.424
Sri Lanka	1.60	73	.954
Ghana	1.69	36	1.167
Nepal	1.62	34	.888
Total	1.60	1061	.948

Appended table 67:

I maintain contact with Japanese private enterprise staffs.

Country	Mean	N	SD
Uzbekistan	2.29	31	1.131
Laos	2.19	94	1.129
Cambodia	1.79	127	1.051
Vietnam	1.77	145	1.091
Mongolia	2.01	73	1.230
Bangladesh	2.05	115	1.227
Myanmar	2.07	184	1.153
Philippines	1.95	103	1.106
Kyrgyz	2.00	38	1.294
Tajikistan	1.89	9	1.364
Sri Lanka	2.11	74	1.117
Ghana	2.39	36	1.379
Nepal	1.94	34	1.179
Total	2.00	1063	1.158

Appended table 68:

I maintain contact with Japanese NGO.

Country	Mean	N	SD
Uzbekistan	1.81	31	1.014
Laos	2.04	94	1.087
Cambodia	1.67	128	1.020
Vietnam	1.58	144	.964
Mongolia	1.66	74	1.037
Bangladesh	1.55	113	1.000
Myanmar	1.77	180	1.052
Philippines	1.74	103	1.048
Kyrgyz	1.54	39	1.189
Tajikistan	2.11	9	1.364
Sri Lanka	1.71	73	1.047
Ghana	1.83	35	1.248
Nepal	1.85	34	1.048
Total	1.72	1057	1.050

Appended table 69:

I maintain contact with my university /university's professors to ask advice about work-related matters.

Country	Mean	N	SD
Uzbekistan	3.19	31	1.223
Laos	3.03	94	1.213
Cambodia	3.16	128	1.260
Vietnam	3.42	145	1.018
Mongolia	3.08	73	1.382
Bangladesh	3.37	115	1.252
Myanmar	3.10	185	1.162
Philippines	2.65	104	1.130
Kyrgyz	2.97	39	1.203
Tajikistan	3.30	10	1.636
Sri Lanka	3.16	74	1.345
Ghana	3.36	36	1.417
Nepal	3.21	34	1.388
Total	3.15	1068	1.232

Appended table 70:

I maintain contact with Japanese friends to ask advice about work-related matters.

Country	Mean	N	SD
Uzbekistan	3.23	31	1.087
Laos	2.77	95	1.308
Cambodia	2.67	129	1.245
Vietnam	2.90	144	1.190
Mongolia	2.66	74	1.358
Bangladesh	2.44	113	1.309
Myanmar	2.49	184	1.228
Philippines	2.61	104	1.265
Kyrgyz	2.62	39	1.462
Tajikistan	3.40	10	1.430
Sri Lanka	2.74	74	1.335
Ghana	2.70	37	1.431
Nepal	2.56	34	1.418
Total	2.67	1068	1.288

Appended table 71:

I maintain contact with Japanese people to get advice or information to facilitate my job or further research.

Country	Mean	N	SD
Uzbekistan	2.77	31	1.383
Laos	2.33	95	1.162
Cambodia	2.44	129	1.231
Vietnam	2.58	145	1.256
Mongolia	2.38	74	1.362
Bangladesh	2.32	114	1.398
Myanmar	2.32	184	1.183
Philippines	2.20	103	1.216
Kyrgyz	2.26	39	1.464
Tajikistan	3.40	10	1.430
Sri Lanka	2.38	74	1.279
Ghana	2.83	36	1.521
Nepal	2.24	34	1.350
Total	2.40	1068	1.285

Appended table 72:

I maintain contact with Japanese people to get new information about Japan.

Country	Mean	N	SD
Uzbekistan	3.10	31	1.300
Laos	2.73	95	1.143
Cambodia	2.61	129	1.252
Vietnam	2.86	145	1.267
Mongolia	2.73	74	1.398
Bangladesh	2.76	114	1.422
Myanmar	2.52	184	1.155
Philippines	2.66	103	1.257
Kyrgyz	2.72	39	1.450
Tajikistan	3.70	10	1.703
Sri Lanka	3.04	74	1.232
Ghana	3.43	37	1.385
Nepal	2.62	34	1.457
Total	2.75	1069	1.295

Appended table 73:

I have participated in an activity that is intended to reinforce the cooperative relationship between my country and Japan.

Country	Mean	N	SD
Uzbekistan	4.16	31	.934
Laos	3.85	95	1.072
Cambodia	3.95	129	.979
Vietnam	4.14	145	.855
Mongolia	3.84	74	1.123
Bangladesh	4.04	115	1.158
Myanmar	3.66	186	1.100
Philippines	3.87	104	1.223
Kyrgyz	3.97	39	1.203
Tajikistan	4.20	10	.789
Sri Lanka	3.68	74	1.294
Ghana	3.95	37	1.332
Nepal	3.59	34	1.158
Total	3.89	1073	1.105

6 Have you changed your perception of Japan due to joining the JDS Program?

Appended table 74:

My trust in Japan and the Japanese people has increased.

Country	Mean	N	SD
Uzbekistan	4.87	31	.428
Laos	4.52	95	.810
Cambodia	4.74	129	.508
Vietnam	4.56	145	.744
Mongolia	4.70	74	.697
Bangladesh	4.90	115	.406
Myanmar	4.54	186	.625
Philippines	4.73	104	.507
Kyrgyz	4.69	39	.977
Tajikistan	4.70	10	.675
Sri Lanka	4.80	74	.596
Ghana	4.86	37	.347
Nepal	4.88	34	.327
Total	4.69	1073	.631

Appended table 75:

I have gained a deeper understanding of Japanese society and culture.

Country	Mean	N	SD
Uzbekistan	4.97	31	.180
Laos	4.48	95	.784
Cambodia	4.62	129	.518
Vietnam	4.61	145	.748
Mongolia	4.58	74	.759
Bangladesh	4.81	115	.395
Myanmar	4.48	186	.590
Philippines	4.85	104	.363
Kyrgyz	4.74	39	.751
Tajikistan	4.70	10	.483
Sri Lanka	4.61	74	.658
Ghana	4.86	37	.347
Nepal	4.74	34	.448
Total	4.65	1073	.610

Appended table 76:

My interest in working with Japanese people has increased.

Country	Mean	N	SD
Uzbekistan	4.90	31	.396
Laos	4.32	95	.970
Cambodia	4.53	129	.613
Vietnam	4.57	145	.780
Mongolia	4.65	74	.801
Bangladesh	4.86	115	.416
Myanmar	4.47	185	.660
Philippines	4.67	103	.567
Kyrgyz	4.62	39	.935
Tajikistan	4.60	10	.516
Sri Lanka	4.76	74	.592
Ghana	4.86	37	.419
Nepal	4.88	34	.327
Total	4.62	1071	.690

7 Relation with JICA/JDS participants after the JDS Program

What impression do you have of the alumni of JICA training/JDS participants?

Appended table 77:

Are you a member of the alumni organization of JICA/JDS participants?

Country	Yes	No	Total
Uzbekistan	31	0	31
Laos	82	13	95
Cambodia	118	11	129
Vietnam	132	12	144
Mongolia	57	15	72
Bangladesh	92	18	110
Myanmar	141	43	184
Philippines	102	2	104
Kyrgyz	34	5	39
Tajikistan	10	0	10
Sri Lanka	39	34	73
Ghana	31	6	37
Nepal	16	18	34
Total	885	177	1062

Appended table 78:

I look forward to the alumni event.

Country	Mean	N	SD
Uzbekistan	4.39	31	.803
Laos	4.00	93	.956
Cambodia	4.18	128	.855
Vietnam	4.25	144	.857
Mongolia	4.10	72	.754
Bangladesh	4.40	112	.885
Myanmar	4.07	177	.723
Philippines	4.08	104	.809
Kyrgyz	4.15	39	1.136
Tajikistan	4.10	10	.994
Sri Lanka	4.20	69	1.023
Ghana	4.43	37	.801
Nepal	4.53	30	.681
Total	4.19	1046	.861

Appended table 79:

I can exchange useful information with alumni members.

Country	Mean	N	SD
Uzbekistan	4.29	31	.864
Laos	3.96	93	.908
Cambodia	4.03	126	.876
Vietnam	4.25	144	.806
Mongolia	4.14	72	.861
Bangladesh	4.26	111	.951
Myanmar	4.01	177	.761
Philippines	4.17	103	.729
Kyrgyz	4.10	39	1.095
Tajikistan	4.40	10	.843
Sri Lanka	4.13	68	.960
Ghana	4.57	37	.728
Nepal	4.37	30	.765
Total	4.15	1041	.858

Appended table 80:

Events organized by the alumni are meaningful.

Country	Yes	No	Total
Uzbekistan	4.42	31	.958
Laos	4.15	93	.920
Cambodia	4.02	127	.886
Vietnam	4.13	144	.923
Mongolia	4.15	72	.867
Bangladesh	4.14	111	1.017
Myanmar	4.07	175	.785
Philippines	4.03	103	.798
Kyrgyz	4.05	39	1.075
Tajikistan	4.20	10	.919
Sri Lanka	3.97	68	1.036
Ghana	4.27	37	.962
Nepal	4.17	29	.805
Total	4.10	1039	.904

Appended table 81:

Being a member of the alumni is advantageous for me.

Country	Mean	N	SD
Uzbekistan	4.35	31	1.082
Laos	4.12	93	.883
Cambodia	4.09	127	.938
Vietnam	4.10	143	.925
Mongolia	4.03	72	.949
Bangladesh	4.26	111	.970
Myanmar	3.99	176	.811
Philippines	4.13	103	.763
Kyrgyz	3.97	39	1.112
Tajikistan	4.60	10	.699
Sri Lanka	4.16	67	1.039
Ghana	4.41	37	.927
Nepal	4.10	29	.939
Total	4.12	1038	.917

How are you currently involved with the alumni of ex-participants of the JDS Program?

Appended table 82:

I attend the regular meetings of the alumni.

Country	Mean	N	SD
Uzbekistan	2.88	58	1.186
Laos	2.53	153	1.064
Cambodia	2.72	181	1.151
Vietnam	2.83	216	1.104
Mongolia	2.84	128	1.319
Bangladesh	2.93	165	1.375
Myanmar	2.30	251	1.078
Philippines	2.20	151	1.172
Kyrgyz	2.63	59	1.258
Tajikistan	3.40	10	1.075
Sri Lanka	2.03	67	1.302
Ghana	1.89	35	1.078
Nepal	2.39	28	1.499
Total	2.58	1502	1.220

Appended table 83:

I participate in events that introduce Japanese culture.

Country	Mean	N	SD
Uzbekistan	2.80	59	1.171
Laos	2.79	153	1.004
Cambodia	2.86	181	1.079
Vietnam	2.87	216	1.127
Mongolia	2.72	127	1.253
Bangladesh	3.02	163	1.333
Myanmar	2.27	250	1.081
Philippines	2.36	151	1.229
Kyrgyz	2.75	59	1.268
Tajikistan	3.60	10	1.350
Sri Lanka	2.28	67	1.346
Ghana	2.80	35	1.346
Nepal	2.56	27	1.340
Total	2.68	1498	1.204

Appended table 84:

I exchange information on Japan with other alumni members.

Country	Mean	N	SD
Uzbekistan	3.09	58	1.218
Laos	2.95	153	1.056
Cambodia	3.04	181	1.142
Vietnam	3.26	216	1.073
Mongolia	2.88	126	1.262
Bangladesh	3.34	164	1.358
Myanmar	2.58	250	1.150
Philippines	2.99	151	1.249
Kyrgyz	3.17	59	1.367
Tajikistan	4.30	10	.823
Sri Lanka	2.41	66	1.301
Ghana	2.89	36	1.260
Nepal	2.67	27	1.387
Total	2.98	1497	1.227

After completing the JDS Program, do you continue to have any connection with JICA's activities?

Appended table 85:

I exchange knowledge and skills obtained in Japan with other alumni members.

Country	Mean	N	SD
Uzbekistan	3.04	57	1.210
Laos	2.99	153	1.013
Cambodia	3.09	180	1.154
Vietnam	3.23	216	1.065
Mongolia	2.87	127	1.224
Bangladesh	3.37	163	1.301
Myanmar	2.67	249	1.213
Philippines	2.99	150	1.240
Kyrgyz	3.15	59	1.243
Tajikistan	4.30	10	.823
Sri Lanka	2.38	65	1.221
Ghana	3.05	37	1.246
Nepal	2.65	26	1.441
Total	3.00	1492	1.211

Appended table 86:

I propose activities applying knowledge and skills obtained in Japan.

Country	Mean	N	SD
Uzbekistan	2.71	58	1.311
Laos	2.63	153	1.111
Cambodia	2.64	181	1.206
Vietnam	2.69	213	1.269
Mongolia	2.75	127	1.397
Bangladesh	3.24	162	1.360
Myanmar	2.24	248	1.165
Philippines	2.27	150	1.269
Kyrgyz	2.78	58	1.325
Tajikistan	3.80	10	1.398
Sri Lanka	2.59	66	1.488
Ghana	2.50	36	1.320
Nepal	2.65	26	1.495
Total	2.63	1488	1.302

Appended table 87:

I work as a counterpart for JICA projects or for experts.

Country	Mean	N	SD
Uzbekistan	1.78	60	1.195
Laos	2.16	156	1.267
Cambodia	1.97	184	1.232
Vietnam	1.86	217	1.187
Mongolia	1.78	126	1.206
Bangladesh	1.85	165	1.323
Myanmar	1.90	253	1.298
Philippines	1.61	151	1.071
Kyrgyz	1.90	58	1.423
Tajikistan	2.33	9	1.500
Sri Lanka	1.51	70	.989
Ghana	1.68	37	1.226
Nepal	2.03	31	1.402
Total	1.86	1517	1.241

Appended table 88:

I work as a volunteer counterpart.

Country	Mean	N	SD
Uzbekistan	1.51	59	.796
Laos	1.63	155	1.038
Cambodia	1.55	184	.928
Vietnam	1.60	216	.988
Mongolia	1.61	126	1.073
Bangladesh	1.55	165	1.056
Myanmar	1.53	253	.974
Philippines	1.40	151	.834
Kyrgyz	1.55	58	1.079
Tajikistan	2.22	9	1.563
Sri Lanka	1.31	70	.843
Ghana	1.43	37	.987
Nepal	1.55	31	1.060
Total	1.54	1514	.982

Appended table 89:

I consult or contact the JICA office about projects.

Country	Mean	N	SD
Uzbekistan	2.05	59	1.195
Laos	2.03	156	1.150
Cambodia	1.79	184	1.103
Vietnam	1.73	215	1.070
Mongolia	1.86	125	1.266
Bangladesh	1.79	165	1.243
Myanmar	1.85	254	1.230
Philippines	1.59	150	.943
Kyrgyz	2.09	58	1.442
Tajikistan	2.38	8	1.768
Sri Lanka	1.61	69	1.018
Ghana	1.84	37	1.214
Nepal	1.87	31	1.310
Total	1.82	1511	1.171

Appended table 90:

I participate in events or training/seminar programs organized by JICA.

Country	Mean	N	SD
Uzbekistan	2.37	60	1.327
Laos	2.47	156	1.194
Cambodia	2.51	184	1.263
Vietnam	2.38	216	1.199
Mongolia	2.35	127	1.293
Bangladesh	2.25	165	1.413
Myanmar	2.58	253	1.250
Philippines	2.22	151	1.210
Kyrgyz	2.47	58	1.287
Tajikistan	2.90	10	1.524
Sri Lanka	2.38	71	1.387
Ghana	2.32	37	1.203
Nepal	2.71	31	1.575
Total	2.42	1519	1.278

9 Change in your position

Appended table 91:

Prior to your participation in the JDS Program, did your organization/ the government guarantee to reserve your position in the same organization or similar organization after completing the JDS Program?

Country	Yes	No	Total
Uzbekistan	42	18	60
Laos	98	58	156
Cambodia	144	39	183
Vietnam	168	49	217
Mongolia	98	31	129
Bangladesh	139	30	169
Myanmar	216	39	255
Philippines	134	20	154
Kyrgyz	56	4	60
Tajikistan	10	0	10
Sri Lanka	58	16	74
Ghana	35	2	37
Nepal	22	12	34
Total	1220	318	1538

Appended table 92:

Were you reinstated in your former position after completing the JDS Program?

Country	Yes	No	Total
Uzbekistan	44	16	60
Laos	102	54	156
Cambodia	140	42	182
Vietnam	173	44	217
Mongolia	83	46	129
Bangladesh	128	41	169
Myanmar	208	45	253
Philippines	138	16	154
Kyrgyz	49	10	59
Tajikistan	9	1	10
Sri Lanka	57	16	73
Ghana	33	4	37
Nepal	21	13	34
Total	1185	348	1533

Appended table 93:

After completing the JDS Program, the follow-up supported by my organization was sufficient.

Country	Mean	N	SD
Uzbekistan	3.63	60	1.438
Laos	3.85	156	1.042
Cambodia	3.58	183	1.164
Vietnam	3.86	216	1.158
Mongolia	3.39	129	1.405
Bangladesh	3.69	169	1.263
Myanmar	3.71	256	.942
Philippines	3.86	154	1.075
Kyrgyz	3.37	60	1.353
Tajikistan	4.30	10	.949
Sri Lanka	3.93	74	.956
Ghana	3.56	36	1.382
Nepal	3.12	34	1.066
Total	3.70	1537	1.167

Appended table 94:

I am currently assigned to a position involved in policy planning and institutional development related to the field of my research.

Country	Mean	N	SD
Uzbekistan	3.20	60	1.516
Laos	3.66	155	1.071
Cambodia	3.22	183	1.235
Vietnam	3.41	216	1.287
Mongolia	3.30	129	1.395
Bangladesh	3.53	169	1.309
Myanmar	3.42	256	1.103
Philippines	3.65	154	1.291
Kyrgyz	3.16	58	1.361
Tajikistan	4.00	10	.816
Sri Lanka	3.72	74	1.027
Ghana	3.57	37	1.444
Nepal	3.09	34	1.288
Total	3.44	1535	1.255

Comparison between Government officers and Others

Appended table 95:

How would you rate your changes in competencies after completing the JDS Program?

	Mean		N		SD	
	Government t	Others	Government t	Others	Government t	Others
I have become more aware of my country's development-related problems.	4.60	4.50	1021	521	.624	.683
I have improved my negotiation and discussion skills.	4.53	4.45	1021	520	.636	.689
I have enhanced my analytical abilities.	4.65	4.61	1020	521	.590	.623
I have improved my problem-solving skills.	4.57	4.54	1020	520	.621	.656
I have more confidence in my own abilities.	4.68	4.65	1018	519	.577	.603
I have enhanced my leadership abilities.	4.48	4.40	1019	520	.683	.727
I have improved my ability to communicate my own viewpoint clearly.	4.61	4.54	1019	520	.608	.658

Appended table 96:

How would you agree regarding the following points?

	Mean		N		SD	
	Government t	Others	Government t	Others	Government t	Others
In my master's studies, I sufficiently analyzed the current issues in my organization and sector.	4.27	4.14	1017	520	.743	.841
I think that my master's studies could contribute to practical and effective actions in my country.	4.45	4.36	1019	520	.680	.746
I achieved my initial objectives and goals through my participation in the JDS Program.	4.56	4.54	1016	520	.642	.655
I could expand my international network of experts through the JDS Program.	4.46	4.40	1016	520	.708	.748

Appended table 97:

Which areas of knowledge and skills that you acquired in Japan do you think have contributed to your department, organization or country?

	Mean		N		SD	
	Government t	Others	Government t	Others	Government t	Others
Introduction of Japanese discipline (hard work, punctuality, etc.) in your working place	4.55	4.47	1018	520	.683	.757
Working on your supervisor/organization to develop/establish any policy/system after returning to your country	4.02	3.98	1018	516	.849	.903
Projects that you proposed have been implemented in your organization	3.60	3.53	1017	518	.977	1.066
Establishment or improvement of policies and systems by national and/or local government	3.58	3.46	1015	518	.942	1.041
Establishment or Improvement of the mechanism/system and management of organizations	3.72	3.64	1014	519	.909	.971
Establishment or improvement of methods and techniques used at your work place	4.03	3.97	1017	518	.861	.920

Appended table 98:

Have you changed your perception of Japan due to joining the JDS Program?

	Mean		N		SD	
	Governmen t	Others	Governmen t	Others	Governmen t	Others
Feelings toward Japan	4.67	4.61	1020	519	.524	.587

Appended table 99:

What impressions do you have of the alumni of JICA training /JDS participants?

	Mean		N		SD	
	Governmen t	Others	Governmen t	Others	Governmen t	Others
I look forward to the alumni event.	4.19	4.08	995	509	.860	.893
I can exchange useful information with alumni members	4.13	4.03	993	506	.875	.919
Events organized by the alumni are meaningful.	4.12	3.98	989	508	.874	.945
Being a member of the alumni is advantageous for me.	4.12	3.94	988	508	.915	.992

