

昭和58年度帰国研修員巡回指導

帰国研修員巡回指導班  
(国家行政コース)  
報告書

昭和59年2月

国際協力事業団  
研修事業部

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帰国研修員巡回指導班  
(国家行政コース)  
報告書

昭和 59 年 2 月

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国際協力事業団  
研修事業部

|                    |     |
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| 国際協力事業団            |     |
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## は　じ　め　に

本件報告書は、国際協力事業団が実施している集団研修「国家行政コース」に参加した帰国研修員に対するフォローアップ事業の一環として帰国研修員の所属機関及び研修員派遣関係機関を訪問し、本件研修コースに関連した概要調査を行い、研修に対するニーズを把握するとともに、関連諸問題に対する指導を行うため、スーダン・エジプト及びトルコの3か国を対象として派遣した巡回指導班の調査を取りまとめた業務報告書である。

今回訪問した国における本件研修分野の実情・帰国研修員の活動状況及び研修に対する要望事項を通じて関係者各位の一層の御理解をいただき、今後の本件研修コース実施にあたり改善の一助としていただければ誠に幸いである。

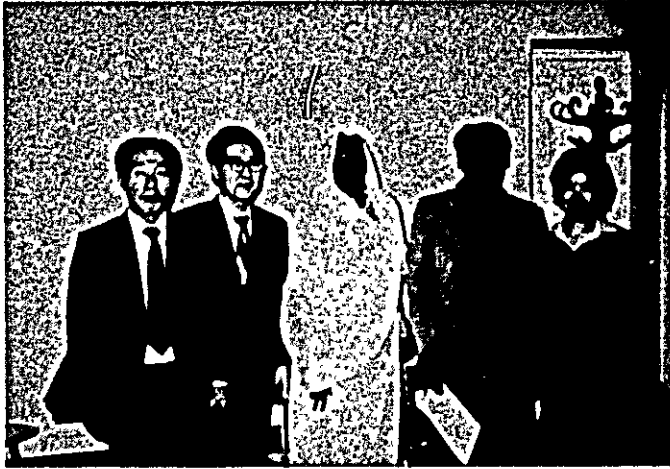
なお、今回の調査業務に当たり、多大の御支援御協力を賜った外務省及び在外公館関係者各位に対して心から御礼申し上げる次第である。

昭和59年2月

国際協力事業団

研修事業部長

スーダン



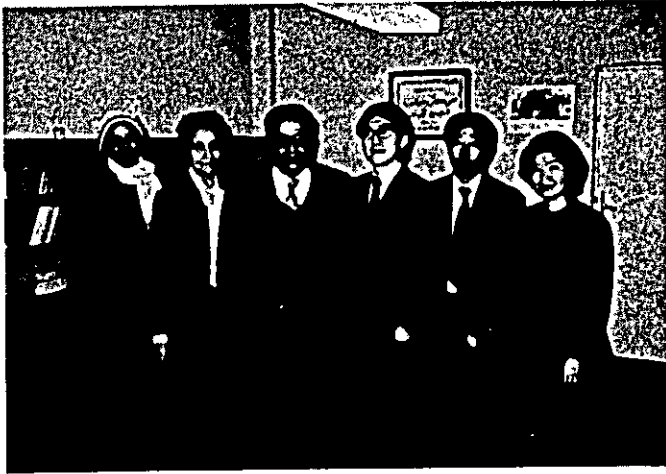
総理府 研修局  
(Training Department,  
Council of Ministers, Sudan) にて

スーダン行政科学院  
(Sudan Academy for Administrative Sciences)  
にて



スーダン国帰国研修員との  
懇談会 (China Gate Restaurant にて)

エジプト

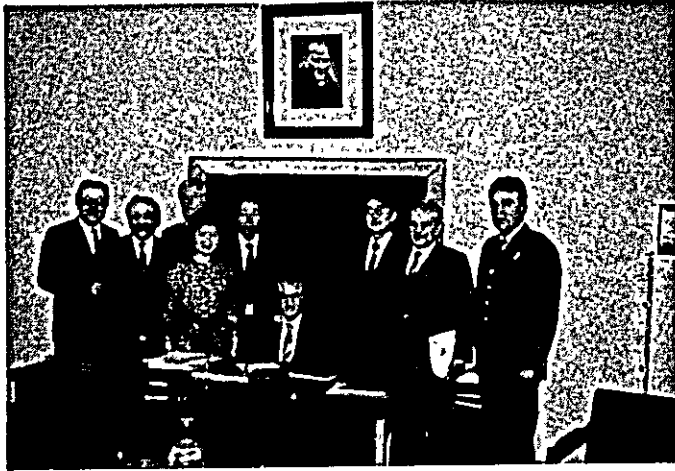


中央行政管理庁  
(Central Agency for Organization  
and Administration)にて帰国研修員と



懇談会 (Nile Hilton Hotelにて)

トルコ



トルコ内務省  
(Ministry of Interior, Turkey)にて  
内務次官 Mr. Galip Demirel  
(写真中央)

Dr. Yahya K. Zabunogluと共にアンカラ  
大学法学部前



懇談会 (China Town Restaurantにて)

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## I 巡回指導の概要

### 1. 研修コースの概要

このコースは、発展途上国に対する技術協力計画の一環として、参加国における行政上の進歩改善に寄与し、この分野での我が国と発展途上国との協力を促進することを主たる目的として、昭和43年に「アジア地域国家行政研修」の名称で発足し、以後毎年1回実施しており、本年度で16回を数える。

昭和45年度からは、中近東及びアフリカの諸国を加え、「国家行政研修コース」と改称し、昭和52年度からは、更に中南米諸国を対象に加えて、昭和58年度（第16回）までの研修参加国は29か国、受講者は延べ218人となっている。

なお、このコースについては、人事院が中心となって各省庁の協力を得つつ、研修指導機関として研修計画の立案及び実施に当たっている。

### 2. 巡回指導の目的

今般の巡回指導班の主たる派遣目的は、この研修コースに参加した帰国研修員の所属機関及び研修員派遣関係機関を訪問し、我が国で実施した本件研修コースに関する成果を測定し、また、現地での帰国研修員に対する技術的指導助言を行うとともに、本件研修分野における3か国の技術的な問題及びニーズを把握することにより、今後の研修員受入事業及びフォローアップ事業の向上改善に資することを目的とする。

### 3. 訪問国及び調査期間

スーダン・エジプト及びトルコ

昭和59年2月5日から同年2月24日まで（20日間）

### 4. 指導班の構成

人事院管理局職階課主任職務分類官兼公務員研修所教務部付

鈴木勝己（団長）

人事院公務員研修所指導教官

松本紀昭（団員）

国際協力事業団研修事業部研修第一課

上条三津代（団員）

5. 調査日程

| 日順 | 月日    | 曜日 | 調査日程                     | 宿泊地     | 調査内容   |
|----|-------|----|--------------------------|---------|--|
| 1  | 2月5日  | 日  | 東京→                      | 機中      | <出発>   |
| 2  | 2月6日  | 月  | フランクフルト                  | フランクフルト |  |
| 3  | 2月7日  | 火  | フランクフルト<br>→ハルツーム        | ハルツーム   | スーダン日本大使館表敬、総理府研修局 ( Office of the Minister of the Presidency for the Council Ministers' Affairs, Training Department ) 訪問 |
| 4  | 2月8日  | 水  |                          | ハルツーム   | 総理府研修局訪問   |
| 5  | 2月9日  | 木  |                          | ハルツーム   | スーダン行政科学院 ( Sudan Academy for Administrative Sciences ) 訪問、帰国研修員及び研修派遣関係者との懇談会   |
| 6  | 2月10日 | 金  |                          | ハルツーム   | 資料整理、レポート作成  |
| 7  | 2月11日 | 土  | ハルツーム<br>カイロ             | カイロ     | エジプト日本大使館表敬、JICAカイロ事務所打合せ  |
| 8  | 2月12日 | 日  |                          | カイロ     | 地方政府省 ( Ministry of Local Government ) 訪問  |
| 9  | 2月13日 | 月  |                          | カイロ     | 中央行政管理庁 ( Central Agency for Organization and Administration ) 訪問  |
| 10 | 2月14日 | 火  |                          | カイロ     | サダト経営科学アカデミー ( Sadat Academy for Management Sciences ) 訪問  |
| 11 | 2月15日 | 水  |                          | カイロ     | 資料整理・レポート作成、帰国研修員及び派遣関係者との懇談会  |
| 12 | 2月16日 | 木  | カイロ ( イスタンブール )<br>→アンカラ | アンカラ    |  |
| 13 | 2月17日 | 金  |                          | アンカラ    | トルコ日本大使館表敬・トルコ中東行政学院 ( Institute of Public Administration for Turkey and Middle East ) 訪問                                  |
| 14 | 2月18日 | 土  |                          | アンカラ    | } 資料整理・レポート作成  |
| 15 | 2月19日 | 日  |                          | アンカラ    |  |
| 16 | 2月20日 | 月  |                          | アンカラ    | アンカラ大学法学部訪問、帰国研修員及び研修派遣関係者との懇談会  |
| 17 | 2月21日 | 火  |                          | アンカラ    | 内務省 ( Ministry of Interior ) 訪問  |
| 18 | 2月22日 | 水  | アンカラ ( イスタンブール )<br>パリ   | パリ      |  |
| 19 | 2月23日 | 木  | パリ                       | 機中      |  |
| 20 | 2月24日 | 金  | 東京                       |         | <到着>   |

## Ⅱ 調査結果

### 1. 訪問国における関係諸機関の業務

巡回指導班は、スーダン、エジプト、トルコの3か国で、帰国研修員の所属機関及び研修員派遣関係機関のうち主要なもの（以下「所属機関等」という。）を訪問し、上司、帰国研修員及び派遣研修員の関係者に面会し、国家行政コースに対する派遣国側の意見、要望等を聴取した。所属機関等のうち、研修業務について特徴あるものについては分説することとする。

#### (1) スーダン

スーダンにおける中央人事行政機関は、財務・国家経済省人事局（Ministry of Finance and National Economy, Civil Service Department）であるが、研修については、総理府研修局（Office of the Minister of the Presidency for the Council of Ministers' Affairs, Training Department）が所掌している。中央研修機関として、大統領直属のスーダン行政科学院（Sudan Academy for Administrative Sciences）が設置されている。

スーダン行政科学院

#### ① 沿革

近代国家建設をうたうスーダン社会主義連盟の中央委員会によって発せられた政策方針は、公務員のための初任者、現任者研修の強化とともに、スーダン及び近隣諸国における高級行政官の研修を行うマネジメント開発機関としての行政科学院の設立を強調していた。

大統領は、しばしば、アカデミーを設立し、総合的な行政改革のための計画に取り組まなければならないと強調していたが、スーダン行政科学院は、1980年代に次のような性格の機関として設立された。

- 行政経験を踏まえた研修を行い、実践的調査及びコンサルタント的援助により問題解決に寄与することのできる中央総合研修所
- 組織としての効果を高めるシステム上の変更を、多様な研修によって実現していく総合研修機関。その主要な機能の中には、次のものが含まれる。

＊種々のマネジメント分野におけるリーダー及び高級行政官のための研修

＊マネジメント開発を促進し、行政改革を助長するために必要とされる調査活動

＊マネジメント開発計画を実施する際に生じる特殊な問題とマネジメントの実効を阻害する多くの機関に生じた問題とを解決するのにふさわしい助言業務。この助言は、中央・地方政府のみならず地方の研修機関及び公共企業体に対してもなされる。

＊地方政府のニーズに応じて、地方の研修機関を設立し、研修計画を実行するのに必要な研修担当官のための研修

## ② 目 的

その目的は、政治的、経済的、科学技術的に行政環境の変化に適合するものでなければならないが、当面は、地方政府機構の導入に際して必要となる新しいマネジメントの開発を行うとともに、地方政府の研修を集中的に行うという政府の方針を実効あるものにするることである。

更に、マネジメント開発に際しては、生産・サービス部門において組織としての効率性・有効性が明らかとなるようにしなければならない。このニーズは、まず、アカデミー及び他の研修機関の研修、調査、コンサルタント活動の充実を要求する有能で意欲の高い人的資源が育成されなければならないことを意味する。

行政改革は、他のマネジメント開発の努力を成功させるうえで最も重大な手段として第1順位を占めるものである。この改革に基本的に要求されるものは、公務員制度を改革することである。

## ③ 活 動

スーダン行政科学院は、マネジメント開発のパイオニア的機関として、高いレベルにあり、国内研修の充実の必要性を強調する政府方針の表明後は、その能力、活動状況及びイメージによって他の機関のモデル的役割を演じている。

行政科学院は、この方針に即して、今や地方政府職員研修修了の称号を授与するとともに、他の分野においても類似の称号を授与しようと計画しているところである。

## (2) エ ジ プ ト

エジプトにおける中央人事行政機関は、中央行政管理庁（Central Agency for Organization and Administration）であり、中央研修機関としては、サダト経営科学アカデミー（Sadat Academy for Management Sciences）が設置されている。また、地方政府省（Ministry of Local Government）は、地方公務員を中心にして種々の研修活動を行っている。

中央行政管理庁

### ① 沿 革

中央人事行政機関としての役割は、1952年前は、財務省によって行われていたが、1952年に、公務員庁（Civil Service Agency）が公務員を管理するために設立された。1964年には、政府機関及び公共企業体の効率的運営を確保するのに資するため、中央行政管理庁に改編された。1977年には、国家の発展にとって経営管理の充実が重

要であるとの観点から、経営管理方針・計画の策定・調整について実効性を確保するため内部機構の改革を行った。

## ② 目 的

中央行政管理庁の目的は、人事行政の改善を図ること、任用上の公正・平等性を確保すること、中央省庁、地方政府及び公共企業体の職務遂行に際し効率性及び生産性を確保することである。

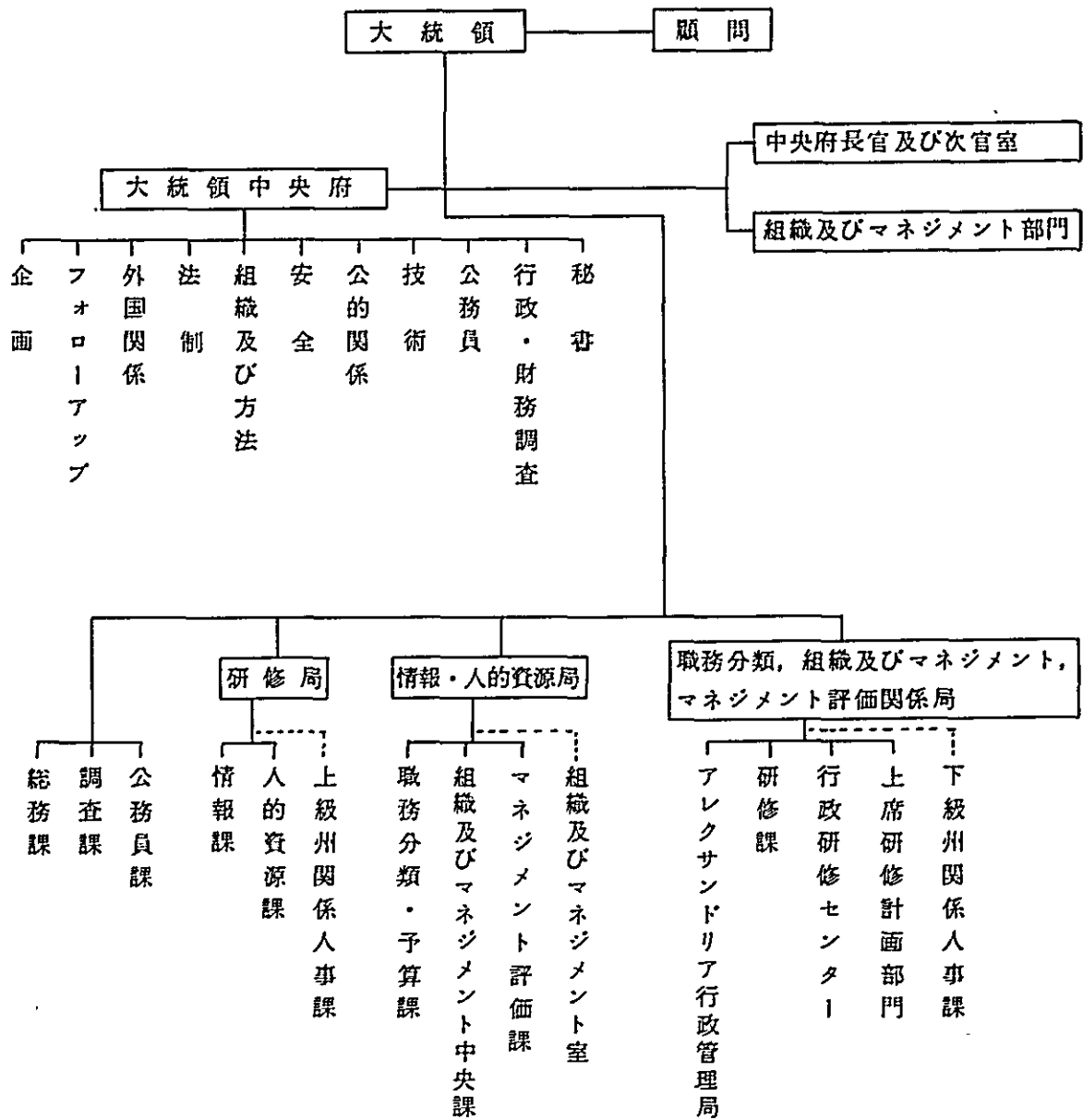
## ③ 責 任

次の諸点について責任を負っている。

- 行政改革計画の立案及びその実施の調整をすること。
- 人事行政、組織、仕事の進め方、仕事の簡素化の分野での指導上技術的な援助・便宜を提供すること。
- 職務分類システムを開発、運営すること。
- 研修計画を企画・推進・実施すること。
- 俸給・諸手当制度を提案すること。
- 各省庁の人事関係予算を見直すこと。
- 公務部門の人的資源計画を調整すること。
- マネジメントの実践が行われにくい分野を発見し、適切な行動がとられるようにするために行政機関におけるマネジメントの実効性を検討すること。

## ④ 組 織

中央行政管理庁の組織図は、次のとおりである。



サダト経営科学アカデミー

① 沿 革

サダト経営科学アカデミー（以下「サダトアカデミー」という。）は、マネジメント開発の分野における業務を遂行するために1981年2月に設立された。サダトアカデミーは、3つの異なる研修機関をその前身としている。1は、1954年設立の行政研修所、2は、1961年設立の国立上級マネジメント学院、3は、1967年設立の地方行政研

修所である。この3研修機関は、国立マネジメント開発学院に統合され、現在では、1981年に公布された大統領令第127号により、サダトアカデミーとなっている。この結果、サダトアカデミーは、エジプトアラブ共和国におけるマネジメント開発に責任を負う主要な政府機関となった。

## ② 目 的

サダトアカデミーは、独立的機関であり、首相に直結している。その直結している分野は次のとおりである。

(i) あらゆるレベルにおける職員の能力の開発；トップ・マネジメント，ミドル・マネジメント，第一線監督者訓練，地方機関職員マネジメント

その研修活動は、エジプト，他のアラブ諸国，アフリカ諸国の官民のすべての分野に及び、国家の経済・社会開発の枠組の範囲内において行われる。更に、計画及び実施細目の決定及びその実施フォローアップは、サダトアカデミーによって行われる。

(ii) マネジメント水準の向上に必要な分析的な考え方及び経営的な認識の充実・強化並びに実践・生産過程の改善

サダトアカデミーは、生産過程の改善を妨げるすべての障害を除去するためアドバイスをするに十分な資格・経験がある専門家を擁している。この専門家は、科学的な事実、系統だった調査及び実地研究に基づいて選ばれる。

(iii) 経営開発上の諸問題を処理する科学的調査の準備，促進及び開発

(iv) 経営開発の分野における特別研究の組織化。これらの研究に一致した特別の称号，大学院修了証書，名誉学位の授与

(v) 経営科学に関連するデータの文書化，記録化及び照合

他の国家，国際機関，外国の研修機関との経営開発の分野における便宜及び技術的援助の交換

(vi) 以上の目的を実現するサダトアカデミーとある意味で密接な関係のある補助機関の利用

## ③ 組 織

サダトアカデミーの委員会は、次の者により構成される。

- 総裁（委員会の会議を司会する。）
- 副総裁（2名）
- 研修センターの長及びアカデミーの支所長
- エジプトにおける大学の商学部長（2名）
- 経営開発に関係のある行政の専門家（2名）



- 国家計画学院 ( National Planning Institute ) の院長
- アカデミー卒業者会の長
- 中央行政管理庁からの代表者
- 地方政府省における次官補クラスである総務局からの代表者
- 国家評議会 ( Council of State ) からの代表者

アカデミーのスタッフは、少なくとも大学のスタッフに要求される資格を有していなければならない。それらの資格は、特別の分野において要求される困難をきわめる開発にふさわしいものでなければならないものとする。

アカデミーは、17名の専任教授、14名の助教授、12名の講師、38名の助手及び理学士の称号を優秀な成績で獲得し、理学修士及び博士号を取得しようとしている57名の部員からなる。

アカデミーでこれらのスタッフが担当している研究分野は、次の9系統である。

- |                   |      |
|-------------------|------|
| ○ 企業経営            | ○ 行政 |
| ○ 経済              | ○ 生産 |
| ○ 保険及び計量分析        | ○ 会計 |
| ○ 人間行動及び組織行動      |      |
| ○ コンピューター及び情報システム |      |
| ○ 言語              |      |

### (3) トルコ

昨年11月の総選挙による軍事政権の民政移管以降、大規模な行政改革、経済発展計画の過程にあるため、行政機構は流動的であるが、中央人事行政機関として、国家人事庁 ( State Personnel Agency ) があり、トルコ・中東行政学院 ( Institute of Public Administration for Turkey and Middle East ) が、官民を問わず、マネジメント開発を中心に中央行政機関として設けられている。また、内務省 ( Ministry of Interior ) は、地方公務員を中心に種々の研修活動を行っている。

#### トルコ・中東行政学院

トルコ・中東行政学院は、各省庁が行っている専門的研修とは別に、トルコにおける国づくりにとって緊急課題となっているマネジメント手法の導入・定着を促進する観点から設立された総合的な中央行政機関である。

## 2. 国家行政コースに対する意見・要望

帰国研修員のコースに対する要望、コースの改善点、効果等を調査するため、3か国への訪

間に先立ち、関係機関及び帰国研修員に質問書（参考資料 2，3）を送付し、これを回収するとともに、現地で上司を含め面談を行った。その結果は、次のように整理できる。

(1) 全般的評価

全般に良いコースであるとする見解が圧倒的に多かった。今後は、帰国研修員の中から、毎回、数名の者（例えば、受講上優秀と認められる者）を再度、日本に招請し、日本経済の進展、社会環境の変遷が受講当時に比較してどのような状態であるのか、また、そうした諸条件が行政分野にどのような影響を与えているのか改めて研究する機会を提供する再研修の制度化を強く要望していた。

(2) 最も有益だった研修技法

日本の実情を把握できる調査見学、各省の行政執行・企画立案上の問題点、課題等を研究できる各省配属を有益だったとする意見が多かった。また各国の行政運営上の問題点、課題等について意見を交換できる演習を多くしてほしいという要望も強かった。

(3) 最も有益だった科目

全般に、有効適切なカリキュラム編成であるとする意見が多かったが、公務員制度論、人事管理論、中央政府と地方政府との関係、人口問題・社会発展論が特に有益だったとする意見があった。これは、研修員の所掌業務に密接な関連のあるテーマ・科目に関心が集まる傾向があると理解してよいであろう。

(4) 実施方法

研修期間については、おおむね、現行の3か月程度が適当であるとしていたが、日本の複雑かつ先進的状况を、より広範に、より掘り下げて研究するためには、もっと長期間にするべきであるという意見も強かった。

研修開始時期については、おおむね、現行の秋季を適当であるとしていたが、4月又は夏をあげる意見もかなりあった。

参加者については、その数は現行の12，3名を適当であるとしていたが、参加者枠の拡大の観点から15名以上の多数を要望する意見がかなり多かった。なお、研修成果確保の観点から参加者層を現行以上に限定する方向で検討していく案に対してどのように考えるかと質問したところ、例えば、局長クラスの上級管理者、40歳台の中堅層に限定すべきであるとして賛意を示す意見が帰国研修員の中には強かったが、所属機関等においては派遣予定要員の選考上、この案では支障があるとする意見がほとんどであった点が注目される。

(5) 強化すべき研修分野

おおむね現行の日本の行政一般を研究できるカリキュラム編成を是としているが、基本的テーマを追求するコースにしたほうが参加者にとっても理解しやすくなるであろうとの指摘

が強かった。また、環境行政のあり方、OR、研修業務・施設のあり方、地方政府との関係等を重視してはどうかという意見もあった。

(6) 研修のフォローアップ

研修成果が持続的に確保されるように、新情報提供のため文献、オーディオビジュアルによる資料の送付を強く要望した。また(1)で触れたように、再研修の実施の必要性を強調していた。

(7) 他の海外派遣研修との関係

① スーダン

スーダンにおける研修部局は、総理府研修局が窓口となっているが、財務・経済計画省 (Ministry of Finance and Economic Planning) も派遣者の決定等について関与している。

イギリス、エジプト、湾岸諸国への海外派遣研修がかなり行われているが、本コースはアジアの先進国行政を研究するコースとして高い評価を示していた。ただ、スーダンの全般的な経済水準・技術水準からみると、同国では、韓国、中国を模範国とした形で指導している傾向がうかがわれ、日本のレベルは高すぎるという受けとめ方であった。また、スーダン行政科学院においては、近年、推薦依頼がなく、指導班の業務説明に多大の関心を示していた。

他の海外派遣者の中には、より有利な職を求めて外国へ転出していくケースが多く、研修担当者として頭が痛いところであると説明していた。

② エジプト

中央行政管理庁が海外派遣の窓口であるが、このためか他の行政機関の参加者が少ないらしいがある。

類似コースでは、フランス(1年間)及びイタリア(2か月)への海外派遣コースがある。頭脳流出は、エジプトにもあり、現に帰国研修員1名がサウジアラビアに行っているとのことであった。

③ トルコ

各省の推薦をもとに外務省ベースで派遣者が決定されているようで、近年、推薦依頼そのものがないという不満がトルコ・中東行政学院の担当者から出された。

より高い生活水準を求めて民間、海外への転職するケースがあり、現に帰国研修員1名が民間へ転じていた。

このように、国家行政コースに対しては、各国ともアジアの先進国によるコースとして高い評価を与えているのであるが、各国の参加者枠の制約から、近時、研修員の所属機関が固

定化する傾向を指摘された。この点で、今回の巡回指導を通じて感じた人材養成への熱意・能力とも充分と認められる中央行政研修機関、大学の教官層の参加をある程度日本側で確保して参加させることができるならば、研修員の帰国後、本コースから得られた経験・知識が各国の中央研修機関等から研修・教育を通じて波及的に伝播していく成果が期待できるように思われた。

### Ⅲ 今後の対応及び総括

#### 1. 今後の対応

帰国研修員及びその上司等関係機関との面談、質問書への回答等により、国家行政コースに対して種々の要望が提出されたが、日本側研修担当者として、今後の計画策定に関し参考とすべき点が幾つかあった。

##### (1) 研修基本テーマの明示

研修期間が3か月という相当長期間であるため、コースの基本テーマを明示して研修のねらいを明確に理解できるようにすべきであるという意見があったが、どのようなテーマにすべきかについてかなりのばらつきがあったところから、全面的にカリキュラムに編成を変更することに対しては研修員の抵抗が予想される。したがって、当面する行政課題の追求といっても、特定のテーマ（例えば、行政改革問題）を一部重点的に取り上げるなどしてカリキュラム編成を行い、何が今日本において問題になっているかを総合的に検討していく機会を与えたほうがより効果的であると思われる。

##### (2) 演習の重視

参加者は、各国の政府部内において責任ある地位を占め、中央政府のトップマネジメント層又は上級行政官の候補者とみなされている者であり、諸外国の行政の実情について討議し合う時間を増やしてほしいという要望が強いので、各国の行政の企画・立案又は執行上における問題点について解決策を研究すること、(1)で指摘したような特定のテーマについて集中的に検討すること等によって演習の比重を増やす必要がある。

##### (3) 各省配属の充実

日本の行政の実情を具体的に知ることのできる各省配属については、各省から一般的説明を受けるだけのことが多いが、より詳細なデータ、質疑応答を期待するという要望が強い。各省に、より理解と協力を求める必要があるが、研修員にも、何故、そのテーマについて研究してみたいのか等、問題意識の明確化を徹底し得るように努力すべき余地がある。

##### (4) 研修指導態勢の強化

非常に実現が難しい要望であるが、研修全般について、特に演習を中心にして、大きい方向づけを与えてくれるチューターを配属してほしいという要望が強かった。すべての質疑に的確に回答できるためには、行政全般にわたり広汎な知識を有し、かつ、行政の動向について深い洞察力を持っていることが要求されるであろうが、研修成果の観点からこの要望には早急に対応する必要がある。

## 2. 巡回指導について

### (1) 巡回指導の情況

今回の巡回指導の訪問国における帰国研修員等との接触状況を下表に示す。

|      | 帰国<br>研修員数 | 面接した<br>研修員数 | 質問表<br>回答数 |
|------|------------|--------------|------------|
| スーダン | 13         | 5            | 0          |
| エジプト | 16         | 5            | 9          |
| トルコ  | 8          | 2            | 2          |

巡回指導に当たっては、帰国研修員との面接、帰国後の動向調査が大きな比重を占めている。各国とも、アジアの先進国たる日本の動向に多大の関心を持っているところから、巡回指導の充実、再研修の実施等検討を要する問題が多い。

### (2) セミナー

今回の巡回指導の一環として、現地セミナーにおいて視聴覚教材（カラーライド等）を利用しての日本における公務研修の現状と課題について紹介を行った。内容は、公務部門の研修活動において、幹部養成研修の充実、公務員意識の涵養のための倫理研修の導入・強化等が重要になってきていることを説明するものであったが、いずれ各国においてもこれらの事柄について検討することになるであろうとの評価を得た。特に、定型的な会議式研修による倫理観の高揚について深い関心を示していた。（参考資料4）

## 3. 総 括

今回、スーダン、エジプト、トルコを訪問し、帰国研修員及び所属機関等を訪問し、3か国における行政の現況の一端を知る機会を得たが、各国とも教育・研修の重要性を認識し、国家発展について高い識見と豊かな展望を持った優秀な行政官ぞろいであり、こうした個別的な各国の努力を総合的・有機的にグレード・アップできる場として、国家行政コースを企画・運営していく必要があるという思いを新たにした。もとより、各国の行政は、自然環境、人為的な生産基盤等の社会条件、経済条件等によって左右されるものであり、我が国の行政のあり方がそのまま無条件に適用されるわけではない。3か国の帰国研修員は、このことについて充分承知していたが、日本の経済成長がいかにして可能となったかは、各国の最重要課題である国家経済の発展にとって、1つの解答例になっているということであり、本コースに対する関心は非常に高いものがある。

以上のような観点から、日本が真の意味で、アジア、中南米、中東諸国から模範国といわれるためには、各国行政の基幹となるマネジメント理論の理解、行政運営のあり方に対する研究の充実等早急に対応を迫られる課題が多いと思われる。最後に、今回、所属機関等を訪問するに際し、通信手段の不備、周辺事情に関する情報不足・欠如等の特殊要因から、一部、所属機関等との接触等において問題なしとしない面があったが、関係機関の努力によっておおむね所期の目的を達成できたことに対して改めて深く感謝する次第である。

## 参 考 資 料

### 1. 帰国研修員リスト

① ス ー ダ ン

② エ ジ プ ト

③ ト ル コ

### 2. 派遣関係機関への質問書（英文）

### 3. 帰国研修員への質問書（英文）

### 4. 日本における公務研修の現状と課題（英文）

### 5. 面会者リスト



1. 帰国研修員リスト

| List of Participants |   | National Government Administration 75-A0091 |  | Country Name   | SUDAN |
|----------------------|---|---|--|--|-------|
|                      | <u>Name</u>                                   | <u>Duration</u>                             | <u>Position</u>  | <u>Address</u>   |       |
| 1.                   | Mr. Ismat Mustafa                             | 71.01-71.3.14                               | Senior Inspector, Civil Service Dept. of Ministry of Treasury                  | 819/4-2, Omdurman, Sudan   |       |
| 2.                   | Mr. Salah Owhalla Beshair                     | 72.01.10-72.4.17                            | Inspector, Personnel, Ministry of Treasury                                     | Huzia Hotel, Khartoum, Sudan   |       |
| 3.                   | Mr. Asad Ismail Shelboun                      | 73.01.10.-73.4.30                           | Deputy Secretary General, Council of Ministers Sudan Government                | Khartoum, Sudan  |       |
| 4.                   | Mr. Khalid Hassan Zarroug                     | 74.01.14-74.4.21                            | Director, Institute of Public Administration                                   |  |       |
| 5.                   | Mr. Cieto Hassan Rial<br>(35.01.01)           | 76.01.12-76.4.18                            | Secretary General High Executive Council, Juba, Sudan                          | P.O. Box No. 17, Juba, Sudan   |       |
| 6.                   | Mr. Ali Musa Omer (39.04.25)                  | 77.05.05-77.07.27                           | Ministry of Public Service & Administrative Reform Management Service Director | Directorate of Organization on 4 Administrative Reform<br>C/O P.O. Box 808 Khartoum, Sudan |       |
| 7.                   | Mr. Ibrahim Ahmed El Tahir<br>(42.09.06)      | 78.09.07-78.11.27                           | Deputy Director of Resolution Dept., Council of Ministers General Secretariat  | Council of Ministers Secretariat,<br>Khartoum, Sudan                                       |       |
| 8.                   | Mr. Ibrahim Abdel Basit<br>(43.06.10)         | 79.09.06-79.11.30                           | Assistant Director for the Civil Service Department                            | P.O. Box 319, Civil Service Department<br>Khartoum, Sudan                                  |       |
| 9.                   | Mr. Bader Eldin Babiker Elfadil<br>(45.04.17) | 80.09.04-80.11.29                           | Council of Ministers Secretariat and Committees Dept. Deputy Head              | Council of Ministers, Khartoum, Sudan<br>P.O. Box 931                                      |       |

| <u>Name</u>                                       | <u>Duration</u>    | <u>Position</u>  | <u>Address</u>                      |
|---|--------------------|--|-------------------------------------|
| 10. Mr. Osimā Ahmed El Salehi<br>(38.01.01)       | 81.09.03--81.11.28 | Ministry of Public Service and Administrative Department of Pensions   | 2894, Abasia South, Omdurman, Sudan |
| 11. Mr. Mohamed Osman Shorbagi<br>(40.01.01)      | 81.09.03--81.11.28 | Ministry of Public Service Civil Service Department Deputy Director General  | P.O. Box 319 Khartoum, Sudan        |
| 12. Mr. Abdelrahman Abbas Elssa Elhilo (45.01.01) | 82.09.02--82.11.27 | The Secretariat of the Council of Ministers<br>The Ministerial Executive Office<br>The Director of the Ministerial | Omdurman Abbassia House No. 2815,   |
| 13. Mr. El Siddiq El Faki El Hassan               | 83.09.01--83.11.22 | Director,<br>The Presidential Decree Bureau,<br>The Council of Ministers, Headquarters                             | P.O. Box 931, Khartoum, Sudan       |

## List of Participants

National Government Administration 75-A0091

Country Name EGYPT

| <u>Name</u>                                       | <u>Duration</u>   | <u>Position</u>   | <u>Address</u>  |
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| 1. Mr. Mohamed Hassan Fathy                       | 72.01.08-72.01.21 | Director General of External Relations<br>Central Agency for Organization &<br>Administration                 | 27, Abd Ellatif El Mekabaty St.<br>Heliopolis, Cairo, Egypt                         |
| 2. Mr. Yehia Mostafa Ghannam                      | 73.01.10-73.04.30 | Director-General of Development Technical<br>Secretariat and Ministerial Committees Dept.<br>CAOA             | Aden Street No. 5 Madinet-el-Awkaf,<br>Mohandseen Post Office-Embaba-Giza,<br>Egypt |
| 3. Mr. Hussein Mohamed H. Amer                    | 74.01.14-74.04.21 | Organization and Management Expert,<br>General Secretariat of Local Government                                | 4, Karam Abdel Hado Street, Cairo,<br>Egypt   |
| 4. Mr. El Sayed Rafat Mohamed                     | 74.01.14-74.04.21 | Sub-Secretary General, El Wadi Gedid<br>Governorate Executive Council   | 3, Mohamed Zho El Fakar St., Manial,<br>(Apt., 12) Cairo, Egypt                     |
| 5. Mr. Mohamed Ezeidine<br>el Khodary             | 75.01.13-75.04.20 | Director General, Personnel Affairs, Central<br>Agency for Organization & Administration                      | 60 Kasr el Aini Street, Cairo, Egypt  |
| 6. Mr. Ibrahim Momtaz Mahmoud<br>Labib (26.01.09) | 76.01.12-76.04.18 | Director General of Legal Affairs and Local<br>Councils Dept., Min. of Local Adm.                             | Assiout Street No. 18, Heliopolis, Cairo,<br>Egypt                                  |
| 7. Ms. Helmi (32.11.26)                           | 77.05.05-77.07.27 | Central Agency for Organization and Admin-<br>istration<br>Organization & Method Department Division<br>Chief | 2 Dr. A. Abdel Khalek St. Heliopolis<br>Cairo, Egypt                                |
| 8. Mr. Mohamed Khairy Ali<br>Ahamed Ghonaimy      | 78.09.97-78.11.27 | Central Agency for Organization Administra-<br>tion<br>Central Department for Organization &<br>Work Study    | Egypt Cairo 5 Nagio Bassiony Street,<br>Heliopolis, Cairo, Egypt                    |

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| 9. Mr. Ahmed Sabri Mohamoud<br>Abdel-Rahman (41.01.15) | 79.09.06-79.11.30 | Institute of Management Development<br>Governmental<br>General Supervisor   | 8 Arafat Street Dokki Cairo, Egypt                       |
| 10. Mr. Rashad Ahmed Mohamed<br>Meshref (40.09.18)     | 80.09.04-80.11.29 | Central Agency for Organization and Admin-<br>istration<br>Department of Research<br>Organization Research            | 35 Omar Zafanst. Nasr City, Cairo,<br>Egypt              |
| 11. Mr. Yehia Sakr Ahmed<br>(38.06.14)                 | 81.09.03-81.11.28 | Central Agency for Organization and Admin-<br>istration<br>Planning and Follow up Department<br>Management Specialist | 50 Abotakia Street Shopra, Cairo,<br>Egypt               |
| 12. Mr. Mouftah  | 77.05-05-77.07.27 | Central Agency for Organization and Admin-<br>istration<br>Organization & Method Department Division<br>Chief         | 10B El Giza Street, Cairo, Egypt                         |
| 13. Ms. Ahlam Ahmed Helmy<br>(35.12.02)                | 80.09.04-80.11.29 | Central Agency for Organization and Admin-<br>istration<br>Organization & Work Methods Reseacher                      | 15 Sheik Ali Mahmud Street,<br>Heliopolice, Cairo, Egypt |
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| 15. Mr. Saad El Din Kotb Abbouda<br>(39.11.03)         | 83.09.01-83.11.25 | Manager of Personnel Guidance, Minia<br>Governorate, Personnel Guidance Office,<br>Ministry of Local Government       | Minia Governorate, Minia, Egypt                          |

| <u>Name</u>                               | <u>Duration</u>     | <u>Position</u>  | <u>Address</u>          |
|---|---------------------|--|-------------------------|
| 16. Mrs. Attlat Ali El-Assy<br>(40.02.05) | 83.09.01 - 83.11.25 | Training Specialist,<br>Central Agency for Organization and<br>Administration<br>Central Department of Research and Training | Nasr City, Cairo, Egypt |

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National Government Administration 75-A0091

Country Name TURKEY

| <u>Name</u>                                | <u>Duration</u>    | <u>Position</u>  | <u>Address</u>  |
|--|--------------------|--|---|
| 1. Mr. Istemiltan Talay                    | 74.01.14--74.02.21 | District Governor of Kaymakam,<br>Ministry of Interior   | Divitcioglu Cad. No. 4/13, Samsun,<br>Turkey                        |
| 2. Mr. Mustafa Tosun                       | 75.01.13--75.04.20 | Associate General Director,<br>Institute of Public Administration for<br>Turkey and the Middle East (TODAIE) | C/O Institute of Public, Administration<br>(TODAIE), Ankara, Turkey |
| 3. Mr. Mustafa Nilhat Gündüz               | 76.01.12--76.04.18 | Member of Teaching Staff, the Institute of<br>Public Adm. for Turkey and Middle East                         | Block A-5/20, Yıldızblocklar,<br>Yenimahalle, Ankara, Turkey        |
| 4. Mr. Aykut Polat (42.01.02)              | 78.09.07--78.11.27 | For Turkey and The Middle East Admin-<br>istrative Training Center Director                                  | Todaite Yucetepe 1 Nolu Cadde, Ankara,<br>Turkey                    |
| 5. Mr. Yahya Kazim Zabunoglu<br>(34.05.04) | 79.09.06--79.11.30 | The Faculty of Law Ankara University<br>Chair of Public Law<br>Associate Professor                           | Cankaya Karagoz Sokak Nu. 23/4<br>Ankara, Turkey                    |
| 6. Mr. Erol Tezcan (37.04.15)              | 80.09.04--80.11.29 | Ministry of Interior<br>Population Affairs<br>Asist. of General Director                                     | Yesiltepe Kooperatifi Blo K:4 No:4                                  |
| 7. Mr. Fikret Toksoz (39.05.07)            | 81.09.03--81.11.28 | Ministry of Interior<br>Adviser to the Minister  | 3 Cadde 72 2 Bahcelievler, Ankara,<br>Turkey                        |
| 8. Mr. Mustafa Demipel                     | 82.09.02--82.11.27 | Ministry of Interior<br>Provincial Government<br>District Governor   | Kaymakam Simav Kutahya, Turkey                                      |

2. 派遣関係への質問書

Name of ministry or agency:

Name of person filling in this questionnaire:

Present appointment:

Address & Telephone:

QUESTIONNAIRE ON PERSONNEL ADMINISTRATION

I. Central personnel agency

1. Is there any national personnel agency or organization in charge of the personnel administration of government officers?

a) No

b) Yes Name of agency:

2. Please state the basic personnel policy of your government.

3. Are the government officers transferred among the ministries or agencies?

a) No

b) Yes

4. In the personnel policy, what role does the training of government officers play?

5. What are the current important issues in the personnel administration of government officers?

II. Training system for senior officers who constitute the nucleus of administrative management

1. Please describe the general training and development system for such officers. (excluding the specialized training by individual ministries or agencies)
  
  
  
  
  
  
  
  
  
  
2. Are such officers given short-term or long-term training programme conducted at overseas institutions?
  - a) No
  - b) Yes      Please give details of such courses including name and duration of courses, country where the course is conducted, number of participants in each course and qualification of participants.  
(Use separate sheet of paper if necessary and attach to this questionnaire.)
  
  
  
  
  
  
  
  
  
  
3. Please outline briefly the training of such officers in the central government compared with that for similar officers in local government agencies?
  
  
  
  
  
  
  
  
  
  
4. How does your government evaluate the Group Training Course in National Government Administration conducted by JICA in connection with the system of training and development for such officers in your country?



5. How are training needs for such officers identified in general?

6. What is the evaluation of such training in general?

7. Is there any relation between training and the appointment or promotion of such officers, e.g. a promotion after attending a training course?

a) No

b) Yes

### III. General

1. Is there any relation between training and emoluments received?

a) No

b) Yes

2. Are there any laws or regulations concerning the training of government officers?

3. What is the budget allocated this year for the training of government officers in comparison to the total national budget?

What is the trend of this budget allocation in the last 10 years?

4. What is the number of personnel engaged in staff training activities in each ministry or agency and classify them by position or rank.

5. Is there any central institute of training and/or research for public administration?

a) No

b) Yes Name of institute: . . .

Main training courses and Number of

Participants in each course in brackets:

IV. Group Training Course in National Government Administration conducted by JICA

1. State the objects in order of priority for sending participants to this Course.

2. Evaluation of the Course

- 1) The training period is
- a) too long
  - b) too short
  - c) appropriate

If you have marked a) or b), what is the appropriate duration for the course. Please give your reasons.

- 2) Which month is considered the most desirable for the course to begin?
- 3) Of the following training methods, which do you think deserves more emphasis in the Course?
- a) lecture (lecture-forum)                      b) seminar  
c) observation and study tours                  d) on-the-spot-study  
e) others
- 4) The present number of participants (about 12 - 13) is:
- a) too many                      b) too few                      c) appropriate
- 5) To what extent is the training provided by the Course and the present work and/or position of the participant related?
- a) directly related  
b) indirectly related  
c) not related                  Why?
3. The main theme of the National Government Administration Course is "General Public Administration".
- Is it desirable to include specialized topics such as economic policy, environmental administration, health administration, operations research?
- If so, what topics?
4. Is it better to have only candidates who majored in the same or similar fields at university level?
- a) No  
b) Yes
5. Please explain how candidates are selected for the Course.

- 1) Recruiting activities
- 2) Are candidates selected by rotation among ministries?
- 3) Orientation for the Course
  - a) not carried out
  - b) carried out      How?
6. What is the importance placed on this Course in relation to other courses conducted by JICA, in the selection of participants.
7. Is there a meeting to evaluate the results of this?
  - a) Yes
  - b) No
8. What comments or suggestions are there from the participants who have completed the Course?
9. Are participants who have completed this Course entitled to special benefits?

10. How do superior officers feel about their subordinates who apply for this Course?
11. Do participants submit a report on the Course to their superior officers?
  - a) No
  - b) Yes
12. Do participants have enough advance information regarding the "on-the-spot-study" portion of the training programme before leaving for Japan?
  - a) No
  - b) Yes
13. Any other comments on this Course?

V. Others

1. Are participants being sent to similar training course sponsored by other countries?
  - a) No
  - b) Yes Please give details of such courses including name and duration of course, country where the course is conducted, number of participants in each course and qualification of participants.  
(Use separate sheet of paper if necessary and attach to this questionnaire.)
2. Of such courses, is there a particular consideration in selection of participants sending to Japan?
  - a) No
  - b) Yes What is it?
3. Are there any suggestions for the consideration of JICA's Follow Up Team.

3. 帰国研修員への質問書

To: The Ex-Participants of the National Government Administration Course

Japan International Cooperation Agency (JICA)  
and National Personnel Authority (NPA)

A Follow up Team is visiting you with the purposes to

- (1) see how you are getting along nowadays and ask you to what extent could the Course actually give impact on your activities, and
- (2) know your problems and needs in this field so as to seek ways to improve the Course and our Follow up Services, and also
- (3) hold a Discussion Meeting on your important problems after observing actual state of things relevant to the public administration.

Accordingly, we appreciate greatly your cooperation in answering the following questions. (Please write in block letters or typewrite)

I. General Questions

(1) Full Name: \_\_\_\_\_

(2) Home Address: \_\_\_\_\_  
\_\_\_\_\_

(3) Official Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone Number: \_\_\_\_\_

(4) Year of Participation: \_\_\_\_\_

- (5) Employment Record (since the time you attended the Course up to the present)

Duration of Service

Post, Division & Organization

From

To

- (6) Please show a chart of your organization and indicate your present position.

(7) Please describe your duties in the present post briefly.

(8) Have you attended any seminar or training course in your country or abroad, after attending this Course?

If yes, please answer the following items.

| <u>Duration of Course</u> | <u>Institutes/Place</u> | <u>Theme</u> |
|---------------------------|-------------------------|--------------|
|---------------------------|-------------------------|--------------|



II. Questions on the Course

(1) To what extent your expectations were fulfilled at the Course?

If your rate is low, please indicate the objectives that the Course should have.

(2) What was the most interesting programme to your present job?

Choose one among the following items and give the reason.

- (A) Lectures
- (B) Case studies
- (C) Discussions
- (D) Observation tours
- (E) On the spot study
- (F) Others:

Reason:

- (3) Please describe the case(s), if any, in which your experience in the Course has been especially useful for your work.

III. Improvement of the Course

- (1) Do you have any proposal or suggestion on the following items for the further improvement of the Course?

(A) Duration:

(B) Which Month:

(C) Number of Participants:

(D) Level of Participants (post, age, experience, etc.):

(E) Textbooks:

(F) Facilities:

(G) Others:

- (2) The main theme of the National Government Administration Course is "General Public Administration".

Is it desirable to include specialized topics such as economic policy, environment administration, health administration, operations research?

If so, what topics?

#### IV. After-care Service for the Ex-Participants

- (1) Do you want After-care Service for Ex-Participants of JICA?  
(e.g. dispatching experts, provision of written materials, etc.)

- (2) If you have any other requests to JICA, please describe them.

V. Others

(1) Do you have any reunion meeting of ex-participants?

1) No

2) Yes

(2) Are there any suggestions for the consideration of JICA's Follow Up Team?

4. 日本における公務研修の現状と課題

The Present Status of Personnel Training and Related Issues  
in Japan

Prepared by :

Toshiaki MATSUMOTO  
Associate Professor  
Institute of Public Administration  
National Personnel Authority  
Japanese Government

Preface

1. Training Activities in Personnel Administration
  2. An Overview of this Seminar
- I. Management Training System
1. Background
  2. Public Officials System
  3. Training and Development of Personnel
- II. Movement towards Revision of Personnel Training
1. Revision of "Administrative Training"
  2. Development of "Special Training in Public Administration for Branch Chiefs"
  3. Development of Training Leaders
    - (1) Development of Training Leaders for J.S.T.
    - (2) Training of Training Leaders for Courses to Improve Service to the Public
    - (3) Development of Training in Ethics for Public Servants (K.E.T.)

## Preface

### 1. Training Activities in Personnel Administration

Each ministry and agency tries to prepare a wide and deep range of career courses for each employee, tailored to the employee's qualification and ability, because this is an effective way of keeping the employee's morale high.

Training of personnel begins in various ways as soon as job allotment is done after the appointment. The transfer, reassignment, change of service area or advancement of personnel are usually conducted after about two years' service at one post, with a view to having the staff gain experience in different fields or localities, prevention of corruption, training or smooth promotion. Personnel are trained as proper staff of each ministry or agency which they belong to, through on- and off-the-job training.

### 2. An Overview of this Seminar

In this seminar, I will introduce the typical training courses in the Japanese Government's management training activities.

First, please let me introduce, the training activities conducted by the Institute of Public Administration of the National Personnel Authority. The three training courses ("Administrative Training" in a broad sense), which range from the Management Seminar for staff of the level of departmental division chief, the Administrative Training Course for staff of the level of assistant division chief, to the Administrative Training Course for staff of the level of departmental branch chief, are considered the most important and fundamental of all the management training courses.

Next, there are attempts towards a revision of personnel training to remove the deficiencies in the above-mentioned "Administrative Training". One is to draw up a new training course called "Special Training in Public Administration for Branch Chiefs" to train a corps of senior officials for the future. The other is to develop so-called "training leaders" to lead the trainees effectively in the training activities.

## I. Management Training System

As a member of the Follow Up Team, I have prepared this note in accordance with the desire to make an appraisal of the status of management training, with special reference to training and development programmes in support of senior government administrative personnel.

First of all, I think it is convenient for you to have a bird's-eye view of management training in the Japanese Government.

Generally speaking, management training conducted by Japanese government ministries and agencies in a year amounts to more than 500 in the number of courses and more than 22,000 in the number of participants in total, excluding the so called "On-the-Job Training" which is one of the two pillars of the staff training. As a rule, each ministry or agency (including the National Personnel Authority) conducts management training for the benefit of its own personnel, whereas the Authority, as the central personnel agency, conducts the training on a government-wide basis. The participants covered by these training courses are the first-line supervisors up to the division chiefs. As to the duration of the courses, it ranges from one to 10 weeks, including so-called "residential" training.

Some characteristics of this management training, so far as I perceive, are as follows:

- (1) The aim is to give or increase the management skills necessary for the officers to carry out their duties, and not professional or technical skills.
- (2) Successful completion of the course is not directly linked to promotion, special pay-increase or any other benefits.

(In some professional courses designated by the Authority, a fixed number of participants with good records are entitled to a special pay increase after attending the course.)

- (3) About two-thirds of the curriculum of one course is conducted by means of lectures, and the rest by seminar, group discussions, case studies, etc.
- (4) The J.S.T. (acronym for the Authority-developed supervisory training method) occupies a considerable part of management training in the Government.

### 1. Background

It is commonly said that the rapid development of Japan after World War II is mainly or mostly due to the superior capability of her bureaucrats, although they might not be considered as the sole motivating power.

Japan's higher economic growth of the 1960's brought about expansion of production and improvement of living standards, but it also gave rise to such problems as environmental pollution, traffic congestion and housing shortages.

These issues were duly recognized by the Japanese Government. The national priority is being shifted to more welfare-oriented development emphasizing the environmental aspects with moderate growth of the economy.

Today, Japan participates in the world community as a democratic state, its national policy being to further the well-being of the people and to foster the growth of a peaceful international community.

In this process of development, the role played by Japanese bureaucrats has been highly evaluated both at home and abroad. Accordingly, the training and development of government administrators has had a significant influence on national development.

## 2. Public Officials System

The National Personnel Authority, the central personnel agency of the Japanese Government, was established in 1947 in compliance with the National Public Service Law, the basic statute governing personnel administration of national public employees in the general service, with the purpose of assuring the people of democratic and efficient administration of public affairs by ensuring just and fair operations of personnel administration.

To achieve this purpose, the Authority, unlike other administrative agencies, is given a highly independent and neutral position under the jurisdiction of the Cabinet.

It is laid down that employment of personnel shall be made on the basis of the result of examination, the record of work performance or the evaluation of other demonstrated abilities, and that entrance examination shall especially be open to all citizens and be conducted in a most impartial manner.

In short, personnel administration involving such aspects as recruitment, placement, transfer and promotion may properly be said to be based on the merit principle. (See attached paper 1.)

## 3. Training and Development of Personnel

Training of personnel is designed to enhance their knowledge and skills, exalt ethics, and contribute to the effective execution of public affairs through planned and systematic educational activities.

Under the provisions of Article 71 and 75 of the National Public Service Law and NPA Rule 10-3 (Training of Personnel), in order to ensure proper administration of staff training, the Authority is responsible for overall planning, coordination of, and surveillance over, training programmes conducted by the ministries and agencies as well as for conducting some training courses itself.

The Authority made an over-all revision of Rule 10-3 (Training of Personnel), the rule concerning training for national employees of regular service on July 1, 1981. Ex-Rule 10-3, which was enacted in 1951, had been intact with the exception that the word "educational discipline" was



replaced by the word "training" at the time of partial revision of the National Public Service Law in 1965. Because the ideal training system has been drastically changing since 1965 against a background of social and economic transitions and changes in the theory of personnel management, the Authority revised Rule 10-3 this fiscal year to cope with these changes and to revise the system. (See attached paper 2, 3)

In May 1976, the Authority set up a new organization called the "Office of Training and Development" by way of integrating the Efficiency Division of its headquarters and part of the Research and Counselling Division of its Institute of Public Administration and expanding their functions for further development of training. The purpose of this reorganization is to consolidate the Authority's structure for policy-making and standard-setting functions with regard to the training of government employees.

Under the auspices of this Office there are held, from time to time, meetings of such bodies as "the Council of Directors of Training Institutes" and "the Council of Department Training Officers", where the participants are informed of the Authority's training policies and programmes. At the same time, they discuss the problems about their training programmes now under way and the training needs for the employees of the respective ministries and agencies, which are then taken up by the Authority for consideration.

The Office reports to, and seeks the opinions of, the Inter-ministry Personnel Management Conference on important matters related to training. In carrying out its tasks, the Office places emphasis, at present, on the following activities:

- (a) Establishment of an overall system for the training courses conducted by ministries and agencies.
- (b) Re-examination of whether the contents of training are geared to the effective achievement of the intended aims of each training programme.
- (c) Re-examination of methods for evaluating the effectiveness of training and the clarification of the organic relationships between training and other fields of personnel administration, such as employment, compensation, service discipline, working-hours, etc.
- (d) Review of the proposed establishment of uniform standards in the administration of staff training, including the relationship between training and job, between training and service discipline, and between training and working-hours, etc.
- (e) Securing adequate training facilities for common use in metropolitan and provincial areas, including drawing up a plan for the construction of the "Tokyo Training Centre for Government Employees".
- (f) Repletion and strengthening of the research-and-development aspects of training, including curriculum, methodology, training of instructors, publication of a training magazine, etc.

## II. Movement towards Revision of Personnel Training,

### 1. Revision of "Administrative Training"

There have been fundamental changes in Japanese society. Trends such as the aging of the population, an increase in the average level of education, a diversification of life styles, and an acceleration in the pace of social and economic changes make it increasingly important that systems of personnel management be both responsive and responsible.

It is especially important that policies be designed and implemented to ensure that the public service continues to function efficiently while fulfilling democratic principles. Therefore, with respect to the establishment of a stable, long-term personnel administration system, the Authority has already undertaken the necessary research and study, and on the basis of the change of social conditions and the demand for increased administrative efficiency, it intends to devote considerable efforts to a re-evaluation of the whole personnel administration system. In addition to the training system, it will re-evaluate the recruitment system, the appointment and promotion system, the pay system and so on.

As regards the training system, first, the Authority aims to develop administrative training for officers of the level of departmental assistant division chiefs in 1985 as the Authority considers that it is necessary to develop a corps of able administrators with abilities worthy of such senior administrative officers who can tackle and solve problems and assure the people of democratic and efficient administration of public affairs under the above-mentioned complex and difficult demands in future. Next, the Authority also intends to implement special training in public administration for all branch chiefs in 1985. In this way, it is hoped that the training needs of staff appointed through the Principal Junior and Intermediate Entrance Examinations will be efficiently satisfied.

### 2. Development of "Special Training in Public Administration for Branch Chiefs"

The Civil Service must respond to increasingly complex and difficult demands. Therefore, it is imperative that the skills and talents of its administrative personnel be developed. It is particularly important to develop the skills of staff initially appointed through the Principal Junior and Intermediate Entrance Examinations who comprise the majority of the civil service work force. In the opinion of the Authority, while the training needs of staff appointed through the Principal Senior Entrance Examination are being satisfactorily met, the training needs of staff appointed through the Principal Junior and Intermediate Entrance Examinations are not being fully met at present, although promising developments have been taking place in this regard.

The Authority, considering these circumstances, has conducted systematic training courses at its regional offices to develop the skills of such employees from the standpoint of making the most of talented staff and raising their morale. Further, it drew up a new system to develop a corps of senior officials for the future and conducted the Special Course on Administrative Training for Branch Chiefs as a pilot project in fiscal 1980.

This course will be regularly conducted in 1985 as I have mentioned in 1 above.

### 3. Development of Training Leaders

Most training courses are led by specially-trained officers, who are not participants themselves, but whose job is to "lead" the trainees in the training activities. Such officers are called "training leaders". Generally, it is agreed that training courses are most effective when led by able training leaders. Therefore it is important to appoint officers suitable for leading training courses. The Authority has designed three typical training courses for developing such "training leaders". These courses are conducted by the seminar method.

#### (1) Development of Training Leaders for J.S.T.

The J.S.T. (the Authority-developed supervisory training) is designed for field managers and supervisors in clerical work with the purposes of enabling them to acquire the basic principles of supervision and control of work and subordinates and of improving the efficiency of organization. This training course was developed by the Authority and is widely used in private enterprises as well as national and local governments (total number of trainees a year about 30,000). As ten years have passed since the second revision in 1971, the Authority revised in this fiscal year the contents of the J.S.T. to respond to various changes during the period. The revised course covers systems operations, development of new management skills, development of subordinates, and promotion of staff committees for organizational objectives.

#### (2) Training of Training Leaders for Courses to Improve Service to the Public

This training is conducted to develop training leaders for improving service to the public. That is, the purpose of such training is for government employees to acquire a fundamental knowledge and the techniques necessary for dealing with the public and to enable them to improve their attitude on duty. The constituent parts of the training are as follows:

1. What public servants should be like
2. Attitude in dealing with the public
3. Communication and words
4. Interview with the public
5. Telephone reception
6. Reception of documents

#### (3) Development of Training in Ethics for Public Servants (K.E.T.)

Recently, in response to the growing number of social and economic problems facing Japan, the general public has shown an increased concern with the ethical standards held by public servants. The Training Policy Council points out in its report that it is particularly important that staff occupying central positions in the administration have high ethical standards. The Authority has been conducting research on the methods of training from the viewpoint of raising the ethical standards of public

servants, setting up the "Council for the Study of Training in Ethics for Public Servants". This fiscal year, it developed the "Public Servants Ethics Training Course" (K.E.T.: Public Servants Ethics Training Course by the method of the Association of Training of Public Servants) in cooperation with the Association of Training of Public Servants which runs the training institutes in national and local governments.

Training Activities conducted by the Institute of Public Administration,  
National Personnel Authority

| Name of training course                                     | Level of trainee                                  | Average age of trainees | No. of trainees per course | No. of courses a year | Duration | Total No. of trainees a year | Remarks   |
|---|---|-------------------------|----------------------------|-----------------------|----------|------------------------------|---|
| Joint Introductory Course for New Appointees                | New recruit from college & university             | 22-23                   | 900                        | 1                     | 1 week   | 900                          |   |
| Administrative Training (1)                                 | First-line supervisor                             | 28-30                   | 100                        | 3                     | 10 weeks | 300                          | About half of the above-mentioned 900 trainees excluding research personnel (300) |
| Administrative Training (2)                                 | Assistant Division Chief                          | 36-37                   | 40                         | 4                     | 4 weeks  | 160                          | About half of those who complete Administrative Training (1)                      |
| Management Seminar  | Division Chief                                    | 44-45                   | 20                         | 4                     | 2 weeks  | 80                           | About half of those who complete Administrative Training (2)                      |
| -----   |   |                         |                            |                       |          |                              |   |
| Group Training Course on National Government Administration | senior government official from developing nation | 30-45                   | 14                         | 1                     | 14 weeks | 14                           | Conducted in English only   |

Note: All courses are "residential" courses.

Administrative Training (1), which was originally founded in October 1956, is of the level for first-line supervisors of the Administrative Service.

Administrative Training (2), which was originally founded in June 1965, is of the level for assistant division chiefs in the headquarters of the ministries or agencies.

**Curriculum for Departmental Branch Chiefs:**

| Area   | Subjects                             | A Sub-course |         | B Sub-course |         |
|--|--------------------------------------|--------------|---------|--------------|---------|
|  |                                      | Lecture      | Seminar | Lecture      | Seminar |
| Administrative Environment<br>A: 60 hours<br>B: 24 hours | International Relations              | * 15         |         | * 15         |         |
|  | Politics and Public Administration   | 3            |         |              |         |
|  | Public Administration and Citizens   | 3            | 3       |              |         |
|  | Economic Situation                   | 3            | 12      |              |         |
|  | Social Structure                     | * 3          |         | * 3          |         |
|  | Population Problems                  | * 3          |         | * 3          |         |
|  | Labor Situation                      | * 3          |         | * 3          |         |
|  | Mass Media and Public Administration | 3            | 3       |              |         |
|  | Science and Technology               | 6            |         |              |         |
| Administrative Process<br>A: 99 hours<br>B: 60 hours     | Public Policies                      | 15(*9)       |         | 12(*9)       |         |
|  | Study on Policies                    | 6            | 78(*36) | 3            | 45(*36) |
| Administrative Management<br>A: 27 hours<br>B: 30 hours  | Administrative Management            | * 3          |         | * 3          |         |
|  | Fiscal Management                    |              |         | 3            |         |
|  | Personnel Management                 | * 3          | * 9     | * 3          | * 9     |
|  | Civil Service System                 | * 3          | * 9     | * 3          | * 9     |
| Social Sciences<br>A: 9 hours<br>B: 81 hours             | Law                                  |              |         | 30           | 18      |
|  | Economics                            | 9            |         | 21           | 12      |
| Culture, etc.<br>A;B: 14 hours                           | On Japanese Culture                  | * 3          |         | * 3          |         |
|  | Health Control                       | * 3          |         | * 3          |         |
|  | Physical Training                    | * 8          |         | * 8          |         |
| Others<br>A: 41 hours<br>B: 41 hours                     | Field Survey                         | * <u>18</u>  |         | * <u>18</u>  |         |
|  | Individual Study                     | * 6          |         | * 6          |         |
|  | Miscellaneous                        | * <u>17</u>  |         | * <u>17</u>  |         |

Total 250 hours

- Note: 1. The figures with stars indicate joint classes for A and B.  
 2. The number of hours with underlines shows the hours excepting those for lectures and seminars.

**Curriculum for Departmental Assistant Section Chiefs:**

| <u>Area</u>                            | <u>Subjects</u>                      | <u>Lecture</u> | <u>Seminar</u> | <u>Others</u> |
|--|--------------------------------------|----------------|----------------|---------------|
| Administrative Environment<br>30 hours | International Relations              |                | 6              |               |
|  | Politics and Public Administration   |                | 3              |               |
|  | Economic Situation                   | 3              | 12             |               |
|  | Labor Situation                      |                | 3              |               |
|  | Mass Media and Public Administration |                | 3              |               |
| Administrative Process<br>42 hours     | Public Policy                        | 12             |                |               |
|  | Study on Policies                    |                | 30             |               |
| Public Administration<br>18 hours      | Public Administration                | 3              |                |               |
|  | Fiscal Management                    |                | 3              |               |
|  | Personnel Management                 | 3              | 9              |               |
| Culture, etc.<br>6 hours               | On Japanese Culture                  | 3              |                |               |
|  | Health Control                       | 3              |                |               |
| Others<br>15 hours                     | Individual Study                     |                |                | 6             |
|  | Miscellaneous                        |                |                | 9             |

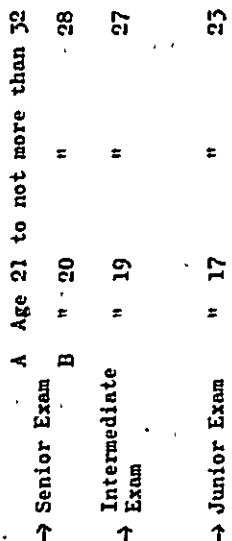
**Total: 111 hours**

Attached paper 1- Schooling System and Entrance Examination for Government Employees

Standard Schooling System

Entrance Examination

|        |  | (A)<br>No. of Applicants<br>(FY 1982) | (B)<br>No. of Successful Candidates<br>(A)/(B) |
|--------|--|---------------------------------------|--|
| Age 24 | Graduate Schools                                   | 36,856                                | 1,385  |
| 22     | Colleges and Universities                          | 5,646                                 | 95   |
| 21     | Junior Colleges                                    | 70,721                                | 5,665  |
| 20     | Upper Secondary Schools (Senior High)              | 153,510                               | 19,875   |
| 18     | Lower Secondary Schools (Junior High) (compulsory) |                                       |  |
| 15     | Elementary Schools (compulsory)                    |                                       |  |
| 12     | (Kindergartens)                                    |                                       |  |
| 6      |  |                                       |  |
| 3      |  |                                       |  |



- Note:
- No educational qualifications are required for all the examinations. However, the examination topics for the Senior, Intermediate and Junior Examinations are of similar difficulty to final year subjects at university, junior college and senior high school respectively.
  - There are altogether 14 different examinations, with the above three being representative ones.
  - Most applicants are students in their final school year. If they are successful in the examination, most of them are appointed to the various ministries in April of the following year just after their graduation in March. The so-called "lateral entry" is rare in Japan in the public as well as in the private sector.



Attached paper 2

Outline of Rule 10-3 (Training of Personnel)

1. The head of each ministry or agency shall investigate the needs of training for the staff under his jurisdiction, prepare training programmes based on the results of the investigation and conduct the training.
2. The contents of training shall be of such a nature as to impart such knowledge and skills closely related to the performance of the duties of the position the trainee occupies at present or is expected to assume in future.
3. The head of each ministry or agency shall do his utmost in having the supervisors conduct "on-the-job training" for their subordinates through day-to-day operations.
4. The head of each ministry or agency, when he deems it necessary, shall order staff to undergo full-time training.
5. The head of each ministry or agency may, when he deems it necessary, conduct training of staff by entrusting them to an extramural training institute, school, university, etc.
6. In order to contribute to the improvement of training programmes and of personnel management, including manpower utilization, the head of each ministry or agency shall prepare and maintain the records of major training courses.
7. In order to ensure that training is conducted in a proper manner, the Director General of NPA shall make investigations, call for reports and offer technical advice concerning the training courses held by the ministries and agencies.

The gist of this revision in 1981 is as follows:

- a) The purpose of training, which is to enable employees to acquire knowledge, skills, etc. required for their present or future positions in the performance of their duties and to improve their ability and quality, etc. necessary in the performance, was clarified.
- b) Clarification of the powers and role of the Authority with reference to training was made, i.e. the Authority has power to coordinate training programmes to be conducted by the ministries and agencies and can, if appropriate, conduct training under its own auspices.
- c) The Authority established the following standards for setting up lesson hours to fix necessary standards concerning implementation of training within working hours.

- (i) Training courses should be conducted during normal working hours and not exceed eight hours, unless it is necessary for effective implementation of training or other matters.
  - (ii) On a weekly basis, training time should not exceed normal working hours per week and not be less than three-fourths of such hours.
- d) To deal with the problem of administration of staff engaged in training, an officer engaged in training for a full day is considered to be engaged in regular work for a whole day, so long as he or she is not absent from lessons.

Attached paper 3

Summary of Training and Development of Government Employees  
in Fiscal Year 1981

1. The number of training courses conducted by all ministries and agencies was 8,158. This figure shows an increase of some 14.7 per cent as compared with the previous year.
2. The total number of trainees who attended these courses was 251,990, representing some 31.2 per cent of the total work force in the regular service of the National Government. The total number of trainees shows an increase of some 22.8 per cent as compared with the previous year.
3. There are 138 training centres (including regional centres) in the various ministries and agencies which are staffed by 2,999 full-time employees.
4. The amount of training expenditure (excluding staff salaries) was roughly ¥ 6.7 billion or some US \$ 26.8 million.
5. The items of the Training and Development (T & D) mentioned above were as follows (excluding those of less than 20 hours of the duration and of being 'extramural' training):
  - (1) There were 155 government-wide training courses which were participated in by 6,169 civil servants.
  - (2) Ministry T & D
    - 1) Training for newly appointed staff  
There were 792 courses in this category for 29,895 newly appointed staff.
    - 2) Supervisory T & D  
There were 464 courses for 20,826 supervisory staff.
    - 3) Managerial Training  
Training and development programmes for senior executives consisted of 7 courses for 139 executives.
    - 4) Other Ministry T & D  
The majority of the training activities might be said to fall into this category.  
This include not only technical training, but also miscellaneous programmes which do not come under any of the above categories.  
There were 2,671 courses involving 74,205 trainees.

(3) Training in Non-governmental Training Institutes

Rapid expansion was seen in this kind of training, where 2,856 trainees were sent to outside training institutes.

Memorandum of K.E.T. Method

Institute of Public Administration  
National Personnel Authority

In many countries, including Japan, it has become very important to ensure and maintain the fairness and impartiality of service to the public. The case of White House National Security Adviser, Richard V. Allen, and that of former US Environmental Protection Agency Director, Rital Lavelle, are well known. The fact that such of misconduct cases have occurred often prompts further examination of the matter. In Japan, the following training aid has been recently developed to make staff think about such matters.

Now let me introduce how the training leader leads the trainees, using Part 3 of the K.E.T. Method, in considering such a case.

The K.E.T. Method, designed for ordinary staff and relatively junior branch chiefs, is a discussion-style training course putting emphasis on the case study method requiring normally nine hours to complete.

The constituent parts of the training are as follows:

1. Way of Thinking about the Job
2. Features of Service to the Public and Character of Public Servants
3. Morality of Public Servants
4. Morale of Public Servants
5. Putting into Practice at Work

Part 3, 'Morality of Public Servants' consists of the following:

- (1) Fairness and Devotion to Work
- (2) Credibility of Service to the Public
  - a) Importance of 'Credibility'
  - b) Attitude in dealing with the Public
  - c) Fairness in Performance of Duties
  - d) Efficiency in carrying out duties
- (3) What is requested of Public Servants

Two and a half hours are normally required to complete the whole of Part 3. Here, we will look only how item 2(b) of Part 3 may be carried out in practice.

When considering item 2(b), "Attitude in dealing with the Public", the training leader distributes the relevant printout, 'KET 13-4', to the trainees. The trainees then discuss the theme. After their discussion, the leader will review the theme using the following set of slides. First, the synopsis of the printout, which was distributed and discussed, is shown. Next, one typical development arising out of the incident is given. Last, one solution is proposed.

#### Narration

Slide No. 2 ('Sl. 2') When a public servant from A ministry (let us call him Ohta) made a tour of inspection to the main production centre of X industry at public expense, his hotel expenses were paid for by one of the local companies in the industry. Incidentally, the industry receives a huge subsidy from the government.

'Sl. 3' In addition, he also received an expensive textile fabric present from that company.

'Sl. 4' As the case was reported in the newspapers, he was anxious to settle the problem with the company concerned and decided to pay back the hotel charges and the price of the present.

'Sl. 5' Well, let's now consider what happened after that incident.

'Sl. 6' The newspaper account of that incident causes a sensation in A ministry.

'Sl. 7' The ministry immediately calls up Ohta to find out what really happened.

'Sl. 8, 9' However, the ministry, judging from the following three facts, decides to defer disciplinary action against Ohta:

1. He had already called up the company and paid back the expenses and present.
2. He reflected upon what he had done.
3. The case was not linked to corruption involving the exercise of official authority.

'Sl. 10, 11' In the recreation room, Ohta's colleagues are playing Japanese chess. Ohta says to them, "I should have insisted on paying the hotel charges there and then!"

'Sl. 12, 13' Ohta looks back on the incident.

Ohta: "I could not help accepting the gift, as it was presented to me just before I got into the airplane. When I came home, I was surprised when I was told that the present was a very expensive one."

'Sl. 14' Colleague A: "We have to be very careful when we are entertained by business people. If we were a private company, perhaps Ohta's case would not have been a problem."

'Sl. 15' Colleague B: "I wonder how the newspaper reporter got hold of the news. Be that as it may, as this sort of case will occur again in future, we must be careful".

'Sl. 16' Colleague A: "That's right. It would be terrible to get into a situation like Ohta's".

'Sl. 17' Several days after the incident, an article about Ohta's case appears in the newspaper.

'Sl. 18' The article points out that, in such a case as Ohta's, the problem is not over simply by paying back the company. It says that, most likely,

Ohta's case was just the tip of the iceberg and there are many cases resembling his.

'Sl. 19' The article sends shock waves through the ministry, as its contents affected the credibility of the ministry.

'Sl. 20' The staff of other sections in the ministry start to demand that the section which Ohta works in should take responsibility for the matter.

'Sl. 21' There were even rumours saying that the Diet might debate the problem of government subsidies.

'Sl. 22, 23' Under the circumstances, the atmosphere in the ministry suddenly changes. Even those colleagues used to play mahjong with him somehow or other avoid him, Ohta becomes isolated.

'Sl. 24' Things looked worse for Ohta when it was said that the ministry would study the case once more and take some disciplinary action.

'Sl. 25' What sort of disciplinary action be taken? What will happen to Ohta?"

'Sl. 26' At home, Ohta does not talk about the incident at all.

'Sl. 27' The telephone rings.

'Sl. 28' The person who calls is Takano, who practised Japanese fencing together with Ohta in their university days.

Takano: "I heard the rumour. What is happening?"

'Sl. 30' Ohta: "The second meeting on the case takes place tomorrow. But since I make a mistake, nothing can be done."

Takano: "It sure is tough being a government officer."

'Sl. 31' Ohta: "Recently, at long last, I have come to understand how difficult the position of a public servant is."



'Sl. 32' Takano: "Does your wife know?"

Ohta: "No, although I think she suspects."

'Sl. 33' Ohta: "Sometimes, I feel a pain in my stomach."

'Sl. 34' Takano: "Wait here. I will change and then we can go for a drink and talk more about it."

'Sl. 35, 36' Ohta decides to tender his resignation the next morning.

'Sl. 37' He is determined to do so no matter how the disciplinary meeting turns out. If he does not resign, he feels he would cause problems for his colleagues and the ministry. He has to pay for damaging the credibility of the whole government service.

(Please imagine how such a case will end in your country.)

'Sl. 38' Now let us review what he learnt from this case study.

The following two points are important.

'Sl. 39' (1) It is not appropriate to say that the problem is solved merely by paying back the company. If one feels that the problem can be settled this way, one's ethics as a public servant should be questioned.

'Sl. 40' (2) The reason why most cases of corruption occur is that public servants forget the original meaning of "public service" attempt to make it part of their private conduct. Public servants must be serious in their attitude and work at all times.

In Japan, the training leader would end the case study like this.

## Case Study "Free Hotel Charge with Present"

A public servant from A ministry, in charge of guiding and supervising X industry which is supported by a huge amount of a government subsidy, made a tour of inspection to the main production centre of the industry at public expense. It was found out later that he had been treated to a dinner at a first-class hotel and given a present consisting of a textile fabric of high quality special to that region. His hotel charge had also been paid for.

The company which invited him explained that the treat was nothing but a show of appreciation to the officer from A ministry which always helped the company. However, the administration of subsidies was being re-examined at that time. Because of this, after coming back from the inspection tour, the officer, afraid he would get into trouble, hurriedly settled his hotel expenses and the cost of the present.

Concerning the hotel charge (usually, ¥12,000 per night including two meals), he explained, "I wanted to pay, but the hotel would not accept my payment. So, when I came back from the trip, I personally handed ¥5,000 to the company." Regarding textile fabric present, he continued, "I felt uneasy when I found the fabric of good quality. So I called the company, paid them for the present and got a receipt for it. In spite of my being a public officer, I was careless".

## Comment by the officer

"I was recently shifted to the present post and made an on-site inspection tour to observe the actual state of the industry .... The hotel would not let me pay for room charges. I also somehow or other accepted the present. I did what I should not have done and I regret it."

5. 面会者リスト

February 8 (Wed.)

Embassy of Japan

山 野 勝 由 大 使  
森 山 耕 二 参 事 官  
甘 利 二 等 書 記 官  
越 智 晶 英 三 等 書 記 官

Training Department, Council of Ministers'

*Dr. Mohamed Bushara, Deputy Director*  
*Mss Rashida Ibrahim Mohamed, Assistant Director*

February 9 (Tue.)

Sudan Academy for Administrative Sciences

*Dr. Hassan Abbasher El Tayeb, Director General*  
*Mr. Faroug Bushra Abdul Gadir, Head Department of Regional and Local Government*  
*Mr. Osman Elzubeir, Lecturer, Department of International Relations*  
*Mr. Omar A: Al Awad, Head of Internal Administration*  
*Mr. Ali A. Alhakim, Register*  
*Mr. Omar Elbasher, Lecturer, Department of Economics and Planning*

懇親会出席者 ( 2 月 9 日 )

China Gate Resturant

*Mr. Ismat Mustafa, Director, Civil Service Department, Ministry of Finance and Economic Planning*  
*Mr. Ibrahim Ahamed, Deputy Director, Islamic Bank of Western Sudan*  
*Mr. Osama Ahmed El Salahi, Director, Pensions Department, Ministry of Fiance and Economic Planning*  
*Mr. Elsidding Elfaki Elhassan, Director, Presidential Decrees, Council of Ministers'*

**Miss Rashida Ibrahim Mohamed, Assistant Director, Training Department, Council of Ministers'**

**Mr. Badr Eldin Babiker Elfadil, Assistant Director, Economic Department, Council of Ministers'**

越 智 晶 英

在スーダン日本大使館三等書記官

**February 11 (Sat.)**

**JICA Cairo Office**

小 泉 純 作 所長

松 浦 正 三 所員

**Mr. Mohamed Diaa El Din, Public Relations**

**Embassy of Japan, Cairo, Egypt**

中 井 二等書記官

**February 12 (Sun.)**

**Ministry of Local Government**

**Mr. Mohamed Ezzat Mohamed Aly, First Under-Secretary of State, Secretary General Secretariat for Local Government in Egypt  
Member of Shoura Assembly**

**Mr. Hussein Mohamed Hussein Amer, Director, Central Department of Organization Training, Research and Cultural Relations Sector**

**Mr. Ibrahim Moumtaz, Director General, Local Councils and Legal Affairs Sector**

**February 13 (Mon.)**

**Central Agency for Organization and Administration**

**Mrs. Bahiga Bagat Helmy, Director General, Foreign Relations Department**

**Mrs. Ahlam Ahmad Helmy, Director, Organization and Management**

**Dr. Hassan Tawfik, Chairman**

February 14 (Tue.)

**Sadat Academy for Management Sciences**

**Dr. Mohamed Yasseen, Dean of Consultant Centre**  
**Dr. Amr Ghanayem, Dean of Training Centre**  
**Mr. Mohamed Gamal Eldim Ali Ramadan, Director, Public Relations Department**  
**Mr. Ahmed Sabri, Organization and Management**

懇親会出席者 ( 2 月 1 4 日 )

**Mr. Mohamed Ezzat Mohamed Aly, First Under-Secretary of State, Secretary General  
of the General Secretariat for Local Government**  
**Mr. Hussein Mohamed Hussein Amer, Director, Central Department of Organization  
Training, Research and Cultural Relations  
Sector, Ministry of Local Government**  
**Dr. Hassan Tawfik, Chairman, Central Agency for Organization and Administration**  
**Mrs. Bahiga Bagat Helmy, Director, General, Foreign Relations Department, Central  
Agency for Organization and Administration**  
**Mrs. Ahlam Ahmad Helmy, Director, Organization and Management, Central Agency  
for Organization and Administration**

小 泉 純 作            J I C A 事務所長  
松 浦 正 三            J I C A 事務所員

February 17 (Fri.)

**Embassy of Japan, Ankara, Turkey**

杉 原 真 一 大 使  
池 田 拓 治 参事官  
安 沢 タカオ 二等書記官

**Mr. Barlas Gokova, Staff, Department of Commerce and Technical Cooperation**

**The Institute of Public Administration for Turkey and the Middle East**

**Dr. Kenan Sürgit, Acting Assistant Director General**

February 20 (Mon.)

Faculty of Law, Ankara University

Prof. Turgut Akintürk, Dean  
Associate Prof. Yahya Kazim Zabunglu, Chair of Public Law

懇親会出席者(2月20日)

Prof. Turgut Akintürk, Dean Faculty of Law, Ankara University  
Associate Prof. Yahya Kazim Zabounoglu, Chair of Public Law, Ankara University  
Mr. Erol Tezcan, Assistant of General Director, Population Affairs Department,  
Ministry of Interior

安 沢 タカオ 在トルコ日本大使館二等書記官

Mr. Barlas Gokova, Staff, Department of Commerce and Technical Cooperation,  
Embassy of Japan

February 21 (Tue.)

Ministry of Interior

Mr. Calip Demirel, Under Secretary  
Mr. Fahri Görgülü, General Director of Police Department  
Mr. Sevki Pazarci, Director (Former Governor), Public Administration and Education  
and Training Dept.  
Mr. Erol Tezcan, Assistant of General Director, Population Affairs Dept.  
Mr. Yusuf Aydin, Assistant General Director, Turkish National Police

