

FINAL REPORT
ON
PREPARATORY SURVEY
REGARDING
JAPANESE GRANT AID FOR HUMAN RESOURCE
DEVELOPMENT SCHOLARSHIP (JDS)
IN
THE SOCIALIST REPUBLIC OF VIET NAM

February 2010

JAPAN INTERNATIONAL COOPERATION AGENCY

JAPAN INTERNATIONAL COOPERATION CENTER

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Abstract

1. Outline of the Preparatory Survey

Background of the Preparatory Survey

The Japanese Grant Aid for Human Resource Development Scholarship program (hereinafter referred to as “JDS”) launched in fiscal 1999 aims “to support human resource development in the recipient countries, targeting highly capable, young government officials who are expected to engage in formulating and implementing socio-economic development plans and to become leaders in their countries”. As the number of target countries increases, JDS has been implemented in 11 countries as of fiscal 2009. For further effectiveness and efficiency, the JDS under the new system (hereinafter referred to as “New system”) has started to be gradually introduced since fiscal 2009. For the introduction of New System for fiscal year 2010, the survey was conducted in Sri Lanka as well as in existing three JDS target countries namely Vietnam, Cambodia and Bangladesh in fiscal 2009.

Objective of the Preparatory Survey

The main objectives of the Preparatory Survey are as follows.

- To conduct necessary selection for the applicants from each target organization, and finally select the successful candidates. Throughout the process, to formulate and finalize Basic Plan with the participation from accepting universities and with the information obtained through exchange of views between Preparatory Survey Team and the Operating Committee.
- Based on the survey result drawn from the process above, to identify the appropriate number of participants, examine the contents and necessary expense of the special programs to be provided to JDS participants by accepting universities throughout the JDS implementation period, and formulate the project plan including the budget scale of JDS for 4 batches starting from the following Japanese fiscal year.

Method of the Preparatory Survey

As the part of the Preparatory Survey, the field survey was conducted from July, 2009 to November, 2009.

➤ July, 2009: Confirmation of the survey framework

- (1) To identify sub-programs/components which correspond to both the country assistance program for Vietnam by the Government of Japan and development needs of Vietnam
- (2) To confirm placement plan of Japanese accepting universities, which can provide JDS participants with educational programs for the respective sub-program/component.
- (3) To select the managing organization as the implementation body of JDS

- (4) To select the target organization corresponding to each sub-program/component
- (5) To select the leading organization corresponding to each sub-program/component
- (6) To confirm the implementation structure corresponding to each sub-program/component
- August to November, 2009: Recruitment and selection of the participants for the first batch
 - October, 2009: Formulation of Basic Plan for sub-program, which is a sub-program wise project plan of JDS
 - November, 2009: Finalizing the scale of JDS

Result of the Preparatory Survey

A list of sub-programs/components in Viet Nam

Sub-program	Component	Managing Organization	Leading Organizations	Target Organizations	Name of University	Maximum No. of JDS participants
1. Economic Growth Promotion / Enhancement of International Competitiveness	1-1. Institution building for growth promotion	Ministry of Education and Training	Ministry of Planning and Investment	<ul style="list-style-type: none"> Ministry of Planning and Investment Ministry of Industry and Trade Ministry of Finance State bank of Vietnam Ministry of Education and Training 	Asian Public Policy Program , School of International and Public Policy, Hitotsubashi University	4
					Graduate School of Arts and Sciences, International Christian University	3
	1-2. Transport / Urban development		Ministry of Transport	<ul style="list-style-type: none"> Ministry of Transport Ministry of Construction People's Committee of Hanoi People's Committee of Ho Chi Minh City Ministry of Education and Training 	Graduate School for International Development and Cooperation, Hiroshima University	4
2. Improvement and disparity of living / Social conditions ,	Agriculture and Rural Development		Ministry of Agriculture and Rural development	<ul style="list-style-type: none"> Ministry of Agriculture and Rural development National Institute of Agricultural Planning and Projection Ministry of Education and Training 	Graduate School of Bioresource and Bioenvironmental Sciences, Kyushu University	4
3. Environment Conservation	Environment		Ministry of Natural Resources and Environment	<ul style="list-style-type: none"> Ministry of Natural Resources and Environment Ministry of Planning and Investment Vietnam Academy of Science and Technology Ministry of Agriculture and Rural development Ministry of Industry and Trade Ministry of Education and Training 	Graduate School of Life and Environmental Sciences, University of Tsukuba	5
4. Governance Reinforcement	4-1. Development of Legal Framework		Ministry of Justice	<ul style="list-style-type: none"> Ministry of Justice The Supreme People's Court The Supreme People's 	Graduate School of Law, Nagoya University	3

Sub-program	Component	Managing Organization	Leading Organizations	Target Organizations	Name of University	Maximum No. of JDS participants
				Procuracy of Vietnam • Ministry of Industry and Trade (*) • Ministry of Education and Training	Graduate School of International Cooperation Studies, Kobe University	2
	4-2. Public Administration Reforms		Ministry of Home Affairs	• Ministry of Home Affairs • Government Inspectorate • Local Governments (People's Committee) • Office of National Assembly • Ho Chi Minh National Academy of Politics and Public Administration • Ministry of Education and Training	Graduate School of Governance Studies, Meiji University	5

Relevance of JDS

As a result of the survey, the sub-programs/components meet the priority areas in the development issues of Vietnam or aid program of Japan, which made by Vietnam based on the needs of human development through JDS.

Since the project for human resource development would be found effective in the long-term perspective, the project objectives, particularly the project goals that are the achievement goals at the time of project completion, must be at most acquisition of knowledge necessary to solve the development issues concerned; however, it is expected that such goals will be ultimately led to “their active contribution to a solution to the development issues in their country” for JDS participants to effectively utilize the acquired knowledge after returning home and to get the opportunities or occupations for such utilization by the organizations they belong to.

The followings show the indicators to measure achievement of the project objective.

- Percentage of JDS participants who have acquired master's degree
- Percentage of ex-JDS participants who are assigned to a development that concerns the process of policymaking and institution building in their specialized field

The indicator “Percentage of JDS participants who have acquired master's degree” has been highly achieved through application encouragement targeting the personnel matching the purpose of the program at the time of recruitment or the organizations associated with the target areas, basic academic knowledge or learning abilities, selection based on basic education, and various supports and regular monitoring for the JDS participants in Japan. The achievement rate as of October 2009 reaches 99%.

As for the indicator “Percentage of ex-JDS participants who are assigned to a development that concerns the process of policymaking and institution building in their specialized field”, considering

the return to the organization where they had belonged at the time of their application, some ministries and agencies make an agreement of returning to the previous organization for several years between the organization and a JDS participant before the dispatch. In Ministry of Planning and Investment which is one of leading organizations, a memorandum is exchanged between the Ministry and the participant, and the work on this ministry for 6 years after taking a degree is obliged.

2. Issues and suggestion

The followings show the issues and suggestion obtained through the Survey:

(1) Setting of Target Organization

Ministry of Industry and Trade proposed and approved to make it a target organization of “Development of Legal Framework” component during the application period of the 1st batch.

The new JDS system aims to improve the operational effect by narrowing down the target persons and organizations to be developed, so it is desired that the target organization is fixed. And it is desirable to continue to conduct the survey of target organizations, to classify the future target organizations and to check the role of each ministry and agency at the Operating Committee again.

(2) Open Recruitment in Ministry and Agency

International Cooperation Department and Department of Organization Personnel are the windows of the target ministries and agencies in principle, but there were many ministries and agencies where the information on open recruitment is not transmitted sufficiently due to lack of communications inside them and the problems on transmission of information.

In the next year, the nomination system will be hopefully applied to JDS by components. It is advisable that target organization could recommend JDS applicants with their responsibility.

Also, it is necessary that Ministry of Education and Training studies putting the information on open recruitment on Vietnamese newspaper, official publication and others which many government officials read to get more applicants.

(3) Recruitment period

As the application period of only around a month was provided to the program for this fiscal year due to the survey schedule, the necessary applicants to ensure moderate competitiveness in the selection was not attracted.

Taking into account the time required for various procedures and preparation of the application documents in the target organizations in designing the JDS (Grant Aid itself), the schedule for the next fiscal year onwards should be considered to assure at least a month and half as the application period.

(4) Additional selection

JDS operating committee proposed that only 4 successful candidates were approved as JDS successful candidates in Public Administration Reforms because of lack of English proficiency (maximum number of JDS participants are 5. It was also proposed among the OC members that the additional selection would be conducted to secure the maximum number of JDS participants. Based on this, a candidate was selected from “The list of candidates for overseas education” maintained by Ministry of Education and Training (MOET), in accordance with the purpose of JDS. The additional selection was conducted. There are problems such as 1) fairness between the candidates in regular selection and the candidate in this additional selection and transparency of these selections, and 2) the process of obtaining the consensus on the additional target organization in line with the additional selection. It is desired that the responsibility of the Government of Vietnam during the recruiting period and target organizations should secure more than definite number of candidates with sufficient English skill

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Chapter. 1 Background of the Japanese Grant Aid for Human Resource Development Scholarship (JDS)

1-1. Present Situations and Issues of JDS

1-1-1. Present situations and issues

The Japanese Grant Aid for Human Resource Development Scholarship program¹ (hereinafter referred to as “JDS”) launched in Uzbekistan and Laos in fiscal 1999. JDS aims at the developing countries with increasing demands for human resource development in those fields as legislations, economics and business administration, which are essential for transition to the market economies with the purpose “to support human resource development in the recipient countries targeting highly capable, young government officials who are expected to engage in formulating and implementing social and economic development plans and to become leaders in their countries”. As the number of target countries increases, JDS has been implemented in 11 countries² as of fiscal 2009. The total number of JDS participants coming to Japan exceeds 2,000 by fiscal 2009.

Although the government officials of the target countries highly evaluate that the participants contribute to the development of their own country taking advantage of the achievements acquired through study in Japan in various ways, the overall JDS for the last decade has been needed to be reviewed on the following items for further effectiveness and efficiency:

- Concentration on the fields of study based on the Country Assistance Program
- Selection of target candidates and target organizations to be developed
- Continuous acceptance of JDS participants by the same universities to improve quality

In response to such background, the JDS under the new system (hereinafter referred to as “New system”³) has started to be gradually introduced since fiscal 2008 when the Preparatory Survey for the introduction of the new system was conducted to Tajikistan, a new target country, in addition to

¹ Japanese Grant Aid for Human Resource Development Scholarships (JDS) Program: A human resource development (overseas education) scheme provided to currently countries through Japanese grant aid.

² 11 countries: Uzbekistan, Laos, Vietnam, Cambodia, Bangladesh, Mongolia, Myanmar, China, the Philippines, Kyrgyz and Tajikistan.

³ New system: Under the new system, sub-programs are established in each target country based on Japanese ODA policy (target priority areas, etc.) and the target country’s issues and human resource development needs, target organizations (central government agencies, etc.) and Japanese accepting universities are selected, and participants are dispatched to the universities, which are suitable for the efforts for the sub-programs/components. Four years are regarded as one package. JDS participants will be dispatched under the same sub-programs/components, target organization and accepting university for the next four years. This results in improvement in the core human resources’ abilities to make policies and manage projects, which leads to improvement of the target organization’s ability to policy-making. In addition, accepting universities can provide education of programs suitable for target countries through the acceptance of JDS participants from the same country and target organization for the next four years.

Uzbekistan, Laos and Mongolia. The Survey was conducted to comprehend what the recipient government needed through the field survey, and to form a project based on the Country Assistance Program and the JICA program in the country. In fiscal 2009, the survey was conducted in Sri Lanka as well as in existing three JDS target countries namely Vietnam, Cambodia and Bangladesh.

As of October 2009, 276 JDS participants have been accepted (203 of which have already returned home) since fiscal 2000, when JDS was established in Vietnam.

Table 1: Number of JDS participants from Vietnam (as of October 2009)

	FY	Fields of Study		Ratio of public to private sectors of participants		Number of JDS participants returned to previous workplace (Immediately after returning to country)
		No. of participants	Detail	Public	Private	
1st Batch	2000	19	Law, Economics, Business Administration, Agriculture/Rural Development, ICT ⁴	85%	15%	11/19
2nd Batch	2001	30	Law, Economics, Business Administration, Agriculture/Rural Development, ICT	67%	13%	18/30
3rd Batch	2002	30	Law, Economics, Business Administration, Agriculture/Rural Development, ICT	57%	43%	15/30
4th Batch	2003	30	Law, Economics, Business Administration, Agriculture/Rural Development, ICT, Environmental Policy	70%	30%	21/30
5th Batch	2004	30	Law, Economics, Business Administration, Agriculture/Rural Development, ICT, Environmental Policy	54%	46%	26/30
6th Batch	2005	33	Law, Economics, Business Administration, Agriculture/Rural Development, ICT, Environmental Policy	56%	44%	24/33
7th Batch	2006	34	Law, Economics, Business Administration, Agriculture/Rural Development, ICT, Environmental Policy, Public Policy/Public Administration, International relations	64%	35%	31 participants went back to Vietnam (Still checking)
8th Batch	2007	35	Law, Economics, Business Administration, Agriculture/Rural Development, ICT, Environmental Policy, Public Policy/Public Administration, International relations	66%	34%	Still studying in Japan
9th Batch	2008	35	Law, Economics, Business Administration, Agriculture/Rural Development, ICT, Environmental Policy, Public Policy/Public Administration, International relations	64%	36%	Still studying in Japan
Total		276				

For the achievement of “Development of young government officials” which is the aim of the JDS, it is necessary to select proper persons in the selection of JDS participants. In FY 2006 (coming to Japan in 2007 same as above), the fields limited to government officials (2 fields: Public Policy/Public Administration and International Relations) were newly established, and we conduct

⁴ Information and Communication Technology

election and application concentrating on developing young government officials. And also, as for the improvement of the fixation rate after returning home which is the requirement for the contribution to the solution of problems in the socio-economic development for the developed young government officials, the local staff involved in the JDS conducted investigation, and, in 2007, the fields limited to government official was expanded to three fields (Public Policy/Public Administration, International Relations and Economics) to acquire successful candidates who have higher potential in the reinstatement in the former organization, and in 2008, they were expanded to 5 fields in 8 fields (Public Policy/Public Administration, International Relations, Economics, Agriculture/Rural Development and Environmental Policy) (21 participants out of 35 participants).

1-1-2. Development Plan

In Vietnam, as the basic document which shows the direction of development in the economic society, “THE FIVE-YEAR SOCIO-ECONOMIC DEVELOPMENT PLAN (hereinafter referred to as “SEDP⁵”) was created, and the policy is drafted and implemented based on it. And in 2001, in addition to SEDP (2001-2005), “Socio-Economic Development Strategy (hereinafter referred to as SEDS⁶) (2001-2010)” was formulated for the first time. In 2002, in parallel with the formulation of the above strategy document, Poverty Reduction Strategy Paper (hereinafter referred to as PRSP⁷) was developed for the first time in Asia. After that, the element of “Growth” was clearly included in the document and “Comprehensive Poverty Reduction and Growth Strategy (hereinafter referred to as CPRGS⁸) “whose target is to achieve the two items, economic growth and poverty reduction was developed.

In June of 2006, new SEDP (2006-2010) was approved in the National Assembly, and provincial agencies, cities and central ministries regard it as an upper level plan and develop the development plan respectively.

The main strategy and plan are as follows.

(1) Ten-Year Socio-Economic Development Strategy (2001-2010)

In SEDS (2001-2010), a vision where the conversion to an industry country will have been completed by 2020 is expressed, and the main policy goals are □the achievement of the annual average economic growth of 7% by further integration to the international economic society and the progress of industrialization and urbanization, and □the correction of regional disparity and the reduction of poverty to secure fairness.

⁵ SEDP : Socio- Economic Development Plan

⁶ SEDS: Socio- Economic Development Strategy

⁷ PRSP: Poverty Reduction Strategy Paper

⁸ CPRGS: Comprehensive Poverty Reduction and Growth Strategy

Ten-Year Socio-Economic Development Strategy (SEDS) (2001-2010)

(1) Strategic objective

【Economic Indicator】

GDP Redoubling

Agriculture, forestry and fishery 4.0-5.0%, Industry Production expansion of 10-15%, Services Growth of 7-8% (annual average)

GDP Share : Agriculture, forestry and fishery 16-17%, Industry 40-41%, Services 42-43%

【Human Development Indicator】

Rate of population growth 1.1-1.2%, Extermination of famine and poverty, Resolution of unemployment problem in cities and farm villages, Development of skilled worker class (30%), Spread of secondary education, Reduction of malnourished children (20%), Increase of average life expectancy (71 years old), Promotion of science and technology, Improvement of economic and social infrastructure, Establishment of the system of social market economy

(2) Approach of development

- Social equity and prompt, effective and sustainable growth which is compatible with environmental protection
- Forming the foundation of industry country.
- Promotion of various reforms toward socialistic market economy.
- Establishment of independent economy in the integration into the international economy.
- Strengthening of the ties between economic and social aspects and national security.

(2) Five-Year Socio-Economic Development Plan (SEDP) (2006-2010)

In SEDP (2006-2010), the objective, to break away from a low-income country by 2010, is expressed, and concretely the targets are, mainly in “economy”, “society” and “environment”, high growth, improvement of living, formulation of the infrastructure and development of “knowledge-based economy” for industrialization and modernization, stability of politics, order and security, and improvement of position in the global community.

And also, this strategy was created by integrating the elements of CPRGS, and World Bank also recognizes it as PRSP.

Five-Year Socio-Economic Development Plan (SEDP) (2006-2010)

(1) General Goals

- Boost the economic growth rate, achieving important changes in the orientation of fast and sustainable development, quickly bringing Vietnam out of the low development state.
- Significantly improve people’s material, cultural and spiritual life.

- Boost the industrialization and modernization process, gradually develop the knowledge-based economy and create foundations to establish modernized industrial country by 2020.

(2) Main targets Economy

GDP Annual average growth rate : 7.5~8%

GDP in 2010 : 2.1 times higher than that in 2000 94~98 billion USD

GDP per capita : 1,050—1,100 USD

Growth rate among agriculture, forestry, and fishery: 3 ~ 3.2% / year, Industry and construction: 9.5~10.2% / year, Services: 7.7~8.2% / year

National budget revenue: about 21~22% of GDP

Economic sectoral structure in GDP: Agriculture, forestry and fishery about 15~16%, Industry and construction about 43~44%, Services about 40~41%

Total export turnover: Increase by 16% annually, Exports per capita in 2010: 770~780 USD (twice that in 2005)

(3) Social Affairs

Population growth rate 1.14%, Job creation 8 million laborers, Poverty rate 10%, Malnourished child 10%, Average life expectancy 72 years of age

(4) Environment

Forest coverage 42~43%, Supply of water resource to 95% of urban population and 75% of rural population, More than 50% of production and business establishment satisfy environmental standards.

1-1-3. Socio-economic Situation

Vietnam has 86 million populations, and it is the socialist country which has the third largest population after Indonesia and the Philippines in Southeast Asia. Since the unification of South Vietnam and North Vietnam in 1976, one-party rule by Communist Party which is regarded as leading forces in the nation and society has been firmly maintained.

In the 6th Congress of the Communist Party of Vietnam in 1986, the Doi Moi program was adopted, and since then, the economic reform through a market economy and the policy of opening the country to foreign business have been consistently promoted. And in the 10th Congress of the Communist Party of Vietnam in April of 2006, with continuation of Doi Moi program, to promote industrialization and modernization, and to bring Vietnam out of a low-income country were expressed as a goal which should be achieved by 2010. And the country started full-scale negotiation of participation in WTO in 2004 and became a member of it in 2006. So, it is under pressure to not only stimulate foreign trade and investment more than ever and accelerate the growth but also improve

legal systems and administrative procedures and change in a wide area including politics in order to adapt many structures and systems of Vietnam to international rules and standards.

The current concerns regarding socio-economic situation are corruption, administrative reform, infectious disease such as bird flu and others, natural disaster, socioeconomic disparity between urban area and rural area, human-rights issue and others.

1-2. Background and Overview of the Grant Aid

As described above, Vietnam which has 86 million population has high potentiality for economic development, and the importance of the country is rising certainly in the promotion of more integration of local economy and cooperation as leading force of development in the Mekong region. They aim at the realization of the breakaway from a low-income country by 2010 and the conversion to an industry country by 2020 are goals, and as the market economy system was established and the country became a member of WTO to survive in the international competition in the integration of global economy, it is required to have the viewpoint of global standard in all scenes and it is urgent to develop the human resource who can formulate and implement the master plan regarding major policies of the country (general basic program) and individual policy, especially young government officials who support the base of socio-economic development. It is believed that the development of these young government officials contributes to not only direct development of Vietnam but also balanced economic development of the ASEAN countries, deepening of cooperation in Southeast Asia, securing of peace and security in the area, sharing of basic value, and maintenance and strengthening of the close relationship with Japan based on them.

Based on the background, the Government of Vietnam has requested the Japanese government to support the implementation of human resource development project (Grant Aid) since 2000, and our country continues to provide cooperation.

1-3. Trend of the Japanese Official Development Assistance (ODA)

As for the economic cooperation to Vietnam, it was stopped for the time being because Vietnam invaded Cambodia at the end of 1978, and it was resumed in earnest in 1992 after the peace agreement between Cambodia and Vietnam was concluded in October of 1991. As of the end of FY 2007, the total amount of assistance to Vietnam is as follows: Technical Cooperation: 77.6 billion yen, Grant Aid: 123.8 billion yen, Loan Aid (yen loan): 1,291.1 billion yen. Now, Japan is the largest aid country for Vietnam. As for Grant Aid, we have focused on the assistance relating to the field of BHN and that of social development. In recent years, “Grant Aid for underprivileged Farmers”, “The project for the Groundwater Development in Central Highland Provinces”, “the Project for Improvement of

Facilities for the Hue Central Hospital”, “the Project for Improvement of Facilities of Primary Schools in Northern Mountain Region”, “the Project for Improvement of Safety Laboratory for National Institute of Hygiene and Epidemiology” (response to efforts against bird flu), and “the Project for the Groundwater Development in Central Highland Provinces” were implemented.

Table 2: Achievement of assistance of our country

Amount: billion yen

Type of Assistance	FY2003	FY2004	FY2005	FY2006	FY2007	Total
Loan aid	79.33	82.0	90.82	95.08	97.85	1,291.14
Grant Aid	5.65	4.91	4.47	3.10	2.12	123.83
Technical cooperation	5.58	5.71	5.66	5.28	5.20	77.60

(Source: Data collected from the website of Ministry of Foreign Affairs)

Note 1: In principle, Yen Loan and Grant Aid are based on Exchange of Notes, and Technical Cooperation depends on the budget year.

Note 2: As for Technical Cooperation, the achievement of Technical Cooperation which JICA implements.

The following is the main achievement of the similar project for international students which our country implements for Vietnam

(1) Young Leaders Program (YLP)

The Young Leaders Program is a graduate-level scholarship program established in fiscal 2001, since when students have been accepted from Vietnam.

Purposes: To foster future national leaders in Asian and other countries. In addition, while deepening the participants' understanding about Japan, it should help form a network among national leaders, contributing to the establishment of friendly relationships and improved policy planning activities among Asian and other countries, including Japan.

Fields of study: administration, business administration, law, local administration and medical administration

Language used: English

Length of study: 1 year (Master's course)

Main qualifications and requirements:

(Age) 40 or younger

(Academic background) Bachelor's degree or higher (or equivalent)

(Work experience) 3 to 5 years or longer of career

How to select candidates: Recommendation from a recommending organization in a target country

No. of accepted students: Cumulative total of 15 since fiscal 2001 (see Table 3 for details)

Table 3: Number of accepted students from Vietnam through YLP

FY	2001～ 2003	2004	2005	2006	2007	2008	2009	Total
Number of students	5	0	2	1	2	1	4	15

(Source: Data collected from Embassy of Japan in Vietnam)

(2) The Japanese government (Ministry of Education, Culture, Sports, Science and Technology: MEXT) scholarship

Established in fiscal 1954, the Scholarship has accepted the students from Vietnam since FY 1980. Now, “Research students”, “Undergraduate students”, “Collage of technology students” and “Special training college students”, “Japanese language/ Japanese studies students” and “Teacher training students” are accepted, and the “Research students” are equivalent to the postgraduate level.

Purposes: To promote international cultural exchanges between Japan and foreign countries, strengthen mutual friendship and invest on development of human resources overseas.

Fields of study available: Fields related to the university majors and available in Japan

Language used: Generally Japanese

Length of study: Standard period of a course (period necessary to complete an official course)

Main qualifications and requirements:

(Age) 35 or younger

(Academic background) University or college graduates

(Work experience) None

How to select candidates: recommendation either by the Embassy of Japan overseas or by the Universities

No. of accepted students: The acceptance started in 1980 Cumulative total of 166 since fiscal 2004 (see Table 4 for details)

Table 4: Number of accepted students from Vietnam through the MEXT Scholarship

FY	2004	2005	2006	2007	2008	2009	Total
Number of students	25	25	26	26	24	40	166

(Source: Data collected from Embassy of Japan in Vietnam)

1-4. Trend of Other Donors' Aid

The donors providing Vietnam with the similar programs include the United States, Belgium, Australia and others as shown in Table 5. Though all of them implement the Grant Aid, the objectives, targets and others of the projects are different, and in some projects, the development of human resource for government officials is implemented like JDS.

Table 5: Programs for human resource development or other purposes by other donors

Program/ Project	Name of country	Details
Fulbright Program in Vietnam (Vietnamese Student Program)	United States of America	i) Purpose: Promotion of mutual understanding through academic and cultural exchange ii) Requirements: Vietnamese, 1 year or longer of career iii) Degree to be obtained: master's degree iv) Field: American literature, Americanology, Business administration, Communication, Rural and Urban development, Development economy, Economy, Education, Environmentology, Arts / Drama, International relations, Journalism, Law, Library science, Information technology and Information system management, Public police, Public hygiene, Social welfare, Teaching of English to speakers of other languages (TESOL), Women's studies / Gender and development v) No. of accepted fellows: 20~25
Vietnam Education Foundation	United States of America	i) Purpose: Strengthening of relationships between the US and Vietnam through the international education exchange program which contributes to the improvement of science technology of Vietnam ii) Requirements: Vietnamese, Possession of bachelor's degree on chemical technology courses. iii) Degree to be obtained: Master's degree, Doctor's degree iv) Field: Natural science, Engineering
Belgian bilateral scholarships	Kingdom of Belgium	i) Purpose: Reduction of poverty, Contribution to the sustainable development ii) Requirements: Vietnamese, 2 years or longer career, Persons who can contribute to the development of Vietnam iii) Degree to be obtained: Master's degree, Doctor's degree iv) Field: Environment, Water and hygiene, Waste disposal, Education, Health, Public police, Agriculture / Development of farm villages v) No. of accepted fellows: 40

Australian Development Scholarship	Australia	<ul style="list-style-type: none"> i) Purpose: Development of human resource who can contribute to the development of Vietnam, Strengthening of relationships between Vietnam and Australia ii) Requirements: In case of application for prioritized public institutes (35% of the whole), the applicants should belong to the relevant organization and should be recommended by the organization to which they belong. iii) Degree to be obtained: Master's degree, Doctor's degree iv) Field: Governance, Regional development, Cross-regional and cross-border urgent problems v) No. of accepted fellows: 150
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Chapter. 2 Contents of the JDS

2-1. Basic Concept of the JDS

As stated in Section 1-1-1, the JDS aims “to support human resource development in the recipient countries targeting highly capable, young government officials who are expected to engage in formulating and implementing social and economic development plans and to become leaders in their countries” in developing countries with increasing demands for human resource development in the area of legislations, economics and management which are essential for transition to market economies.

Unlike ordinary scholarship programs that support individuals for overseas study, the JDS focuses on development of human resources involved in target priority areas that are determined upon discussion between a target country and the Japanese JDS related organization. Target priority areas are equivalent to the previous “field of study” and called sub-programs/components⁹ in the new system, of which implementation is considered based on this Preparatory Survey.

Taking the above mentioned objective and features of the JDS into consideration, the Preparatory Survey team investigates human resource development needs and existence of potential candidates at the identified target organizations and others in the sub-programs/components set based on the target country’s national development plan and Japan’s Country Assistance Program. The team also formulates the scale and program plan of each sub-program/ component, “Basic Plan for the Sub-Programs”, which sets four years as a package, based on the results of the survey.

The following are the implementation system of the JDS is explained in the following section.

2-1-1. Implementation System of the JDS

(1) Operating Committee

As for the implementation system of the JDS, in the discussion of field survey in the Preparatory Survey which started in July of 2009, the implementation system, function and role of the Operating Committee, the burden of the Vietnam government and others were explained based on Appendix 4, and were approved by the Government of Vietnam officials. And also, in the discussion, the International Cooperation Department (Ministry of Education and Training) which served as co-chair (Vietnam side) of the Operating Committee proposed to add Vietnam International Education

⁹ Sub-programs/components: “Sub-programs” are established based on Japanese ODA policy and development issues in a target country. If a sub-program contains two or more development issues or fields of study, two or more “components” are established in the sub-program. JDS participants set a research theme for their own graduate study based on the sub-programs/components.

Development (hereinafter referred to as VEID¹⁰) to the Operating Committee. As VIED is the bureau where the information on scholarship project and others from abroad is collected and which promotes the dispatch of international students in Vietnam, it is expected that it will play a positive role in recruitment and dispatch of JDS participants. So, it was agreed that the bureau was include in the Operating Committee. (Refer to Figure 1)

The Operating Committee consists of the Vietnamese members (Ministry of Education and Training (International Cooperation Department, Higher Education Department, Planning and Finance Department, International Education Development Department), Ministry of Planning and Investment) and Japanese members (Embassy of Japan in Vietnam and JICA Vietnam Office), and reached the agreement to discuss implementation and management of the JDS.

The functions and roles of the Operating Committee are as follows based on the JDS operating guidelines:

- A. Participation in the discussion to formulate the program plan in the Preparatory Survey:
 - To set “sub-programs”and “components”, which the JDS should tackle, based on the national development plan of Vietnam and Japan’s Country Assistance Program.
 - To appoint ministries or agencies associated with each component as target organizations to promote cooperation for formulating JDS four-year plan, the “Basic Plan for the Sub-Programs”.
 - To formulate the Basic Plan for the Sub-Programs in consultation with the managing organization, target organizations and accepting universities.
- B. Determination of the final JDS candidates:
 - To determine the selection policy and cooperate for smooth selection.
 - To implement final selection (comprehensive interview) and determine the final candidates in the subsequent Operating Committee.
- C. Promotion for effective utilization and follow-up of Ex-JDS participants
 - To consider how to utilize Ex-JDS participants effectively and follow them up
- D. Consideration regarding other matters arising
 - To consider matters necessary for operating and managing the program.

¹⁰ VIED: Vietnam International Education Development

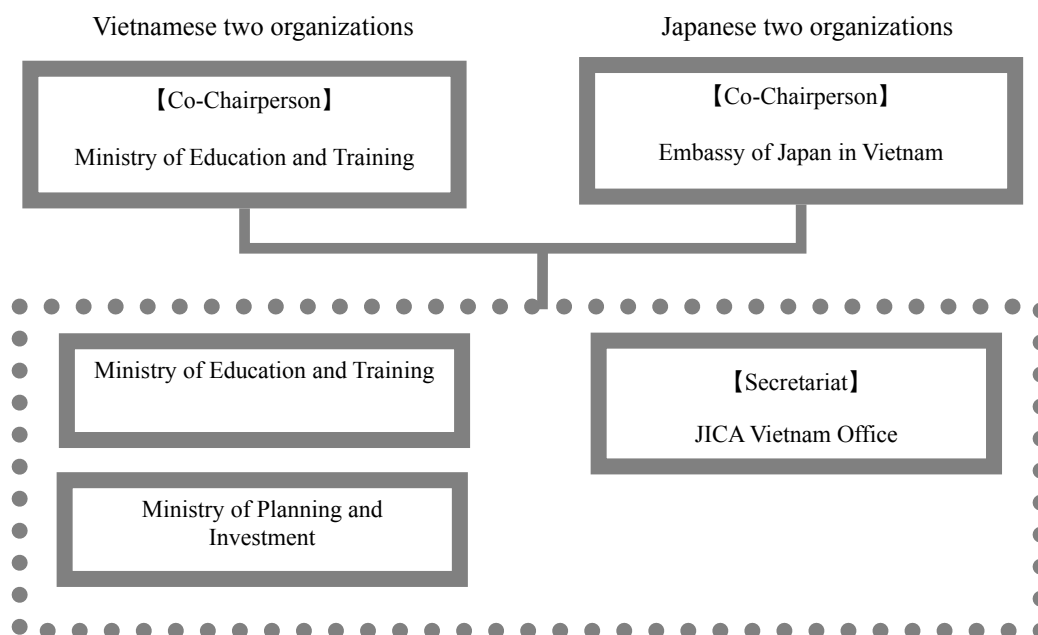


Figure 1: Operating Committee of Vietnam

(2) Managing Organization / Leading Organization / Target Organization

In the new JDS system, the administrative organ (target organization) which is closely related to the development issue is determined as a target in each sub-program / component and the applicants are restricted to regular members who belong to the target organization. In this way, the orientation is conducted at the stage of recruitment, namely the entrance of program, so that the human resource of the target organization can be intensively developed to improve the operational effect of JDS. And also, toward the resolution of issue in each sub-program / component, the administrative organ which is assumed to take more major role was selected as a “Leading Organization” among the target organizations. A leading organization is expected to play a major role in the development of the Basic Plan for the Sub-Program and the discussion with an accepting university, and the goals are to display of ownership and strengthen the relation with an accepting university. And Ministry of Education and Training serves as Managing Organization which promotes the implementation of JDS such as controlling of these leading organizations, request for cooperation of application encouragement, request to ministries and agencies which discuss with accepting universities / coordination and others. As the ministry has served as chair of Operating Committee since the JDS started and has been positively involved in the JDS, it has appealed to leading organizations and implemented coordination sufficiently.

As for the target organization, as stated above, the administrative organ which is closely related to each sub-program / component is set as a target organization, and Ministry of Education and Training requested to make a public university the target organization of all components because teachers of public universities can transmit the knowledge which has been obtained while studying in Japan to

many people and can play an important role in all components, and it was agreed in the discussion to admit the applicants from all public universities

In addition, the survey by questionnaire, as shown below, was conducted to the target organization to check the condition of the target organizations of each sub-programs / components which were selected as shown in Table 6 (Number of potential candidates who satisfy requirements, Plan and needs of human resource development, Problems of the organization and others).

(a) Method of survey:

We sent survey sheets to a target organization, visited it and conducted hearing about (b).

(b) Content of Survey

- (i) Roles, issues, research needs of an organization
- (ii) Existence of potential candidates (e.g. number of permanent staffs, number of staffs under qualifying age, rate of Bachelor's degree holders)
- (iii) Language proficiency
- (iv) Possibility to return to the previous work place after returning to have country

(c) Organizations surveyed:

Hearing (by visiting) and the survey by questionnaires were conducted to 19 target organizations¹¹ including leading organizations, and 14 out of them answered the survey. However, some organizations answered partly.

(d) Summary of Survey Results

i) Roles as an organization, issues, research needs

The “development problem needs” which were shown by the target organizations that were surveyed this time are based on “Assumed development problems” which was created by JICA Vietnam office, and we confirmed that there were potential applicants in the partner government. For example, Ministry of Home Affairs which is a leading organization of “Public Administration Reforms” component focuses on the reform of government official system in the administration reforms, and recommends the applicant who designs the research on the government official evaluation system. The idea of treating the master's thesis as policy papers, examining based on it in the ministry and planning to introduce it was shown. And also, Ministry of Justice which is a leading organization of “Development

¹¹ Ministry of Planning and Investment, Ministry of Industry and Trade, Ministry of Finance, State bank of Vietnam, Ministry of Transport, Ministry of Construction, People's Committee of Hanoi, People's Committee of Ho Chi Minh, Ministry of Agriculture and Rural development, National Institute of Agricultural Planning and Projection, Ministry of Natural Resources and Environment, Vietnam Academy of Science and Technology, Ministry of Justice, The Supreme People's Court, The Supreme People's Procuracy of Vietnam, Ministry of Home Affairs, Government Inspectorate, National Academy of Public Administration, Ho Chi Minh National Academy of Politics and Public Administration

of Legal Framework” component adopts the system to apply for the JDS by focusing on the field of law, for example international relations law, civil law and others, in consideration of the balance with other scholarship program in the ministry, and it showed that there was a high possibility that the candidates are selected in the ministry based on the planned human resource development policy.

- ii) Existence of potential candidates (e.g. number of official staff, number of people reaching the target age, rate of people with a Bachelor’s degree)

Young government officials under 35 years old who can apply for the JDS were surveyed. As for the statistical data on human scale in each ministry, it became clear that information was not classified in the Personnel Bureau timely. Only 6 out of 19 organizations answered the questionnaires about the number of official staff and the accurate information on the existence of potential candidates who satisfy requirements could not be acquired. Although the 6 organization do not always show the exact number of people reaching the target age, it turned out that the 6 organizations have more than 12,425 staffs in the target age, 86,388 staffs in total. In Vietnam, the government official employment test system had been not established. However, recently the national government official employment test system and others were improved and many persons who earn bachelors degrees are employed as a government official. And also, some organizations encourage the government officials who have obtained bachelor’s degree to earn a master’s degree and a doctor’s degree for developing career. So, it is expected that there are a considerable number of young government officials who satisfy the application requirements.

- iii) Language proficiency

The shortage of language proficiency of government officials (JDS standard: TOFFL 500 points IELTS 5.0 point) in each target organization was pointed, and we could understand that the language proficiency hampered the application. In addition, 40% of applicants did not have the score of JDS standards this year, whereas there were 30% last year. However, some organizations start its original language training, and others impose IELTS test on the personnel. It is expected that more ministries and agencies tackle the improvement of English proficiency of government officials. In the Communist Party Program 165 (human resource development) where the next generation young government officials who are selected from each ministry and agency are developed, intensive English training is conducted and it is expected the raising of level of English proficiency of potential applicants after the next year.

iv) Possibility to return to the previous work after returning to one's country of origin

It became clear that there were some organizations which institutionalize the obligation of multi-year working at the organizations where the participants belonged after returning home if they studied abroad and obtained degrees with public scholarship though the period depends on the target organization. It is recognized that JDS participants work at the organization where they belonged after returning home, by making the JDS program limited to government officials.

Table 6: A list of sub-programs/components in Vietnam

Sub-program	Component	Managing Organization	Leading Organizations	Target Organizations	Name of University	Maximum No. of JDS participants
1. Economic Growth Promotion / Enhancement of International Competitiveness	1-1. Institution building for growth promotion	Ministry of Education and Training	Ministry of Planning and Investment	<ul style="list-style-type: none">• Ministry of Planning and Investment• Ministry of Industry and Trade• Ministry of Finance• State bank of Vietnam• Ministry of Education and Training	Asian Public Policy Program , School of International and Public Policy, Hitotsubashi University	4
					Graduate School of Arts and Sciences, International Christian University	3
	1-2. Transport / Urban development		Ministry of Transport	<ul style="list-style-type: none">• Ministry of Transport• Ministry of Construction• People's Committee of Hanoi• People's Committee of Ho Chi Minh City• Ministry of Education and Training	Graduate School for International Development and Cooperation, Hiroshima University	4
2. Improvement and disparity of living / Social conditions ,	Agriculture and Rural Development		Ministry of Agriculture and Rural development	<ul style="list-style-type: none">• Ministry of Agriculture and Rural development• National Institute of Agricultural Planning and Projection• Ministry of Education and Training	Graduate School of Bioresource and Bioenvironmental Sciences, Kyushu University	4
3. Environment Conservation	Environment		Ministry of Natural Resources and Environment	<ul style="list-style-type: none">• Ministry of Natural Resources and Environment• Ministry of Planning and Investment• Vietnam Academy of Science and Technology• Ministry of Agriculture and Rural development• Ministry of Industry and Trade• Ministry of Education and Training	Graduate School of Life and Environmental Sciences, University of Tsukuba	5
4. Governance Reinforcement	4-1. Development of Legal Framework		Ministry of Justice	<ul style="list-style-type: none">• Ministry of Justice• The Supreme People's Court• The Supreme People's Procuracy of Vietnam• Ministry of Industry and Trade (*)• Ministry of Education and Training	Graduate School of Law, Nagoya University	3
					Graduate School of International Cooperation Studies, Kobe University	2

Sub-program	Component	Managing Organization	Leading Organizations	Target Organizations	Name of University	Maximum No. of JDS participants
	4-2. Public Administration Reforms		Ministry of Home Affairs	<ul style="list-style-type: none"> • Ministry of Home Affairs • Government Inspectorate • Local Governments (People's Committee) • Office of National Assembly • Ho Chi Minh National Academy of Politics and Public Administration • Ministry of Education and Training 	Graduate School of Governance Studies, Meiji University	5

(*) As for “Development of Legal Framework” component, “Ministry of Industry and Trade” was not included in the target organizations in the discussion of the field survey which was conducted in July, but it was approved as a target organization after the examination at the local Operating Committee after the recruitment started.

(3) Accepting universities:

In the JDS under new system, accepting universities are requested to play a role for achievement of the project purpose as partners of the project implementation from the technical point of view by participating in the Preparatory Survey and implementing the special program described later.

(a) Determination of an accepting university

Prior to the Preparatory Survey, JICA presented JDS’s identified target areas in development issues¹² of four target countries to the universities having previously accepted the JDS participants or other universities wishing to accept the participants, and asked each university to submit the “Proposal of Acceptance” for a country or issues from which they wish to accept. As a result, 146 proposals in total were submitted from 38 graduate schools of 26 universities. The proposals for the 6 identified development issues of Vietnam were 46 from 33 graduate schools of 24 universities, including new universities and graduate schools.

JICA evaluated the proposals from respective universities and the experience of accepting international students including the JDS participants, according to the evaluation guideline¹³. The draft of list of accepting universities was then agreed with the government of a target country in the subsequent discussion of the Preparatory Survey (see Table 6).

¹² The identified development issues are a list of the background of issues, associated JICA programs and identified needs in the JDS regarding the target priority areas of Vietnam specified after discussion between JICA and the government officials of a target country.

¹³ Evaluation guideline to Proposal of Acceptance: Scoring the evaluation points by the item of the proposal, staff from Training Affairs Department, JICA Headquarter, and staff from JICA overseas office evaluated the proposal. The items in the proposal include: (1) Maximum number of acceptable JDS participants; (2) Basic idea and actions targeting the applicable development issue; (3) Contents of program/Curriculum; (4) Preparations to accept and teaching system in your University/Course; (5) Achievements and lessons learned from past acceptance for JDS participants; (6) Information on foreign students other than JDS; and (7) Research/Cooperation performance on the development issues.

(b) Discussion with Vietnamese Government

In the Preparatory Survey, through actively participating in the JDS from the planning and surveying stage, accepting universities are expected to enhance possibility to give research outcomes of JDS participants back to society in the future and further to promote the effectiveness of the JDS program by improving the acceptance system and contents of instructions suitable for the issues a target country is facing and by relating direction of their research to the situations and needs of their country. To select the JDS participants, therefore, faculty members of accepting universities were dispatched to Vietnam to interview candidates and to exchange views with the local JDS officials from the Operating Committee and the target organizations in Vietnam.

Through the exchange of views with the local JDS officials, it makes possible for accepting universities to comprehend the issues and human resource development needs under the sub-programs/components, and the background of the target organizations and candidates, and thus to consider appropriate curriculum and accepting system. Further, acceptance of JDS participants for four straight years is anticipated to turn to an occasion to establish the long-term collaborative relationship with the target country and target organizations.

The followings are the objectives of involvement of accepting universities in the Preparatory Survey:

- To share perceptions of the issues and the measures for human resource development of the target country through the exchange of opinions with the local JDS officials
- To reflect perception of accepting universities to the Basic Plan for the Sub-Programs through selection of the first batch candidates and exchange of opinions with the local JDS officials
- To obtain information on the situations of the concerned issues and the needs for human resource development so that accepting universities can plan and formulate the program (special program¹⁴) specialized for the sub-programs/components of the target country.

To achieve the objectives above, the opinions were exchanged between the local JDS officials and faculty members of the accepting universities at the technical interview

First, in the leading organization council, each leading organization explained the role of it, the development problems relating to the component, the needs of human resource and others, and then the dispatched university teacher did the outline of each university and graduate school. After that, the dispatched university teachers made inquiries about how to select candidates in the ministries and agencies in Vietnam, the measures for the improvement of English proficiency in them, the reason

¹⁴ The special program is a combination of the “supplementary course in tertiary education” established in the existing system and the “research activities promotion course” newly set in the new system, conducted with additional fees provided to accepting universities apart from the tuition fees. The “supplementary course in tertiary education” includes special courses or seminars to offer the JDS participants the direct additional values in addition to the existing courses offered by the university. On the other hand, the “research activities promotion course” refers to the course that offers programs specializing in the development issues of the target country. To implement the special program, accepting universities are requested to submit the activity plan and implementation plan, and its implementation will be confirmed after the consultation between JICA and the government of the target country.

why few people applied for the component and others. Answers by the Vietnam side provided the chance to check the problem which the partner government has, the interest in the project and the needs to the university side.

In the following discussion in the Operating Committee, Ministry of Education and Training that serves as chairman introduced the human resource program in the Government of Vietnam (including the development plan of 1,000 doctors), and great expectations to the JDS were expressed. The accepting universities asked the question about the human resource development program and explained the outline of activity (activity which is assumed in the special program) in the Basic Plan for the Sub-Program to respond to the problems and needs of the partner government which had been cleared in the above discussion with leading organizations. And through the exchange of opinions, as it was confirmed that a major correction would not be made in the Basic Plan for the Sub-Program, the tentative version of the plan was approved by the local relevant parties.

(c) Instruction to JDS participants from before to after their overseas study

In the new system of the JDS where universities accept the JDS participants under the single sub-program/component from the target country for four straight years, accepting universities are expected not only to conduct instructions based on the existing curriculum and programs but to offer the special program appropriate for the issues of the target country consistently at three stages of before/during¹⁵/after their overseas study

The purposes of the special program are as follows:

- To allow the JDS participants to acquire practical knowledge and experience through introduction of more practical and detailed cases in order to solve the issues in the sub-program /component of the target country
- Through the activities offered in the special program, to allow the JDS participants or the JDS associated organizations in the target country to establish the network with Japanese and foreign researchers and/or organizations that contributes for future activities

2-2. Four-year Program Scale Design

2-2-1. Overview

Four year program scale design has been set as shown in Appendix 5 considering the maximum number of JDS participants in each of the four consecutive years from fiscal 2010 onwards provided by the Japanese Government in April 2009 (30 participants per year), the maximum accepting number

¹⁵ The special program before overseas education for the first batch JDS participants is outside the scope of implementation due to the relation between the Preparatory Survey Agreement and the free main program agreement.

of the participants by accepting universities in their proposal, and the most appropriate program to solve the issues mentioned in each component. Based on the four-year program scale design, the first batch candidates were recruited and selected (see Appendix 7).

The maximum number of JDS participants by sub-program/component every fiscal year should in principle be maintained for four consecutive years. However, it was confirmed that in case there was a component unable to assure a sufficient number of candidates suitable for the purpose of the program through the recruitment and selection of the first batch candidates, another component would accept alternative candidates up to the maximum number of the participants per year (30).

2-3. Formulation of the Basic Plan for the Sub-Programs

2-3-1. Overview

The basic plan for the sub-programs formulates a four-year program (including 4 batches included) as a package, which consists of the target organizations that nominate JDS candidates, Japanese accepting universities, the maximum number of JDS participants to be accepted and expected outcomes on the sub-programs/components for which Vietnam requires human resource development through the JDS program. Dispatching JDS participants under the same sub-program/component, target organization and accepting university throughout the four years based on the plan seeks to improve the abilities of the core human resource to make policies or manage the project, and further to improve the abilities of the target organization to make policies.

In addition, to solve the issues in each sub-program/component of Vietnam exclusively, each accepting university is expected to provide special programs and to enhance relationship with government organizations in Vietnam. After finally formulated through the preparatory survey, the basic plan for the sub-programs will be the guideline for accepting universities to educate JDS participants for the next four years and to be the base for the program evaluation to be conducted four years later.

The main items of the Basic Plan for the Sub-Program

1. Outline of the Sub-Program/Component

- (1) Basic Information (2) Background (3) The status of Vietnam in Japan's ODA

2. Cooperation Framework

- (1) Project Objectives (2) Verifiable indicators (3) Activities (4) Inputs from the Japanese Side, Input duration and the number of JDS participants (5) Inputs from the Vietnam Side (6) Qualifications

3. Implementation Framework

- (1) Accepting university (2) Accepting university's experience in ODA-related activities
(3) Program Overview

The Government of Vietnam formulated the Basic Plan for the Sub-Programs (draft) for four sub-programs shown in Table 6 of Section 2-1-1 after surveying the target organizations in the preparatory survey and the exchange of views with the local JDS officials in Vietnam when faculty members of the accepting universities were dispatched. See below for its overview (see Appendix 6):

As the result of the discussion with members of Operating Committee, the qualifications and requirements were decided as follows. Then, recruitment and selection of JDS participants were conducted as Appendix 7).

Qualifications and Requirements

As the result of the discussion with members of Operating Committee, the qualifications/requirements and application (recommendation) method is as follows.

Summary of qualifications and requirements

- ① To be regular employee in the target organization
- ② To have at least two years full-time work experience at the time of application
- ③ To have sufficient English skills to study at Master courses
- ④ To Citizens of the Socialist Republic of Vietnam and residing in Vietnam at the time of application
- ⑤ To be between the ages of 22 and 34 (at the time of April 1st, 2010)
- ⑥ Not to be currently receiving (or scheduled to receive) any other scholarship
- ⑦ Not to have master's degree on the scholarship from the Government of Vietnam or other government

Component 1-1: Institution Building for Growth Promotion

In Vietnam, as institutional reforms and infrastructural improvement were achieved through international assistance and inward direct investment by foreign companies continues to expand yearly, economic growth is being promoted. To maintain this high growth in the future and to realize the national goals of becoming a medium-developed country by 2010 and an industrial country in 2020, an infrastructure that will foster an international competitive private sector is needed. While taking into consideration the conditions that have accompanied WTO membership, the pressing issues are to achieve the realistic development of institutions according to the WTO rule and their appropriate operations. And creating clear guidelines for the private sector on improvement of infrastructure (BOT and local investment development fund related laws and regulations) and their appropriate implementation are also issues (including strengthening the capacity of the Regulatory Oversight Office and securing regulatory independence), and the development of human resource of public sector that can respond to the above problems is required.

Under this component, young government officials of the ministries and agencies who are related to economic are targeted, and 28 persons (7 persons (1 batch) x 4 years) are accepted toward promotion of economic growth and strengthening of international competitiveness.

Hitotsubashi University proposed at the meeting between Professors and JDS participants to exchange opinions, and also planned to promote attending Alumni Seminar after returning to Vietnam. International Christian University proposed provision of intensive lectures in Vietnam for their pre-departure study to acquire basic knowledge of economics and statistics. After JDS participants return to Vietnam, they will hold the Vietnam Economic Development Seminar in Vietnam. The aims in studying in Japan are to acquire the broad knowledge on the basic economic theory and econometrics and to deepen the practical understanding directly linked to their work.

It is expected to develop the human resources who engage in improvement and operation of various kinds of economic systems which are necessary in further economic integration, promotion of trade facilitation and shift from the planned economic system to market economy system after admission to WTO and effectuation of Japan-Vietnam EPA.

Component 1-2 : Transport / Rural Development

In Vietnam, to sustain the economic growth, there are needs to adequately address the growing demand in traffic and transportation as well as rapid urbanization, and to improve the traffic network that promotes the smooth, safe and trouble-free flow of goods and people.

Not only the issues on the improvement and promotion of the hard side in infrastructure, but also

those on the soft side such as cultivating human resources and securing quality to operate and maintain the growing traffic infrastructural assets, improvements of the system for use by the private sector, traffic safety measures, and formulating a long-term and appropriate sector development strategy should be dealt with appropriately.

In Vietnam, with rapid economic development, urbanization has progressed nationwide and urban problem is one of the major policy issues in recent years. The human resources who can treat various multitiered urban problems are required.

The aim of this component is to develop the human resources who can properly respond to the demand for transportation which is increasing with economic growth and rapid progress of urbanization and can design institutions and formulate policies in the medium and long terms in relation to the transportation network which contributes to smooth and safe physical and human distribution. 16 persons (4 persons (1 batch) x 4 years) are accepted.

Hiroshima University, Graduate school of International Development and Cooperation, proposed special programs as follows.

Hiroshima University gives JDS participants some assignments for pre-departure preparation through e-mail. The aims in studying in Japan are to acquire the broad knowledge regarding transportation and urban development, and to deepen the practical understanding directly linked to their work such as urban planning and management, traffic policies and management, traffic safety. Hiroshima University will promote JDS participants to attend international conferences to evaluate their research outcome. They also propose seminars and follow-up activities for ex-participants as alumni activities.

It is expected to develop the human resources who work on policymaking and plan-making relating to hard side, soft side and many-sided transport and urban development.

Sub-Program 2 : Improvements in Living and Social Conditions and Corrections of Disparities

Component 2 : Agriculture and Rural Development

In Vietnam, the ratio of agriculture, forestry and fisheries is decreasing annually with the development of industry. However, the employed population in this sector consists of about 50% of the nation's entire workforce, three-fourths of the population lives in rural areas, and many of them are poor. Therefore, Agriculture and Rural Development is positioned as an important issue to ease poverty and correct disparities.

While taking into consideration the conditions that have accompanied WTO membership, assistance to reform policies and institutions that focus on the poor people in rural areas and improve technology are needed. The rural areas play a role as a source of food and raw materials and market

for industry products as well as in environmental conservation and controlling population influx into the cities, and also play an important role for the development of other areas.

Under this component, young government officials of the ministries and agencies relating to agriculture and rural development are targeted, and the aim of it is to develop the human resources who draft and operate the policy of agriculture and rural development in organic mutual cooperation with JICA technical aid JDS and others. 16 persons (4 persons (1 batch) x 4 years) are accepted.

In the meeting with Professor and Ministry of Agriculture and Rural Development (MARD), MARD mentioned that they concentrated Human Resource Development for Technical improvement to develop Agriculture and Fishery fields.

Kyushu University, Graduate school of Bioresource and Bioenvironmental Science, propose special programs as follows.

Kyushu University propose pre-departure seminar for JDS participants in Vietnam. The aims in studying in Japan are to acquire the broad knowledge regarding agriculture, to consider the solution to their development issue through writing theses and to deepen their practical understanding via classes by lectures from home and abroad. For ex-participants, University plan to conduct seminars about spread of education and so on.

It is expected to develop the human resources who work on the improvement of policy and institution for poverty group in rural areas with following the process of “poverty reduction through growth”.

Sub-Program 3 : Environmental Conservation

Component 3 : Environment

Vietnam is one of the nations that may be extensively impacted by climactic changes such as submersion of the Mekong delta due to the rise in sea level, increased devastation from typhoons in the central region, and others. It is feared that the environment will deteriorate further with the future development of economic growth. On the other hand, the environment management system of central and local government is very weak. As for environment management, Japan can provide assistance based on the experience of pollution, and has a record of assistance. Therefore, it is of great significance to make it the target of assistance to correct the distortion resulted from economic growth.

In 2002, the Government of Vietnam ratified the Kyoto Protocol Treaty; and in December 2008, the government approved the National Target Program (NTP) on addressing the issue of climactic changes. It is a problem to realize the NTP with donor assistance in the future.

Under this component, young government officials of ministries and agencies relating to environment are targeted, and the aim of it is to develop the human resources who can make long-term and comprehensive efforts against climate change which will influence on various things. 20 persons (5 persons (1 batch) x 4 years) are accepted.

University of Tsukuba, Graduate school of Life and Environmental Sciences propose special programs as follows.

University of Tsukuba will guide JDS participants to clarify their research topics in consideration of approaching data of economics and social development. During studying in Japan, JDS participants will be able to acquire the broad knowledge regarding environmental science. And also, it is aimed to consider the solution to the issues of Vietnam through writing theses and to deepen the practical understanding. In addition, JDS participants will attend domestic and international internship programs to experience the fields of environmental policy. After their returning to Vietnam, University plan to hold periodical lectures of environmental policy for ex-participants and other related people.

It is expected to develop the human resources who can contribute to policymaking and institution improvement in relation to “urban environment management”, “natural environmental protection” and “provision of climate change” which are needed for environmental protection for sustainable development.

Sub-Program 4 : Strengthening of Governance

Component 4-1 : Development of Legal Framework

In Vietnam, as for the technical assistance focused on civil laws and the enactment and revisions of a code of civil procedure that are the basis of all economic activities in a market economy, among the record of the past cooperation, great strides have been made in the development of those. However, there is a need for revisions that reflect socio-economic development and improvements in subordinate codes, etc. as well as the need for organization between cabinet orders and ministerial ordinances. And it is required to develop the human resources capable of managing and executing these laws. It is urgent that the human resources who formulate and execute lawmaking and judiciary measures including the task of legislation in Vietnam are developed, and JICA has established “Laws and Judiciary System Improvement Assistance Project”.

Under this component, young government officials of ministries and agencies relating to judiciary are targeted, and the aim of it is to develop the human resources who work on enactment and revision of ordinance and establishment and improvement of system which is needed for administration of law. 20 persons (5 persons (1 batch) x 4 years) are accepted.

Nagoya University, Graduate School of Law and Kobe University, Graduate School of International Cooperation studies propose special programs as follows.

Nagoya University propose the lecture for academic writing to improve English level and thesis writing as a pre-departure training, and they will hold the updated seminars for ex- JDS participants. Kobe University plan to provide the opportunity to report their research outcome to their organizations after JDS participants return to Vietnam. In addition, both universities will expect that JDS participants acquire the broad knowledge regarding the law and deepen their practical understanding through lectures by judicators, prosecutors, lawyers and so on,

It is expected to contribute to enhance governance in the medium and long term in Vietnam through the development of human resources who would try to establish and radicate “rule of law”.

Component 4-2 : Public Administration Reforms

In Vietnam, based on the Master Plan on administrative reforms, efforts including the improvement of provision of administrative services that meet the needs of users, reform of government official system, government organizations reform and others are being made, but the process of reform is greatly delayed. Decentralization is promoted, and the improvement of the administrative skills of the regional governments becomes an issue.

Corruption is found in succession, and public concern continues to rise. Reforms to eradicate corruption such as the establishment of a national anti-corruption committee headed by the prime minister are positioned as a mid-and long-term issue.

The aim of this component is to develop the human resources in the fields of improvement of administrative management skill, public finance management such as tax administration practice and others based on the administrative reform master plan which the government of Vietnam proceeds from a medium- and long-term perspective. 20 persons (5 persons (1 batch) x 4 years) are accepted. The aims in studying in Japan are to acquire the broad knowledge regarding governance and to deepen their practical understanding through the implementation of special lectures relating to students’ research themes. In addition, Meiji University plan to arrange the field study about public policy, provide the opportunity to exchange their opinions among the related people and conduct the special lecture for writing theses as a supplementary program. It is expected to develop human resources who would contribute to realization of highly transparent administrative and financial systems and enhancement of strategy for decentralization.

It is confirmed that every sub-program and component are linked to development issues of Vietnam, the Country assistance program of Vietnam and JICA program (for details, refer to “3-4

Relevance of the JDS”), and they were officially agreed in the discussion of the field survey which was conducted in July of 2009. (For details, refer to Appendix 4: Minutes of Discussions)

2-4. Implementation Schedule

When Ministry of Foreign Affairs of Japan and JICA officially make a decision to implement the JDS program from fiscal 2010 onwards as the result of the preparatory survey, the program will presumably be implemented for the next four years according to the schedule shown in Figure 2 below. More specifically, following the conclusion of the Exchange of Note (E/N) and Grant Agreement (G/A) every year, JICA will recommend a consultant entrusted to conduct the preparatory survey as the “agent” to the Government of Vietnam. The agent will conclude a contract with the Government of Vietnam to implement the program on behalf of the Government of Vietnam.

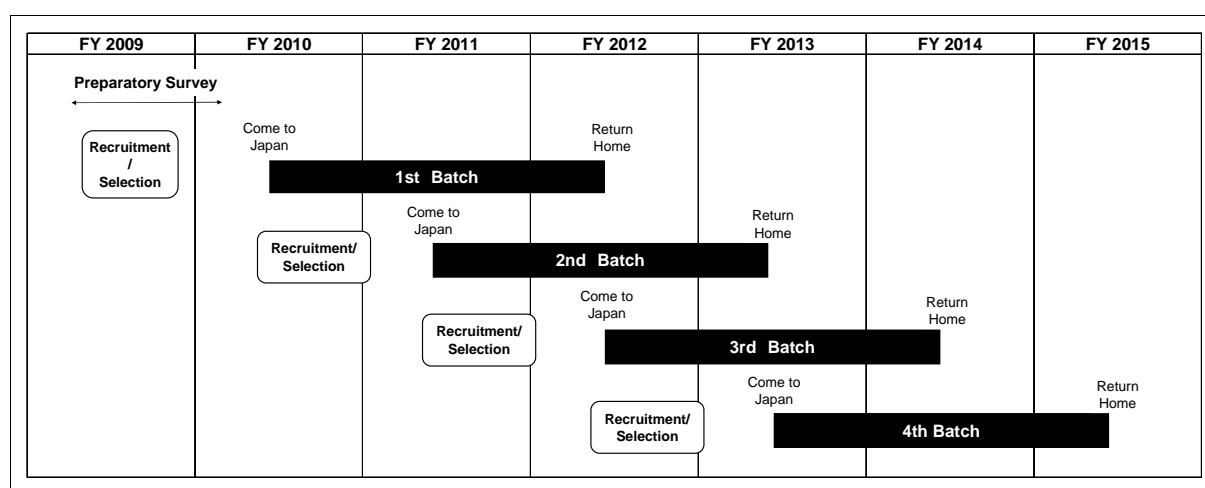


Figure 2: Implementation process

2-5. Obligations of Target (Recipient) Country

For the period of recruitment and selection of JDS participants, Ministry of Education and Training takes a leading role as a managing organization of the whole components, for example execution of plan, implementation, management and supervision of JDS, and appeal of cooperation to JDS to leading organizations which are set in each component. And a leading organization cooperates in encouragement of application by the promotion of distribution of application documents and others, and coordinates the holding of discussion with an accepting university toward the development of Basic Plan for the Sub-Programs and implements it.

During the period where JDS participants study in Japan, the Government of Vietnam conducts monitoring of participants periodically through the agent and reports the results to JICA. Receiving the

regular report from the agent, it checks the progress of JDS program, concerns and others, and if needed, takes proper measures in cooperation with other members of the Operating Committee. And also, it provides the data required for writing master's thesis to JDS participant.

After JDS participants return home, as main objectives of JDS are that ex-JDS participants contribute to the efforts for solution of development issue of the home country and to construct human network, the Government of Vietnam holds the reporting session after JDS participants return home to understand the results of studying in Japan, and takes necessary measures for trend survey, promotion of academic and cultural exchange with Japan and others. And also Ministry of Education and Training which is a managing organization requests the relevant ministries to see to it that the JDS participants are active in the center of governmental offices after returning home.

2-6. Project Follow-ups

The purpose of the JDS is “to support human resource development in the recipient countries targeting highly capable, young government officials who are expected to engage in formulating and implementing social and economic development plans and to become leaders in their countries”, and “ex-JDS participants are expected to hold expert knowledge to take an active role in practically solving issues the social and economic development issues that their countries are facing”. The achievement of such purpose will require not only acquisition of technical knowledge by JDS participants through education in Japanese universities, research and establishment of the human network, but also various follow-ups to ex-JDS participants. Further, the effective follow-ups will largely depend on understanding, cooperation and voluntary efforts by the Government of Vietnam.

The follow-ups offered to the returned participants include the report on achievement of the project goals (acquisition of technical knowledge relating to the development issue through acquisition of a master's degree) in a debriefing session held straight after their returning home, and additionally, research outcomes, career plans and action plans where the findings of them are used, achievements of human network development in Japan are reported to the Operating Committee. The managers of the organizations to which returned participants belong are also invited to the debriefing session to further ensure the achievements of the JDS program by sharing how to utilize knowledge after returning home as well as the action plans between the Operating Committee and the managers of the organizations. Various efforts such as the participation of the returned JDS participants to the event relating to the JDS and others are undertaken to continue good relations with Japan and promote more effective implementation of the JDS. For example, in a target organization, the JDS participants encourage potential applicants to apply and the JDS participants report the experiences at an explanatory meeting.

In the new JDS system, a target organization is narrowed down and the Government of Vietnam is required to tackle the acquirement of many applicants who meet the purpose of the JDS more positively than before. Therefore, it is necessary for the Vietnam government to deeply understand and cooperate the JDS. Especially, it is required to continue to maintain the relationship with returned JDS participants so that the success (utilization) of the returned JDS participants who belong to a target organization which is a target can promote understanding from within the organization.

The Operating Committee has also discussed the establishment of the returned JDS participants' reunion for years in response to the request made by returned participants, but it has not come to establishment due to various issues to be considered and solved regarding how to secure working capital or the details of activities.

Bearing these situations in mind, the future follow-ups for ex-JDS participants should be expected to get not only the voluntary efforts by the Government of Vietnam, but the support by accepting universities. For instance, some accepting universities have founded the university-specific alumni to maintain their network with ex-JDS participants, conducted collaborative researches with them and cooperated with them and their organizations on survey/research projects by the university. Likewise, outcome of the program is expected to be further realized through organic follow-ups by the persons concerned of the JDS, who dispatch the JDS participants (Operating Committee) and who accepts them (universities) in addition to the follow-ups by the Government of Vietnam.

Chapter. 3 Evaluation and Recommendation of the JDS

3-1. Effect of the JDS

As already stated, the JDS intends to develop human resources including young government officials who are expected to be leaders of a country with specialty involving themselves in solving the social and economic development issues, and to allow the participant fostered through the JDS to actively contribute to a solution to development issues. To effectively implement the JDS towards the achievement of these purposes, project objects (overall goal and project purpose) have been set by component (see Appendix 6: Basic Plan for the Sub-Program). Since the project for human resource development would be found effective in the long-term perspective, the project objects, particularly the project goals that are the achievement goals at the time of project completion, must be at most acquisition of knowledge necessary to solve the development issues concerned; however, it is expected that such goals will be ultimately led to “their active contribution to a solution to the development issues in their country” for JDS participants to effectively utilize the acquired knowledge after returning home and to get the opportunities or occupations for such utilization by the organizations they belong to.

The followings show the indicators to measure achievement of the project purpose. These indicators common in all components have been set considering the perspective above:

- Acquisition of a master’s degree by the returned JDS participants
- Posting the returned JDS participants to departments related to policymaking and system establishment concerned

The indicator “Acquisition of a master’s degree by the returned JDS participants” has been highly achieved through application encouragement targeting the personnel matching the purpose of the program at the time of recruitment or the organizations associated with the target areas, basic academic knowledge or learning abilities, selection based on basic education, and various supports and regular monitoring (management of their academic, life and health issues and advising through an interview) for the JDS participants in Japan. The achievement rate as of October 2009 reaches 99%¹⁶. The recent review of the conventional JDS has involved the revision in recruitment and selection of the JDS participants such as specifying the organizations where the participants belong. Further, it was also revised that accepting universities have been requested to provide curriculums contributing to a solution to the development issues of the target country, expecting continuous achievement of such goals.

¹⁶ The number of the returned JDS participants who could not achieve this is 17 out of 1,793 in total.

As for the indicator “Posting of the returned JDS participants to departments related to policymaking and system establishment concerned”, the returning to the organization where they had belonged at the time of their application was difficult because the contract between the JDS participant and the organization where they had belonged was not honoured sometimes and the organization where they had belonged did not understand and cooperate with the JDS sufficiently. However, the target being limited to government officials by reviewing the conventional JDS, there are some applicants who are charged with solving the issues in a target organization (research theme to tackle in the JDS in Japan), and it is expected that the organization where they belong understands it more deeply. Recently the retirement of government official who had taken a degree on a scholarship from the Government of Vietnam or other country was seen as a problem in Vietnam, so in some ministries and agencies, an arrangement of returning to the previous organization for several years is made between the target organization and a JDS participant before the dispatch. In Ministry of Planning and Investment which is one of leading organizations, a memorandum is exchanged between the Ministry and the participant, and the work on this ministry for 6 years after taking a degree is obliged.

3-2. Complementing the Project Evaluation Indicators and Collecting Data

As stated above, the project goals seem feasible in conjunction with the reviewed JDS. However, such review has been encouraged by further expectations for direct contribution to the development of the target country, by clearly positioning the JDS in the bilateral ODA program, fostering human resources contributing to the development issues of the target country, and involving such human resources in the relevant governmental organizations in charge of such development issues. In other words, the JDS participants are expected to improve the abilities, knowledge and skills required by the organizations they belong to, and to work for the organizations after they return home. On the other hand, it is expected that accepting universities provide JDS participants with education to improve the capacity of human resource in the development issues in a target country. Therefore, it seems necessary to collect and accumulate the information that supplements the evaluation indicators at the time of completion for more multilateral evaluations, in addition to the two evaluation indicators shown in the Basic Plan of the Sub-Programs.

Regarding measurement of the project effect in conjunction with the JDS review, various types of measurement as the overall measurement including project management or progress could be available, including measurement of the independence of the relevant ministries and of how much the JDS participants become active after they return home. Nevertheless, considering the background of the JDS review and paying attention to the function of management of the fresh information of the participants through monitoring, which is one of the features of JDS, collection of the data on the “ability improvement of the JDS participants” and “appropriateness of university curriculums” mainly

utilizing the function are proposed. Both aspects survey the JDS participants themselves, but, as an objective evaluation, it is intended to implement hearing to the supervisors of the organizations to which the participants belong to and the academic supervisors of accepting universities as well regarding the “ability improvement of the JDS participants”.

(1) Data contents

The “ability improvement of the JDS participants” focuses not on the specializations of each JDS participant which can be evaluated only by the experts of the research field concerned, but on the abilities necessary for general government officials, to collect the data about transition of such abilities through the JDS. In detail, the transition data are about skills and thinking abilities including “scientific investigating and analyzing abilities” and “logical thinking abilities”, and about attitude such as “ethics” and “disciplines”.

The appropriateness of university curriculums against a solution to development issues has been confirmed by examining the curriculums provided by universities in the survey. Therefore, the data about whether the provided curriculums have been put into implementation and have contributed to the development issues in practice should be collected through hearing to the JDS participants.

(2) How to collect data

The data will be collected after the participants arrive in Japan, during enrollment, upon graduation and after their return home (re-employment) . The data collection after their arrival in Japan and during enrollment will be done at regular monitoring to be implemented, and the evaluation session inviting the JDS participants by each university or graduate school held right before they return home should be the timing for data collection upon graduation. Data collection after participants’ return home is held once within a year after their return.

The data from supervisors of the organizations is collected through an e-mail before and after the participants study in Japan. And a questionnaire for the data collection is distributed and collected from academic supervisors when they are requested to give a comment to the last monitoring report of the guiding participants. (See Table 7)

Table 7: How to collect data

When to collect	Target	Medium (form)	Data content	Remarks
Before the participants’ arrival in Japan	Supervisors of the organization which concerned JDS participants belong to	Questionnaire survey	Transition of the abilities of the JDS participants	
After the participants’ arrival in Japan	JDS participants to come to Japan in the fiscal year	Questionnaire survey (Regular monitoring)	Transition of the abilities of the JDS participants	

	concerned			
During enrolment of the participants	JDS participants who came to Japan in the previous fiscal year	Questionnaire survey (Regular monitoring)	Transition of the abilities of the JDS participants	
Upon graduation of the participants	Academic supervisors who supervise graduating JDS participants	Questionnaire survey (Regular monitoring)	Transition of the abilities of the JDS participants	
	JDS participants to graduate from university	Questionnaire survey (Evaluation session)	Transition of the abilities of the JDS participants Appropriateness of the university curriculums	
After participants' returning home	Returned JDS participants	Questionnaire survey	Transition of the abilities of the JDS participants	Use of alumni lists
	Supervisors of the organization which concerned JDS participants belong to	Questionnaire survey	Transition of the abilities of the JDS participants	

See Appendix 9 for the proposed question items.

(3) Effects anticipated after data collection

The certain rules and relevance of the accumulated data will be analyzed to improve the future program operation.

3-3. Issues and suggestion

3-3-1. Issues and suggestion

The followings show the issues and suggestion obtained through the Survey:

(1) Setting of Target Organization

The setting of target organization was determined after the discussion with the Operating Committee in the field survey, but Ministry of Industry and Trade proposed to make it a target organization of “Development of Legal Framework” component during the application period of the 1st batch. After the examination in the Operating Meeting, it was approved to make the Ministry a target organization because the ministry includes the department where the law relating to international economy is mainly handled after Vietnam became a member of WTO.

The new JDS system aims to improve the operational effect by narrowing down the target persons and organizations to be developed, so it is desired that the target organization is fixed for 4

years when one package is implemented. And it is desirable to continue to conduct the survey of target organizations which were described in 2-1-1, to classify the future target organizations and to check the role of each ministry and agency at the Operating Committee again.

(2) Open Recruitment in Ministry and Agency

As the applicants are limited to government officials from this fiscal year, the open recruitment system in the target ministries and agencies is adopted. International Cooperation Department and Department of Organization Personnel are the windows of the target ministries and agencies in principle, but there were many ministries and agencies where the information on open recruitment is not transmitted sufficiently due to lack of communications inside them and the problems on transmission of information.

In the next year, the nomination system will be hopefully applied for JDS by components. It is advisable that target organization could recommend JDS applicants with their responsibility.

On the other hand, as Ministry of Education and Training, International Cooperation Training put the application information of the JDS on the scholarship portal site of the department and helped publicity to institutions related to the Ministry, there were relatively large number of applicants from the universities under the jurisdiction of Ministry of Education and Training and the universities and research institutes under the direct supervision of the prime minister.

As the Japanese side does not burden the cost of public recruitment by using mass media in the new system, it is necessary that Ministry of Education and Training studies putting the information on open recruitment on Vietnamese newspaper, official publication and others which many government officials read to get more applicants.

(3) Application period

As the application period of only around a month was provided to the program for this fiscal year due to the survey schedule, the necessary applicants to ensure moderate competitiveness in the selection was not attracted despite efforts to encourage applications through individual visits to the target organizations by the JDS Project Office. The applicants needed substantial amount of time not only in preparing the application documents and research projects and in obtaining necessary documents, but also in the procedure of the internal approval in ministries, but the target organization could not narrow down potential applicants and the applicants themselves could not prepare the application documents due to the lack of time and many applications became difficult.

Taking into account the time required for various procedures and preparation of the application documents in the target organizations in designing the JDS (Grant Aid itself), the schedule for the next fiscal year onwards should be considered so that around a month can be provided as the period for the preparatory explanations to the target organization and internal approval procedure to assure at least a

month and half as the application period.

(4) Additional selection

JDS operating committee proposed that only 4 successful candidates were approved as JDS successful candidates in Public Administration Reforms because of lack of English proficiency (maximum number of JDS participants are 5. It was also proposed and agreed among the OC members that the additional selection would be conducted to secure the maximum number of JDS participants. Based on this, a candidate was selected from “The list of candidates for overseas education” maintained by Ministry of Education and Training (MOET), in accordance with the purpose of JDS. The additional selection was conducted in January, 2010. There are problems such as 1) fairness between the candidates in regular selection and the candidate in this additional selection and transparency of these selections, and 2) the process of obtaining the consensus on the additional target organization in line with the additional selection. As the Managing Organization for JDS, MOET should have cooperated positively such as suggesting “The list of candidates” during the recruiting period. It is desired that the responsibility of the Government of Vietnam during the recruiting period and target organizations should secure more than definite number of candidates with sufficient English skills.

3-3-2. Technical cooperation / Cooperation with other donors

(1) Possibility of Cooperation with Communist Party Program 165 (development of human resources)

The Government of Vietnam launched the program of human resource development (name of program: Communist Part Program 165) to cultivate the leader of next generation, and the deputy directors and correspondents tackle the development of human resource which should become the leader in the next generation. The contents such as long term training (getting a doctor’s degree and a master’s degree abroad) and short term training (including English training and technical training) are available, and an annual plan is formulated. The target fields which are set are management of administration, management of economy, environment, urban development, social development, management of human resources development, international law, improvement of judiciary, public policy and others. As the above target fields match the components which are now set in the JDS, the cooperation between Program 165 and JDS is expected.

In this fiscal year, a few persons from Program165 applied, but as the information on application will be provided broadly to the bureau of Program from the next fiscal year, it is thought that the participants in Program 165 will know it and appropriate applicants can be found.

3-4. Relevance of the JDS

(1) Overview

As stated, the JDS has been reviewed since fiscal 2008 to strengthen the preliminary survey in order to clarify the positioning of the JDS considering collaboration with the development issues facing the target country, the Country assistance program of Vietnam and the JICA programs. The review further has further involves understanding the needs of the target country needs through the field survey as well as improved matching with accepting universities capable of offering the educational program that could satisfy such needs. Taking into consideration the purposes and background of such review, the relevance of the JDS will be verified from the viewpoint whether the JDS is consistent with: (1) the priority issues in development of Vietnam; (2) the Country assistance program of Vietnam; and (3) the JICA programs.

(2) Consistency with Priority Issues in Development of Vietnam

The main donors should regard “Five-Year Socio-Economic Development Plan (SEDP) (2006-2010)” which the Government of Vietnam created as a strategy document to plan and implement official development assistance. The Japanese government formulates the aid program based on SEDP in the Country assistance program (Vietnam).

In SEDP, the goal of early breakaway from a low-income country is set and the target per-capita GDP is set at 1,050 ~ 1,100 USD. The funds required to accomplish the goal is estimated at 19 billion USD, and this ODS funds are said to have a substantial need to be used in the broad fields with an eye to the development of economy and society of Vietnam toward the development of infrastructure receiving of public funds for 5 years in the future. The importance of ODA funds and private funds which are the base of economy development will increase after 2010.

It can be said that, in the inflow of money which supports the infrastructure of social and economic development, the importance of development of human resources who make policies and plans to helm it has risen. In SEDP, as the investment field of ODA funds, especially, institution reform required after becoming a member of WTO is described in addition to improvement of social and economic infrastructure, reduction of poverty and education development. The sub-programs in the JDS match 4 goals described in SEDP (refer to Figure 3), and are positioned as a development program of human resource who can contribute to institution design and infrastructure improvement.

<Socio-Economic Development Plan in Vietnam>

<Sub-Program/Component in JDS>

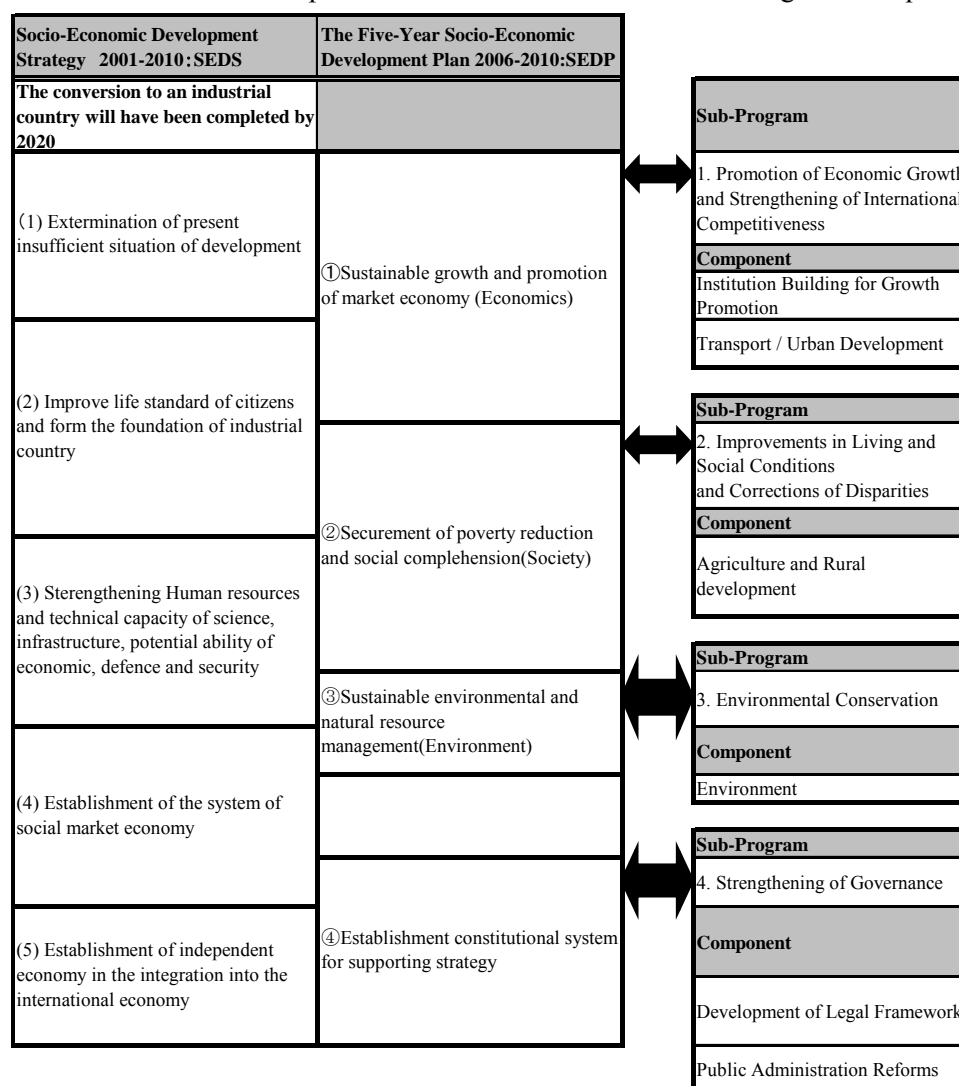


Figure 3: Positioning of the JDS in “Five-Year Socio-Economic Development Plan (SEDP) (2006-2010)” in Vietnam

(3) Consistency with Country assistance program (Vietnam)

In the assistance policy in Country assistance program (Vietnam) (July of 2009, Foreign Ministry), the implementation according to national development policies such as Ten-Year Socio-economic Development Strategy (2001~2010) (SED), SEDP and others which the Government of Vietnam itself developed based on MDGs is the top goal and the following three points are cited

- Support of industrialization (goal: 2020) after breakaway from a low-income country (goal: 2010)
- Support of improvement of life of Vietnamese people and realization of fair society
- Support of sustainable development

And the development of general assistance of the following 4 issues as a target priority area is the

pillar assistance to Vietnam.

- (a) Promotion of economic growth / Strengthening of international competitiveness
- (b) Improvement of social and living conditions and disparity correction
- (c) Environment conservation
- (d) Governance reinforcement (base of the above three fields)

The sub-programs set in JDS are set in the form of completely matching the above target priorities, and are planned as a general human resource development program in each target priority area. (Refer to Figure 4)

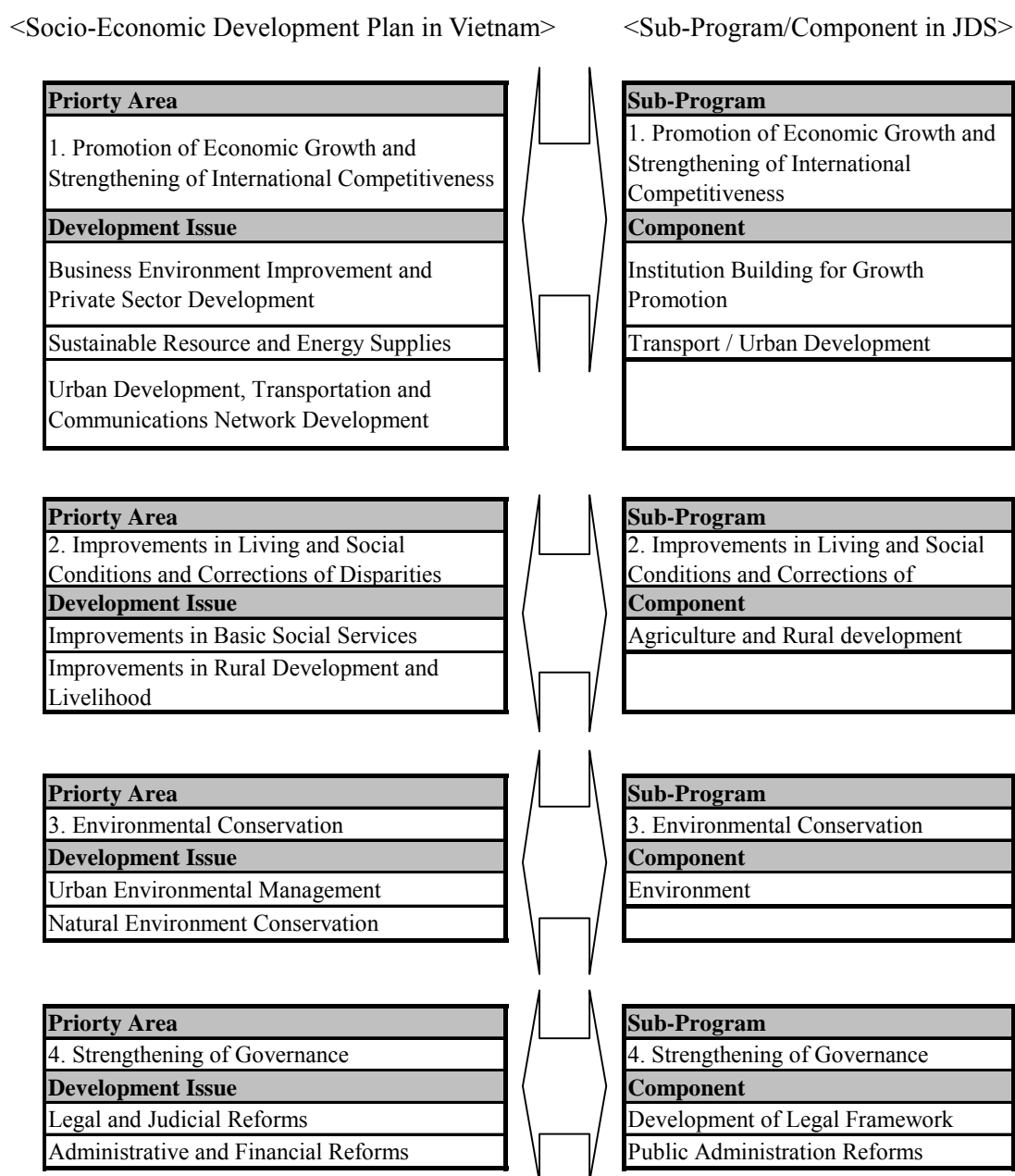


Figure 4: Positioning of the JDS in Country assistance program (Vietnam)

(4) Consistency with the JICA Program

Examining the six components of JDS individually, each of them is associated with the JICA programs or individual projects. Therefore, the JDS in Vietnam could be regarded as deeply related to the JICA programs through developing the human resources in charge of policies, planning, implementation, operation and management (Refer to Figure 5).

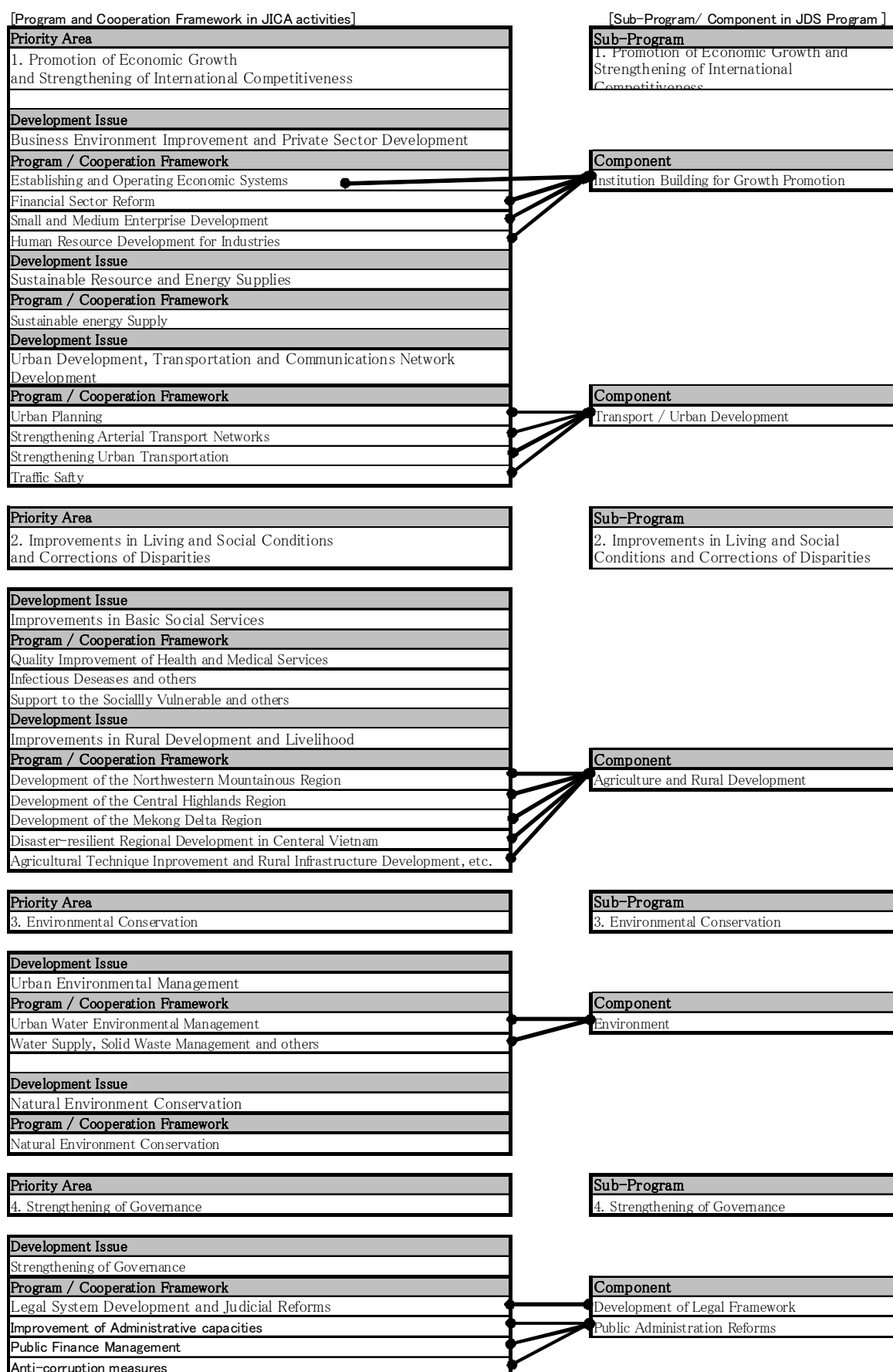


Figure 5: Positioning of the JDS in the JICA Program

3-5. Conclusion

Bearing in mind the purposes and features of the JDS, in this Preparatory Survey, the needs of human resource development in the sub-programs/components which was set based on the Country assistance program of the target country or Japanese ODA policy were investigated. Also, the existence of some potential candidates in the target organizations or other places which were supposed to be associated with the relevant sub-programs/components (see Section 2-2-1 (2)) was investigated and, based on the results, the scale of the JDS program where 4-year is one package and the program plan of each sub-program/component (Basic Plan for the Sub-Programs (draft)) were developed. Moreover, as described in Section 3-4, the relevance of the JDS seems to be high, so the implementation of the JDS has great significance.

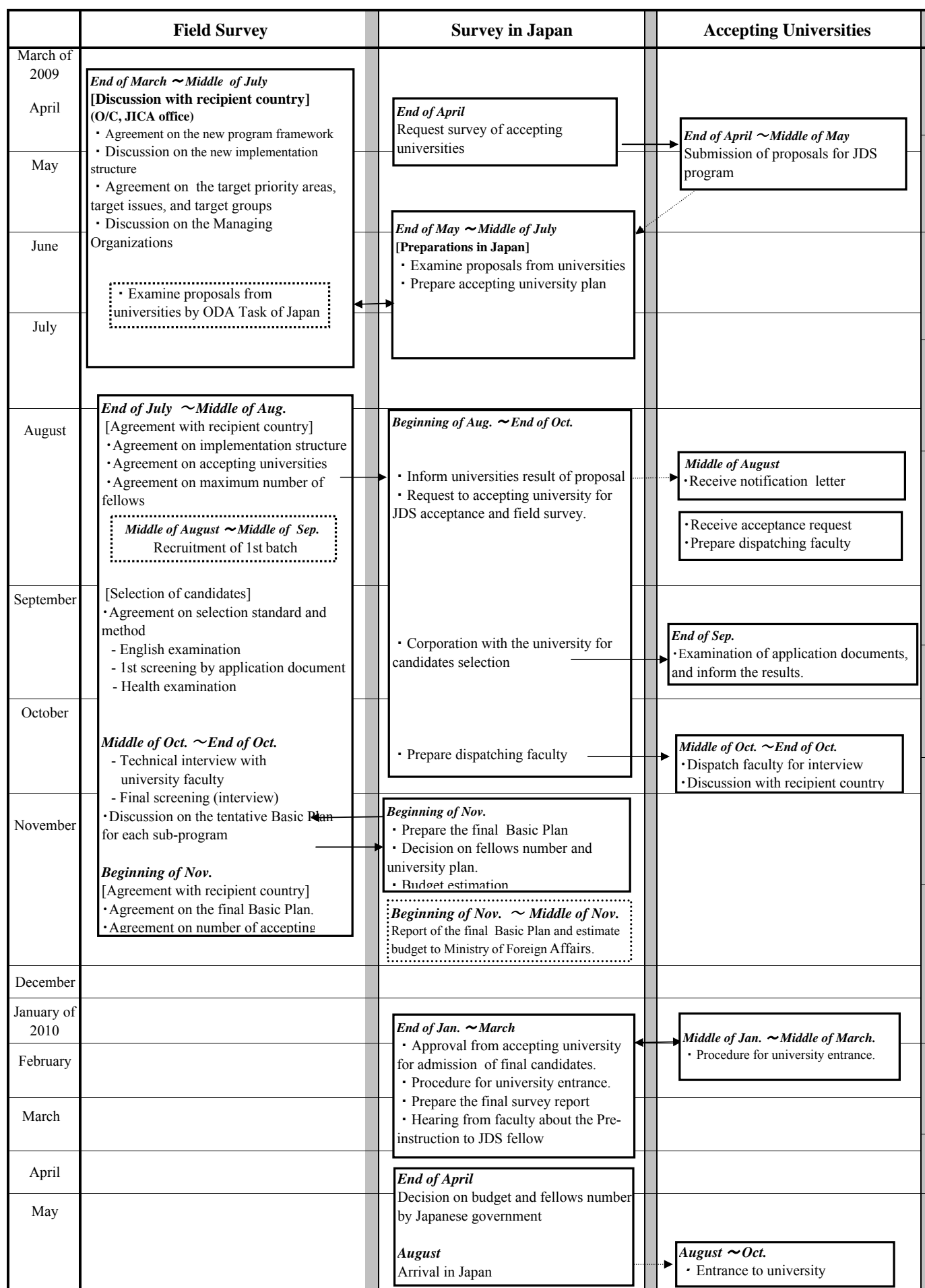
However, as there are vast amount of and various needs relating to human resource development, it is necessary to carefully select the technical knowledge to be acquired through the study in Japan in the JDS program and the candidates to be developed in the target organizations in the implementation of the JDS.

If the JDS is implemented and operated with these things in mind and the programs which meet the needs in the target organization are provided by accepting universities for 4 years, the result of “acquiring of technical knowledge through earning a degree” which is the aim of the JDS are expected to be achieved. However, as described above, it is necessary to measure the result from a long-term standpoint in the project of human resource development (How the knowledge “which had been acquired” was used, and how much it was returned to the society.)

Member List of the Survey Team

Masaei Matsunaga	Leader	Senior Representative, JICA Viet Nam Office
Nobuko Wada	Cooperative Planning	Representative, JICA Viet Nam Office
Atsushi Tsutsumi	Account Executive	Director, International Student Division, International Student Department, JICE
Hiroshi Kawagoe	Survey Planning	Deputy Director, International Student Division, International Student Department, JICE
Shinji Yokohori	Acceptance Planning/Cost Estimation	International Student Division, International Student Department, JICE
Noriko Shiiya	Acceptance Coordination	International Student Division, International Student Department, JICE

Flowchart of the Preparatory Survey of JDS



List of Concerned Organizations and Persons in Vietnam

Date,Time	appointments	Others
July 27 (Mon) JICA Vietnam Office	Mr. Masaei Matsunaga, Senior Representative, (Team Leader) Ms. Nobuko Wada, Representative	
July 27 (Mon) JICA Vietnam Office	Ms. Eiko Kojima, Senior Project Formulation Advisor Mr. Junichi Imai, Senior Project Formulation Advisor	
July 28 (Tue) 9:30 Ministry of Natural Resources and Environment	Mr. Pham Van Tan, Deputy Director General, International Cooperation Department(ICD) Ms. Nguyen Thi Minh Nguyet, Official International Cooperation Department(ICD), and 5 others	
July 28 (Tue) 14:30 Ministry of Agriculture and Rural Development	Mr. Tran Kim Long, Deputy Director General International Cooperation Department(ICD) Mr. Nguyen Anh Minh, Director Bilateral Cooperation Division Ms. Ha Thuy Hanh, Vice-head, Training Management Division.	
July 29 (Wed) 9:00 Ministry of Transport	Mr. Tran Bao Ngoc, Deputy Director General, Personnel and Organization Department Mr. Pham Quang Anh, Official International Cooperation Department(ICD)	
July 29 (Wed) 14:00 Hanoi people's Committee	Mr. Hoang Anh Vu, Deputy Director, Personnel and Organization Department Mr. Nguyen Duc Toan Deputy Director, Urban Transport Management Department Ms. Pham Quynh Trang Expert, Personnel and Organization Department Mr. Luu Xuan Hung, Deputy Director, PMU of Urban Metro Project Mr. Nguyen Hung Quan, Vice chief, PMU of Urban Metro Project	
July 30 (Thu) 9:00 Ministry of Home Affairs	Mr. Nguyen Van Sim, Deputy Director Non Government Department Ms. Thuy, Expert, International Cooperation Department	
July 30 (Thu) 14:00 Ministry of Justice	Mr. Hoang Ngoc Thinh, Deputy Director, Personnel Department, Mr. Nguyen Xuan Tung, Expert, Personnel and Organization Department	
July 31 (Fri) JICA Vietnam Office	Mr. Masaei Matsunaga, Senior Representative, (Team Leader) Ms. Nobuko Wada, Representative	
July 31 (Fri) Embassy of Japan	Mr. Atsunori Nishino, Second Secretary	
August 5 (Wed) 16:00 Ministry of Natural Resources and Environment	Mr. Yutaka Matsuzawa, JICA Expert	
August 6 (Thu) 10:00 Ministry of Finance	Ms. Nguyen Thi Thanh Huyen, Expert, International Cooperation Department, and 2 others	
August 6 (Thu) 14:30 Vietnam Academy of Science and Technology	Mr. Nguyen Van Thuong, Official International Cooperation Department(ICD)	

Date,Time	appointments	Others
August 7 (Fri) 10:00 National Institute of Agricultural Planning and Projection	Mr. Vu Cong Lan, Head Division of International Cooperation and Project Management Mr. Vuong Thuc Tran, Official Division of International Cooperation and Project Management	
August 10 (Mon) 14:30 Ministry of Construction	Mr. Pham Khanh Toan, Deputy Director General, International Cooperation Department(ICD) Mr. Uong Dinh Chat, Deputy Director Personnel Department Mr. Duong Kim Dzung, Senior Official International Cooperation Department(ICD)	
August 10 (Mon) 11:00 Ministry of Justice	Mr. Yosuke Kobayashi, Representative, JICA Vietnam Office Mr. Fuminori Ito, JICA Expert	
August 11 (Tue) 14:30 Government Inspectorate	Mr. Trinh Nhu Hoa, Head, Multilateral Cooperation Division	
August 13 (Thu) 9:30 Ministry of Industry and Trade	Mr. Le Huu Phuc, Deputy Director General International Cooperation Department	
August 13 (Thu) 14:30 Supreme People's Procuratorate	Mr. Le Tiem, Deputy Director, International Cooperation Department(ICD)	
August 17 (Mon) 14:30 Academy of Public Administration	Mr. Pham Thi Quynh Hoa, Director, International Cooperation Division, International Cooperation Department(ICD)	
August 18 (Tue) 9:30 Supreme People's Court	Mr. Ngo Cuong, Director, International Cooperation Department(ICD)	
August 18 (Tue) 14:30 Institute for Legislative Studies	Dr. Dinh Xuan Thao, General Director, Member of the National assembly, Mr. Tran Quang Minh, Deputy Director, Department for General Affairs Mr. Bui Hai Thiem, Official Department for General Affairs	
August 19 (Wed) 9:30 State Bank of Vietnam	Mr. Nguyen Vinh Hung, Deputy Director General International Cooperation Department Ms. Nguyen Thi Tra Vy, Deputy Manager Bilateral Cooperation Division	
August 20 (Thu) 13:30 Ho Chi Minh City's People's Committee	Mr. Nguyen Van Quoc, Vice-chairman, Management Authority for Urban Railways(MAUR) Mr. Do Hoai Thu, Vice Chief, Management Authority for Urban Railways(MAUR) Mr. Le Van Dien, Head, Management Authority for Urban Railways(MAUR) Department of Planning and Investment	
August 20 (Thu) 15:00 Department of Planning and investment(HCMC)	Mr. Pham Van Than, Chief, ODA Project Management Division	
August 20 (Thu) 16:00 Department of Natural Resources and Environment (HCMC)	Ms. Nguyen Phuoc Trung, Vice Director,	
August 21 (Fri) 8:00 Vietnam National University (HCMC)	Ms. Tran Thi Hong, Director Department of External Relations & Project Development	

Date,Time	appointments	Others
August 21 (Fri) 10:00 Department of Agriculture and Rural Development (HCMC)	Ms. Nguyen Phuoc Trung, Vice Director,	
August 21 (Fri) 16:00 HCMC University of Technology	Mr. Le Thi Hong Tran, Deputy Dean, Faculty of Environment, Dr. Tran Van Mien, Lecturer, Faculty of Construction materials Ms. Tran Thi Phuc, staff, External Relations Office, Ms Miyo Hanazawa, Coordinator, Technical Cooperation Project for Capacity Building of HCMUT to Sterngthen University – Community Linkage – Phase 2	
August 26 (Wed) 15:00 Ministry of Planning and Investment	Mr.Nguyen Hoang Linh, Expert Foreign Economic Relations Department	
September 3 (Thu) 16:30 JICA Vietnam Office	Mr. Masaei Matsunaga, Senior Representative, (Team Leader) Ms. Nobuko Wada, Representative	
September 7 (Mon) 9:30 Vietnam Academy of Science and Technology	Mr. Nguyen Van Bo, President Mr. Pham Xuan Liem, Deputy Director, Department of Science & International Cooperation	
September 7 (Mon) 16:30 Foreign Trade University	Ms. Nguyen Le Quynh Hoa, Deputy head International Cooperation Department(ICD) Ms. Nguyen Thu Hang, Official International Cooperation Department(ICD)	
September 8 (Tue) 16:00 Ministry of Planning and Investment Foreign Investment Agency	Mr. Kyoshiro ICHIKAWA, JICA Expert (Senior Investment Advisor)	
September 15 (Tue) 14:00 Monitoring Office of Program 165(MOP165)	Mr. Nguyen Ngoc Thanh, Training Manager, Ms. Bui Kim Dung, Training Officer	
September 16 (Wed) 10:00 Hanoi Law University	Mr. Nguyen Quoc Hoan, Head of Office, International Cooperation Department(ICD)	
September 16 (Wed) 11:00 Vietnam National University Law School	Dr. Pham Hong Thai, Rector	
September 16 (Wed) 15:00 Hanoi Architectural University (Ministry of Construction)	Ms. Pham Thi Thu Huyen, Officer, Department of International relations	
September 17 (Thu) 10:30 Vietnam Institute of Architecture, urban and Rural Planning (Ministry of Construction)	Ms. Trinh Thi Lien, Director of Center, Center for Training and International Cooperation Ms. Phan Thanh Bich, Expert, Center for Training and International Cooperation	
September 18 (Fri) 9:00 Supreme People's Court	Mr. Ngo Cuong, Director, International Cooperation Department(ICD)	
September 18 (Fri) 10:00 Supreme People's Prosecution office	Mr. Le Tiem, Deputy Director, International Cooperation Department(ICD)	

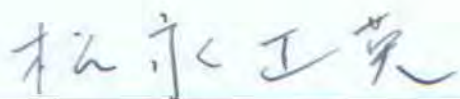
**MINUTES OF DISCUSSIONS
ON THE PREPARATORY SURVEY OF
THE JAPANESE GRANT AID
FOR HUMAN RESOURCE DEVELOPMENT SCHOLARSHIP
TO THE SOCIALIST REPUBLIC OF VIETNAM
UNDER NEW SYSTEM**

The Government of Japan decided to conduct a Preparatory Survey on the program of the Japanese Grant Aid for Human Resource Development Scholarship (hereinafter referred to as "JDS") to be applied under new system, and entrusted the Survey to the Japan International Cooperation Agency (hereinafter referred to as "JICA").

JICA dispatched a Preparatory Survey Team (hereinafter referred to as "the Team") headed by Masaei MATSUNAGA, Senior Representative, JICA Vietnam Office, to Vietnam from 27 to 31 July, 2009.

The Team held a series of discussions with the members of the Operating Committee of the Government of Vietnam, (hereinafter referred to as "O/C"). Both parties confirmed the framework of the JDS program under new system, and the related items attached hereto.

Hanoi, August 14, 2009



Masaei MATSUNAGA
Leader
Preparatory Survey Team
Japan International Cooperation Agency
Japan



Tran Ba Viet Dzung
Director General
International Cooperation Department
Ministry of Education and Training
Socialist Republic of Vietnam

*Attachment***I. Framework of JDS under new system**

The framework of JDS under new system which is to be applied from fiscal year 2010 was explained by the Team and the following items were confirmed by the O/C.

1. Objective of the JDS under the new system

The objective of the JDS was confirmed as follows:

To support human resources development of recipient countries of Japanese grant aid, targeting promising and young governmental officials, who are expected to be leaders of the recipient countries, and to engage in formulating and implementing social and economic development policies in each recipient country. Participants of the JDS program shall contribute to expand and enhance the foundation for bilateral relations with Japan, having well-rounded knowledge of Japan.

Participants of the JDS program will acquire expert knowledge, conduct research, and build human networks at Japanese universities, and are expected to use such knowledge to take an active role in practically solving problems concerning the social and economic development issues that their countries are facing.

2. JDS New system

O/C confirmed and understood the major changes of JDS under the new system as described in "Major Changes in the JDS" (ANNEX-1)

3. Implementation of Preparatory Survey of JDS Program

The Team explained that JICA shall implement Preparatory Survey of JDS program (hereinafter referred to as "the Survey") in accordance with the "Flowchart of Preparatory Survey of the JDS" (ANNEX-2). The Survey includes field survey. O/C agreed to the procedure.

The objectives of the Survey are:

- (1) to identify the target priority areas and the development issues to develop through JDS program,
- (2) to identify the target organizations from which the candidates shall be nominated,
- (3) to identify accepting institutions/universities which can provide educational programs aimed at human resource development to solve the development issues in the target priority areas,
- (4) to identify the total number of scholarship fellows for the whole period of the program,
- (5) to plan a basic plan for each selected target priority areas as a program, which contains some development issues as components,
- (6) to select the scholarship fellows of the first batch.

4. Composition of JDS program

O/C understood the composition of JDS program under the new system as follows:

- (1) The JDS program will consist of sub-programs which correspond to and deal with the selected target priority areas.
- (2) The sub-program will consist of component which corresponds to and deals with the development issues under the target priority area.

5. Managing Organization and Leading Organizations

O/C understood that the role of Managing Organization is to plan, implement, manage and monitor the JDS program with the consultation of JICA. Vietnam International Education Development, Ministry of Education and Training is regarded as the Managing Organization for all development issues.

Also, under the managing organization, each development issue related Ministry takes responsibility in implementation of the JDS program. These Ministries are called “Leading organizations” and discuss with Japanese universities on the development issues

6. Target Organizations

O/C understood that the candidates of the JDS program shall be selected from the target organizations related to the target priority area and development issue to be developed.

7. Selection of the participants

O/C understood that the selection of the participants shall be implemented in accordance with “Selection Flowchart of the JDS (ANNEX-3)”.

II . Implementation of the JDS

O/C and the Team discussed the following items and reached a consensus.

1. Maximum Number of JDS Participants

The total number of JDS participants for the first batch in Japanese fiscal year 2010, is at thirty (30) and this number would indicate the maximum number per batch for four batches.

2. Target Priority Area and Development Issue

Based on the discussion held between the both parties, the target priority areas and development issues are identified as below.

- (1) Priority Area as Sub-Program 1 : Growth Promotion

Development Issue as Component :

- (i) Institution building for growth promotion
- (ii) Transport / Urban development

- (2) Priority Area as Sub-Program 2 : Improvement of living / social conditions

Development Issue as Component :

- (i) Agriculture and Rural Development
- (ii) Environment

(3) Priority Area as Sub-Program 3 : Institution improvement

Development Issue as Component :

- (i) Development of legal framework
- (ii) Public Administration reforms

3. The Target Organization

Based on the discussion held between the both parties, the target organizations were identified as follows;

Ministry related organizations and all the public universities are not specified here but these are regarded as eligible.

(1) Development Issue as Component 1-(i) : Institution building for growth promotion

Leading Organization: Ministry of Planning and Investment

Target Organization: - Ministry of Education and Training
 - Ministry of Planning and Investment
 - Ministry of Industry and Trade
 - Ministry of Finance
 - State Bank of Vietnam

(2) Development Issue as Component 1-(ii) : Transport / Urban development

Leading Organization: Ministry of Transport

Target Organization: - Ministry of Education and Training
 - Ministry of Transport
 - Ministry of Construction
 - Hanoi City People's Committee
 - HCMC People's committee

(3) Development Issue as Component 2-(i) : Agriculture and Rural Development

Leading Organization: Ministry of Agriculture and Rural Development

Target Organization: - Ministry of Education and Training
 - Ministry of Agriculture and Rural Development
 - National Institute of Agricultural Planning and Projection

(4) Development Issue as Component 2-(ii) : Environment

Leading Organization: Ministry of Natural Resources and Environment

Target Organization: - Ministry of Education and Training
 - Ministry of Natural Resources and Environment
 - Ministry of Planning and Investment
 - Vietnam Academy of Science and Technology

- Ministry of Agriculture and Rural Development
- Ministry of Industry and Trade

(5) Development Issue as Component 3-(i) : Development of legal framework

Leading Organization: Ministry of Justice

- Target Organization:
- Ministry of Education and Training
 - Ministry of Justice
 - Supreme People's Court
 - Supreme People's Procuratorate

(6) Development Issue as Component 3-(ii) : Public Administration reforms

Leading Organization: Ministry of Home Affairs

- Target Organization:
- Ministry of Education and Training
 - Ministry of Home Affairs
 - Government Inspectorate
 - Provincial People's Committee
 - The Office of the National Assembly
 - Academy of Public Administration

4. Accepting Universities and Maximum Numbers of JDS Participants per University

Based on the discussion held between the both parties, the educational programs of following universities are suitable to the development issue in Vietnam.

(1) Development Issue as Component : Institution building for growth promotion

University: Hitotsubashi University and International Christian University

Maximum number: 7

(2) Development Issue as Component : Transport / Urban development

University: Hiroshima University

Maximum number: 4

(3) Development Issue as Component : Agriculture and Rural Development

University: Kyushu University

Maximum number: 4

(4) Development Issue as Component : Environment

University: University of Tsukuba

Maximum number: 5

(5) Development Issue as Component : Development of legal framework

University: Nagoya University and Kobe University

Maximum number: 5

(6) Development Issue as Component : Public Administration reforms

University: Meiji University

Maximum number: 5

5. Research Area of JDS Participants

Those assumed development needs described above shall be notified as “research area” to JDS applicants in order to indicate the direction of study/ research of each JDS participant as well as to accepting universities in order to prevent the mismatching between accepting universities and JDS applicants.

-ANNEX-1: Major Changes in the JDS

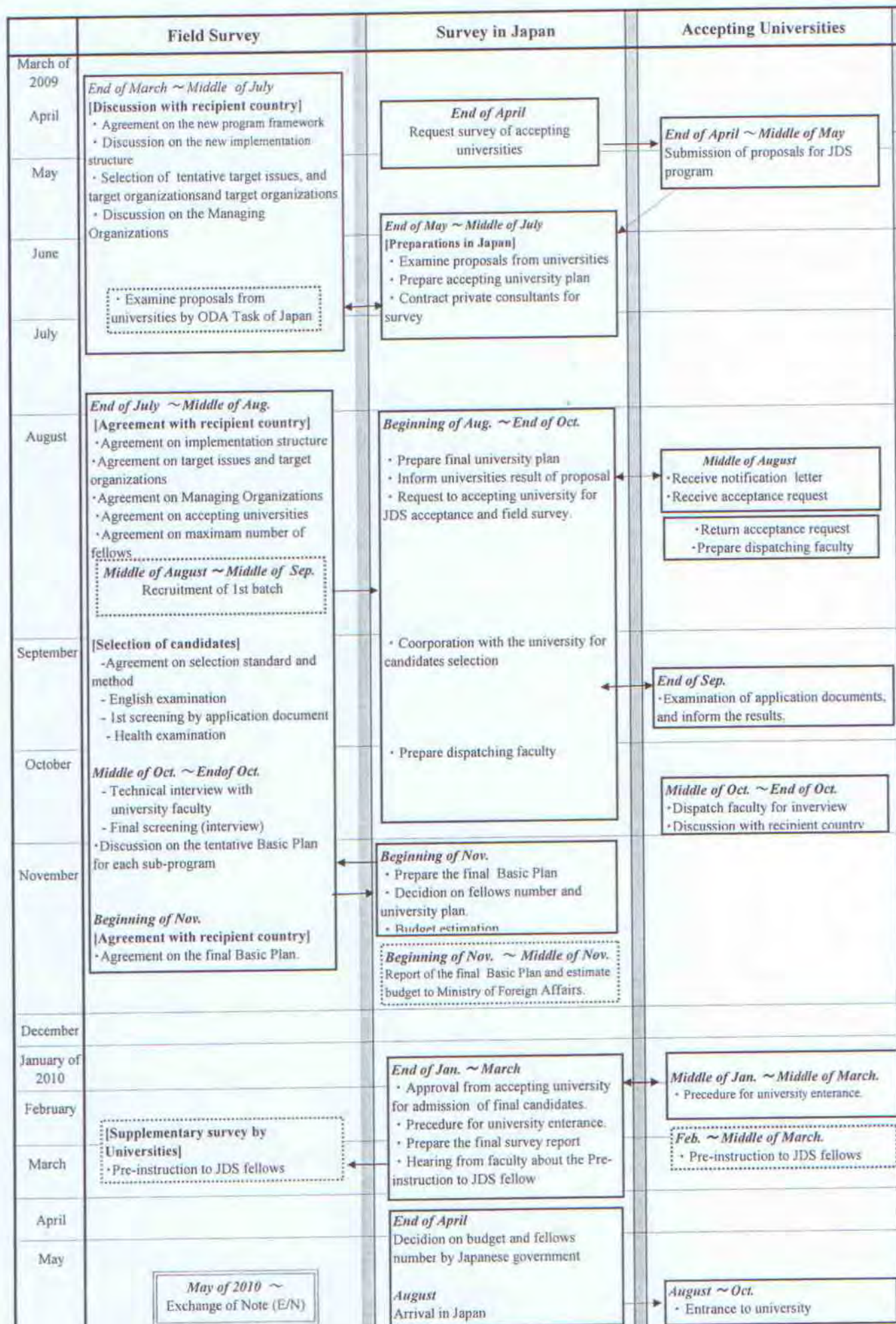
-ANNEX-2: Flowchart of the Preparatory Survey of JDS

-ANNEX-3: Selection Flowchart of JDS

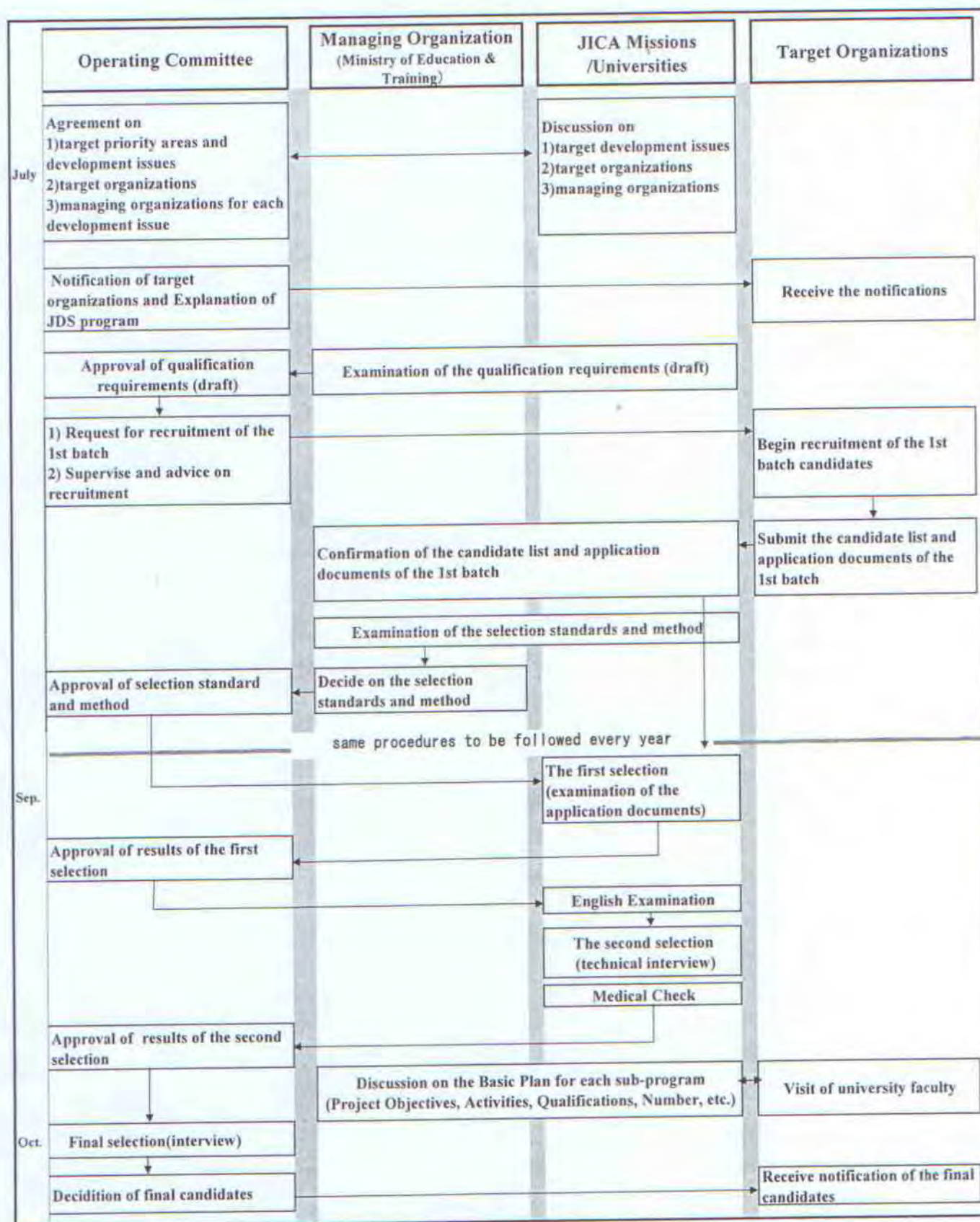
-ANNEX-4: Operating Guideline of the Japanese Grant Aid for Human Resource Development
Scholarship under the New System

Major changes in the JDS

	Item	Before	After	Notes
Project formation stage	1 Preliminary surveys, including field surveys	Not implemented	○	1) To be implemented once every four years. The program is planned to cover four batches of JDS participants. 2) To be conducted by JICA contracting with private consultants
	2 Alignment study between target organizations / target areas and Japan's bilateral cooperation programs	△	○	1) The target study areas and issues, and target organizations are decided through the preliminary survey in line with priority areas of Japan's bilateral cooperation programs for the country. 2) "Selection and concentration" on one to three target areas and about five to six development issues per target country.
	3 Recruitment of candidates from the public through the media or the Internet	○	Generally not applicable	1) The target organizations will carry out the recruitment for administrative officials and so on. 2) Recruitment from the public by partner countries is possible.
	4 Managing organization for each target area/target sector	No set up	○	1) The organization which is most related to the target areas/issues shall be selected as leading organization among target organizations for each target sector. The main role of leading organizations is to discuss with host universities on Basic Plan. 2) Managing organization plays roles in distributing and collecting application documents to/from each target organizations, arranging seminars and other activities by host universities, evaluating JDS program in cooperation with Operating Committee and so on.
	5 Selection of candidates by host universities (examination of the application documents and technical interview)	○	○	1) The participation of the Operating Committee in the selection process will essentially remain unchanged. Final examination will be conducted by O/C. 2) The expertise of the host universities will be reflected in the planning of the Basic Plan covering four batches of JDS participants.
	6 Time table for examination of the application documents and technical interviews	• Examination of the application documents: Oct. - Nov. • Technical interview Dec. - Jan.	• Examination of the application documents: Aug. - Sept. • Technical interview Sept.	
	7 Survey of the host universities (postgraduate courses) and confirmation of the programs provided	○	○	1) JICA is responsible for the survey. 2) Private consultants confirm the specific contents and method provided by host universities.
	8 Formulation of a strategic university allotment plan	△	○	1) JICA is responsible for the formulation. 2) The needs of the partner countries shall be more matched with the program provided by host universities. 3) JDS participants of the same target country and areas / issues will be accepted in the same host university.
Implementation stage	9 Conclusion of E/N	○	○	To be concluded each year as usual.
	10 Agent	○	○	JICA will recommend the private consultant which wins an open bid on the preliminary surveys.
	11 Cooperation period	No explicit agreement exists	4 batches (for 6 years)	1) Acceptance of the four batches planned for one cooperation period of 6 years. 2) The number of JDS participants for the four batches accepted in each host university/master courses will be fixed, along with the target countries and sectors. 3) At the request of partner countries, another preliminary survey may be conducted after the completion of the cooperation, for the purpose of evaluation and the examination of suitability and feasibility to implement further cooperation.
	12 Pre-departure English training	○	Not applicable	Pre-departure language training will be eliminated. If necessary, it will be conducted under the responsibility of the partner country's government.
	13 Japanese language training in Japan	○	△	1) Long-term Japanese language training will no longer be provided. 2) Instead, essential Japanese language training lasting about two weeks will be provided.
	14 Support for the JDS participants	○	○	As before, agents will carry out support for the JDS participants, such as application and matriculation, procedures, arrangements for returning to home country, confirmation of the research progress and daily life assistance.
	15 Special research-encouraging activities by host universities	△	○	Host universities will be able to implement special seminars in a partner country or special lectures by inviting people related to target issues from a partner country to Japan.
	16 Responsibility for conducting follow-ups to JDS Ex-Participants	The government of the partner country	The government of the partner country	1) As before, utilization of JDS Ex-Participants will be managed by the government of the partner country. 2) There will be discussed the possibility that the Japanese side will support this initiative with a soft-type follow-up cooperation scheme and providing information through the website "JICA Global Network".



Selection Flowchart of JDS(Vietnam)

July 23, 2009, JICA
ANNEX 3

※ As the target issues/organizations of the four batches will be decided on during the planning survey, the target issues/organizations will not be discussed in the second and later years.

Operating Guidelines of the Japanese Grant Aid for Human Resource Development Scholarship under the New System

June 2009

Japan International Cooperation Agency (JICA)

These operating guidelines apply to the Japanese Grant Aid for Human Resource Development Scholarship, which will be implemented through a new method from the Japanese fiscal year 2009.

PART 1 Basic Principles

1. Preface

The purpose of the Japanese Grant Aid for Human Resource Development Scholarship (hereinafter referred to as the “Japanese Development Scholarship” or the “JDS”) Program is to support human resource development in countries that receive Japanese grant aid (hereinafter referred to as “recipient countries”), targeting highly capable, young government officials and others who are expected to engage in formulating and implementing social and economic development plans and to become leaders in their countries in the 21st century by means of accepting them in Japanese universities as JDS participants. Under the JDS Program, JDS participants shall contribute to an expanded and enhanced foundation for bilateral relations between their countries and Japan as persons having well-rounded knowledge of Japan.

JDS participants accepted by the program will acquire expert knowledge, conduct research, and build human networks at Japanese universities, and are expected to use such knowledge to take an active role in solving practical problems of the social and economic development issues that their countries are facing.

Many of the issues of developing countries cannot be solved through the efforts of these countries alone, and thus responses amid a framework of international cooperation are vital. Furthermore, these responses cannot be separated from the actual development sites that are constantly trying to find solutions. This is why the JDS Program is expected to develop human resources that are capable of tackling development issues within the framework of international cooperation, including actual development sites.

These guidelines prescribe general guiding principles which are to be followed regarding the operation of the JDS Program as a whole. They are to be based on the Exchange of Notes

(hereinafter referred to as the "E/N") concluded with the government of the recipient country when the Japanese government approves the implementation of grant aid (hereinafter referred to as the "Grant"). Also, they are to be based on the Grant Agreement (hereinafter referred to as the "G/A") concluded between the government of the recipient country when the Japan International Cooperation Agency (hereinafter referred to as "JICA") provides funds.

2. Overview of the Grant

(1) Basic Concept

- (a) JDS is designed to foster exceptional human resources capable of working to resolve various development challenges in the recipient country in the future by imparting advanced expertise to them through studying abroad at Japanese universities. The recruitment, selection, and dispatch of JDS participants shall be conducted based on mutual agreement of the concerned officials from the two countries.
- (b) JDS is to help strengthen the partnership between Japan and the recipient country in the future by graduating a wide range of participants who are knowledgeable of Japan and have a friendly attitude towards Japan.
- (c) Considering that JDS Participants need to finish their study in Japan as soon as possible so that they can participate in the work of formulating policy and perform other duties in key positions in the core of the government, the degree to be offered to JDS participants shall, in principle, be master's degrees which require usually two years of study at universities. The language of study shall, in principle, be English. This is based on the recognition that efforts to solve the development issues that developing countries face are undertaken under international cooperation frameworks and on the assumption that ex-JDS participants will be active on the international stage after their return to their home countries.
- (d) For the purpose of the JDS Program which is to support human resource development, targeting highly capable, young government officials and others who are expected to engage in formulating and implementing social and economic development plans and to become leaders in their countries in the 21st century, the fields of study are mainly limited to "Social Science" such as Law, Economics, Public Policy.

(2) JICA

JICA will perform necessary operations for the implementation of the JDS Program pursuant to international agreement in accordance with the relevant laws and ordinances of Japan.

(3) Implementing Organization

The government of the recipient country shall entrust its duties related to implementation of the JDS Program to an agent based on a contract agreement entered between the recipient country and the agent.

(4) The Consistency with the Framework of Japan's Country Assistance Program

The priority fields of study shall be selected among the study fields which are regarded as highly effective to cooperate in implementing the JDS Program, in a point of view that the program shall be consistent with the framework of Japan's Country Assistance Program determined by the Ministry of Foreign Affairs of Japan.

(5) Japanese Accepting Universities

JICA shall enquire Japanese universities; about educational programs suitable to the recipient countries' needs in each priority fields of study and select universities which offer most suitable educational programs as prospective accepting universities. JICA shall consult with the recipient countries' governments on selecting the university for JDS participants among the prospective accepting universities above, and determine the accepting universities.

(6) Eligible Organizations

Organizations which are eligible for the JDS program shall be determined in each priority fields of study unless determination of eligible organization is inappropriate due to country's government official system, in such a case as personnel rotation among organizations are commonly practiced. Several eligible organizations may be determined in each priority field of study.

(7) Managing Organizations

The eligible organization whose mission is most closely related to the each priority field of study shall be designated as the Managing Organization. The Managing Organization shall mainly take part in consultation with accepting universities, and cooperate in drafting the basic plan of the field of study. Also, in principle, the Managing Organization shall promote submission and acceptance of application documents to/from the eligible organizations of the field of study.

(8) Preliminary Survey

Prior to the implementation of the JDS Program in the recipient country, JICA shall conduct a preliminary survey. The preliminary survey shall be conducted once in the first year of every

four year period to design the JDS Program for the period ("A batch of" : JDS participants shall be accepted in each fiscal year of the four-year period constitutes one cycle of the JDS Program) and to select candidates of the first batch.

The major objectives of the preliminary survey shall be as follows:

- (a) To agree on priority fields of study for JDS participants
- (b) To Agree on accepting Japanese universities
- (c) To Agree on eligible organizations and managing organizations of each priority field of study
- (d) To prepare the basic plan of each priority field of study
- (e) To identify the number of potential candidates for the JDS Program; and,
- (f) To select the candidates for the first batch
- (g) To estimate overall costs of the first cycle, that is a period of four years, of the JDS Program
- (h) To agree on the procedures for application and matriculation of the JDS candidates

(9) The Agent

After the conclusion of the E/N and G/A, JICA shall recommend the contractor of the preliminary survey as an agent (hereinafter referred to as "the Agent") to the recipient country.

The Agent, in accordance with a contract concluded with the government of the recipient country, shall perform the following duties toward smooth implementation of the JDS program:

- (a) To work on the recruitment and selection procedures of JDS candidates for the three batches following the first batch
- (b) To provide JDS candidates with information on study in Japan
- (c) To carry out matriculation procedures and make arrangements for trips to Japan for JDS Participants
- (d) To handle payment of tuition fees and scholarships
- (e) To provide orientation to JDS participants on both arrival and departure from Japan
- (f) To monitor JDS participants' progress
- (g) To organize an evaluation meeting upon graduation of JDS participants
- (h) To perform other duties necessary for JDS program implementation

(10) The Operating Committee

An Operating Committee shall be set in each recipient country towards the smooth implementation of the JDS Program.

The Operating Committee (hereinafter referred to as "the Committee") shall consist of government officials from the recipient country (diplomatic authorities, authorities in charge

of economic cooperation, education authorities, etc.) and the relevant Japanese officials of Embassy of Japan and JICA. In principle, a representative of the government of the recipient country shall serve as chairperson, and a representative of the Government of Japan shall serve as vice chairperson. However, it shall be possible for representatives of the two governments to serve as co-chairpersons based on an agreement between the two governments. The chairperson (representative of the government of the recipient country) shall chair and manage Committee meetings. A JICA representative shall serve as the head of the Committee's secretariat, and shall handle all administrative duties of the Committee, including calling Committee meetings and taking meeting minutes.

The major roles of the Committee are as follows:

- (a) To discuss the JDS Program design in the preliminary survey
- (b) To select JDS participants from the candidates
- (c) To encourage the recipient country in utilization of ex-JDS participants and following up them
- (d) To review other aspects related to the management and implementation of the JDS Program

(11) Number of JDS Participants

The number of JDS participants of each batch shall be agreed by the both governments and stipulated in the contract between the recipient country and the Agent accordingly. In principle, three to five participants shall be admitted in a graduate school for each fiscal year.

(12) Scope of Expenses covered by the Grant

Expenses covered by the Grant shall be divided into the following two categories:

- (a) Expenses for the purchase of services necessary for implementing the JDS Program:
Expenses for recruitment and selection of the second and subsequent batches, expenses for orientations, expenses for monitoring, and others
- (b) Expenses necessary for the JDS participants and accepting universities in Japan:
Scholarships, allowances for travel to and from Japan, outfit allowances, accommodation allowances for rent, subsidiary allowances to purchase books, shipping allowances, traveling and seminar allowances, tuition fees, contract research expenses for university education, and others

3. Qualifications and Selection of JDS Participants

(1) Qualifications and Requirements

- (a) Nationality: Applicants must be citizens of the recipient country

- (b) Age: In principle, JDS participants shall be between the ages of 22 and 34 (both inclusive) as of the first of April of the fiscal year of their arrival in Japan.
- (c) Exclusion of military personnel: Applicants must not be serving in the military.
- (d) Persons who have strong will to work for the development of recipient countries after their return home.
- (e) Persons have acquired a master's degree after studying abroad on a scholarship awarded by other foreign assistances are ineligible. Persons who are currently receiving or planning to receive another scholarship through other foreign assistance are ineligible as well.
- (f) JDS participants must be in good health, both mentally and physically.
- (g) Persons who have English proficiency that is fluent enough for studying in Japan.

(2) Recruitment and Selection

(a) Recruitment and selection policies

- ① The eligible organizations including the Managing Organization of each priority field of study shall invite applications for the JDS candidates from its own officials and submit its candidates to the Managing Organization. Recruitment from the public by the recipient country shall not be precluded if recruitment from the public is deemed to be reasonable.
- ② The Managing Organization of each priority field of study shall provide enough number of qualified candidates for JDS participants and under the guidance of the Committee, which is responsible for the selection of candidates.
- ③ The selection of JDS participants shall be unequivocally based on each person's academic abilities. The participants shall be determined through an examination of the application documents and interviews.

(b) System for Selection

- ① The Committee shall administer all parts of the selection process, from the system for selection to determination of participants.
- ② The Committee shall address the following issues:
 - 1) Determination of specific method for selection of JDS participants (including selection policy and selection criteria)
 - 2) Confirmation of the selection schedule
 - 3) Implementation and management of selection tests
 - 4) Determination of final candidates
- ③ After the accepting universities' admission approval for the candidates, the Committee shall determine JDS participants.

4. Conditions for Study in Japan

(1) Benefits

(a) Scholarships

The Agent shall pay allowances, such as scholarships and tuition, directly to JDS participants and accepting universities on behalf of the government of the recipient country in accordance with the contract signed with the recipient country. Each amount of the said allowances shall be specified separately.

(b) Term of Scholarship Payment, etc.

In principle, the scholarship shall be provided for the JDS participant from his /her arrival date to the departure date after his/her acquisition of the scheduled degree within the initially scheduled period of study. In principle, the extension of the period of study shall not be accepted. The recipient country shall cancel payment of the scholarship and arrange the JDS participant's early return to the recipient country in any of the following cases:

- ① A false statement has been found in the JDS participant's application.
- ② The JDS participant violates any article of his/her pledge to the recipient country.
- ③ The JDS participant is subject to disciplinary action by the university or has no prospect of academic attainment within the initially scheduled period of study.

(2) Obligation to report

During the JDS participant's study period in Japan, the recipient country shall monitor JDS participants academic progress regularly with the assistance of the Agent, and report the results to JICA.

(3) Follow up

Because a key of the JDS Program is to create human networks and to encourage JDS participants to help the recipient country achieve development issues in economic and social development in their countries after their return home, the recipient country shall conduct surveys on the JDS participant' activities after their return and promote academic and cultural exchange with Japan.

Furthermore, the recipient country shall study ways of assigning JDS participants to the work that provides them with the opportunity to play important roles in the central government, etc., after their return home.

PART 2 Contract with Agent and Verification

1. Recommendation of Agent

In order to implement the JDS smoothly, following the conclusion of the G/A, JICA shall recommend the consultant that undertakes the preliminary survey to the recipient country as the Agent.

2. Contract Procedure

Pursuant to the provisions of the E/N and the G/A, the government of the recipient country shall enter into an agent contract with the Agent set forth in the preceding article. The Grant is ineligible unless JICA duly verifies the contract. The contract shall be made in duplicate and be submitted to JICA for its verification by the government of the recipient country through the Agent.

3. References for the G/A

The agent contract shall refer to the G/A in a manner that it reads as follows:

"JICA extends its grant to the Government of (name of the recipient country) on the basis of the Grant Agreement signed on (date) between the Government of (name of the recipient country) and JICA concerning the Project for Human Resource Development Scholarship"

4. References to the number of JDS participants

The agent contract shall refer to the number of JDS participants for each fiscal year of the four-year period, with said number serving as the upper limit.

5. Scope of Work

The agent contract shall clearly state all purchase of the services to be implemented by the Agent under the Grant.

In the event that a contract includes services which are not covered by the E/N and the G/A, such a contract shall not be verified by JICA.

6. Period of Execution

The agent contract shall clearly stipulate the contract period. That period shall not exceed the period of validity of the Grant as prescribed in the G/A.

7. Contract Price

The total amount of the contract price shall not exceed the amount of the Grant specified in the E/N and the G/A. The contract price shall be precisely and correctly stated in Japanese yen in the Contract using both words and figures. If there is a difference between the price in

words and that in figures, the price in words is deemed correct.

8. Verification of Contracts

The agent contract shall clearly state that it shall be verified by JICA to be eligible for the Grant in accordance with the provisions of the E/N and the G/A.

9. Payment Procedure

In accordance with the E/N and the G/A, the contract shall have a clause stating that "payment shall be made in Japanese yen through a Japanese bank under an Authorization to Pay (A/P) issued by the Recipient or its designated authority." Payment shall be made in accordance with the procedures of JICA.

Because the payment includes the JDS participants' living expenses in Japan, due care shall be taken to ensure that the payment is made on the designated date in a timely manner. Thus, the government of the recipient country must issue an Authorization to Pay without delay.

10. Responsibilities and Obligations of the Recipient Country

The agent contract shall clearly state the responsibilities and obligations of the Recipient Country in accordance with the E/N and the G/A.

11. Amendments

If the agent contract requires amendment, it shall be made in the form of an Amendment to the Contract, referring to the contract presently in force identified by its verification date and number.

The Amendment to the Contract shall clearly state that:

- (1) all the clauses except that (those) which is (are) amended, remain unchanged.
- (2) the Amendment to the Contract shall be verified by JICA to be eligible for the Grant.

*If application of the Guidelines is inconsistent with the laws and regulations of the Government of the recipient country, the Government of the recipient country is requested to consult with JICA.

END

The numbers of JDS participants to be accepted for the next four years under the JDS Program for Vietnam (draft)

Sub-Program	Component	Accepting University	Graduate School	Expected Number of JDS Participants				
				The 1st Batch	The 2nd Batch	The 3rd Batch	The 4th Batch	Total
1. Economic Growth Promotion / Enhancement of International Competitiveness	Institution building for growth promotion	School of International and Public Policy, Hitotsubashi University	Asian Public Policy Program	4	4	4	4	16
		International Christian University	Graduate School of Arts and Sciences	3	3	3	3	12
	Transport / Urban development	Hiroshima University	Graduate School for International Development and Cooperation	4	4	4	4	16
2. Improvement and disparity of living / Social conditions	Agriculture and Rural Development	Kyushu University	Graduate School of Bioresource and Bioenvironmental Sciences	4	4	4	4	16
3. Environment Conservation	Environment	University of Tsukuba	Graduate School of Life and Environmental Sciences	5	5	5	5	20
4. Governance Reinforcement	Development of Legal Framework	Nagoya University	Graduate School of Law	3	3	3	3	12
		Kobe University	Graduate School of International Cooperation Studies	2	2	2	2	8
	Public Administration Reforms	Meiji University	Graduate School of Governance Studies	5	5	5	5	20
Total				30	30	30	30	120

Japanese Grant Aid
for Human Resource Development Scholarship (JDS)
Basic Plan for the Sub-Programs (Draft)

1. Basic Information of Sub-Program

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| 1. Country: Socialist Republic of Vietnam
2. Sub-Program (JDS Target Priority Area):
Promotion of Economic Growth and Strengthening of International Competitiveness
3. Operating Committee: Ministry of Education and Training
Ministry of Planning and Investment
Embassy of Japan in Vietnam
JICA Vietnam Office |
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Component 1-1

1. Outline of Sub-Program / Component

(1) Basic Information of Sub-Program / Component

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| 1. Sub-Program (JDS Target Priority Area):
Promotion of Economic Growth and Strengthening of International Competitiveness
2. Component (JDS Development Issue):
Institution building for growth promotion
3. Managing Organization : Ministry of Education and Training
4. Leading Organization : Ministry of Planning and Investment
5. Target Organization : Ministry of Planning and Investment
Ministry of Industry and Trade
Ministry of Finance
State Bank of Vietnam
Ministry of Education and Training
(Ministry related organizations and all the public universities) |
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(2) Background

<p>The rapid growth of Vietnam in recent years is largely the result of successful institutional reforms and infrastructural improvements achieved through international assistance, including assistance from Japan, in conjunction with domestic direct investments by foreign companies that continues to expand yearly.</p> <p>To maintain this high growth into the future and to realize the national goals of becoming a medium-developed country by 2010 and an industrial country in 2020, an infrastructure that will foster an international competitive private sector is needed.</p> <p>To achieve this, an essential condition is to improve the business environment by strengthening and improving the operational structure of each economic institution</p>

needed in a market economy system, and reforming state-owned corporations and the financial sector (improve the operational transparency of state-owned companies and state-owned commercial banks and enhance profitability).

Since becoming a member of the WTO, pressing issues are to achieve the realistic development of institutions and their appropriate operations. Domestic direct investments in manufacturing have focused mainly on the fabrication industry that is based on inexpensive labor; and expectations have focused on the rise of small and medium-sized enterprise that makes up the supporting industry. Thus, developing human resources such as engineers, technicians, and managers and other effective assistance measures for small and medium-sized enterprises are needed. Formulating clear guidelines for the private sector on improving infrastructure (BOT and local investment development fund related laws and regulations) and their appropriate implementation are also issues (including strengthening the capacity of the Regulatory Oversight Office and securing regulatory independence).

(3) Relations with Japanese Government assistance

Japan's Country Assistance for Viet Nam (July 2009) plans to provide assistance in accordance with the national development plans such as "Social and Economic Development Strategy for Ten Years (2001-2010)", "Social and Economic Development Program for Five Years (SEDP:2006-2010)", etc., formulated by the government of Viet Nam to assist "Shift to Industrial Country (aimed to be achieved in 2020) through Breakaway from Low-income Country (aimed to be achieved in 2010)" set by the government of Viet Nam as a goal. In addition, the said assistance program sets "Promotion of economic growth and enhancement of international competitive power" as one of the four central pillars of assistance for Viet Nam, to which this component accords.

Both Japan and Viet Nam has planned practical action programs under the cooperation between the public and private sectors in order to improve the investment environment so far as part of the approach to the aforementioned issues and commenced the framework "Japan-Viet Nam Joint Initiative" in December 2003, which would be steadily implemented through monitoring and evaluation of such programs.

Under this component, it is expected that human resources would be developed for improvement and operation of various kinds of economic systems which would be necessary upon further economic integration, promotion of trade facilitation and shift from the planned economic system to market economy system after admission to WTO and effectuation of Japan-Viet Nam EPA.

2. Cooperation Framework

(1) Project Objectives

1) Overall goal

To ensure that ex-JDS participants will help the ministries or organizations concerned in charge of economic institution development to improve their policymaking and institution building capacity in relation to the growth promotion.

2) Project purpose

To ensure that people at the target organizations who are responsible for the institution building for growth promotion will acquire knowledge about policymaking and institution building in relation to economic operations and actively participate in the institution building with mobility and flexibility.

(2) Verifiable indicators

1) Percentage of JDS participants who have acquired a master's degree

2) Percentage of ex-JDS participants who are assigned to a department that concerns the process of policymaking and institution building in their specialized field.

(3) Activities

【Hitotsubashi University, School of International and Public Policy】

Objective	Contents
① Before arrival in Japan	
To introduce education in graduate school before arriving in Japan.	JDS participants would attend annual Alumni seminar with returned participants through TV conference system. Small seminar in target organization will be planned.
② During study in Japan	
To acquire the broad knowledge on the basic Economic theory and Econometrics.	The curriculum consists of compulsory subjects, optional subjects, subjects concerning immediate issues and subject of writing master thesis. Compulsory subjects include the basic theory of economics such as macro economics, micro economics, and public economics as well as econometrics. Optional subjects are the study of financial policies such as the taxation system and decentralization and policies of the public sector such as privatization and competition policy, monetary policy, and monetary stabilization policy.

	JDS participants will acquire the broad knowledge on the basic Economic theory and Econometrics under these subjects
To deepen the practical understanding directly linked to their work	<p>For subjects concerning immediate issues, workshops are held in which Japanese and foreign specialists who are or have been actually engaged in the stabilization of the macro economy or the creation of efficiency of the public sector are invited to share their knowledge and experiences and deepen understanding through discussion.</p> <p>Concerning important issues of macro-economic policy, lecturers are also invited from domestic and foreign universities and government agencies to organize short-term intensive lectures. These lectures will help for JDS participants to deepen the practical understandings.</p> <p>JDS participants have opportunity to attend field trip (Okinawa, Hiroshima) per year and consider local economy and policy issues to visit local government.</p>
To consider the solution to their development issue through writing theses	Based on the knowledge acquired through these subjects, JDS participants will write their master theses concerning policy issues that are important for their countries. To enhance their English writing skill, Compulsory class of English writing skill will be held by native lecturer in 2 years staying in Japan.
③After return to Vietnam	
To contribute to mid and long term development of the human resource through the brush-up of their knowledge and seminar on macro economic policy	<p>JDS participants can communicate with past participants of the seminar through the website and exchanging opinions during their visits to Vietnam as part of long-term development of human resources.</p> <p>Through annual Alumni Seminar (this seminar can connect with Hanoi, Beijing, Manila, Jakarta through TV conference system for the purpose of reporting and discussing from returned participants) can remind their political consciousness and strengthen their human network. We will invite returned JDS participants for attending symposium to systemic transformation</p>

	<p>country. In addition to this, 2-week macro economy policy seminar has been held twice a year since December 2005. In the seminar, senior officers of authorities in charge of economy and of central banks from China, India, Korea and major countries of ASEAN are invited to Japan in order to disseminate knowledge concerning macro-economic policy and share concepts of issues, which contributes to improvement of policy management in the Asia region. From Vietnam, senior officers of the Ministry of Planning and Investment, the Ministry of Finance, and the central bank have been participating since the first seminar. It is expected that JDS participants will enhance their practical knowledge for attending this kind high-level seminar in the future.</p>
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【International Christian University, Graduate School of Arts and Sciences】

Objective	Contents
①Before arrival in Japan	
To support studying basic knowledge before studying abroad.	Basic Lecture of Economics and statistics by Professor of ICU would be held in Hanoi on June or July.
②During study in Japan	
To deepen the practical understanding directly linked to their work	Persons in charge of practical affairs and researchers who are dealing with various development issues of developing countries from governments, international organizations, research institutes, NGOs, etc. are invited. And, lectures by guest lecturers and an opportunity for JDS participants to report on research results are provided. These lectures will help for JDS participants to deepen the practical understandings.
To foster the practical human resources with global perspective	JDS participants who are young administrative government officials to lead the future of each country shall participate in global seminars of United Nations University implemented in collaboration of United Nations University and 10 cooperating universities including ICU in order to deepen the recognition and

	understanding about the roles of state, United Nations, the civil society and the private sector in global governance.
To acquire the new points of view through the fieldtrip in accordance with the development issues	<p>JDS participants will acquire the new points of view through the fieldtrip in accordance with the development issues for joining these activities as below;</p> <ul style="list-style-type: none"> • Observation of local administration in order to promote understanding on mechanism and measures of local administration in Japan are implemented. (Kawakami Village) • Participation in programs to learn practically about agricultural experiences and measures for environmental issues in rural areas of Japan, and to share a model of participatory development in accordance with solution of development issues are organized. (Asian Rural Institute) • Observation of other facilities in accordance with research themes of JDS participants are carried out. (Public corporations such as power station, financial facilities, etc.) • The opportunity of exchange with various researchers and deepening their understanding in Vietnamese development issues are provided, through the participation in professional meeting for international development.
To acquire the basic skills for policy planning and plan making through the practical training	<p>JDS participants will acquire the basic skills for policy planning and plan making through the practical training as below;</p> <ul style="list-style-type: none"> ▪ PCM training, etc. to learn the planning ability and evaluation methods as skill training are implemented taking advantage of school holidays. ▪ Internship or Training Program at Japanese governmental agencies and Think tank are considered.
③After return to Vietnam	
To consider the program to	Reunion activities and workshop are carried out

facilitate the collaboration among the graduates of ICU.	periodically in Vietnam. JDS returned participants can build and expand their human network.
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(4)-1 Inputs from the Japanese Side

- 1) Expenses for special activities during preparatory, studying and follow-up stages (e.g. orientation, special lectures and workshops, follow-ups after returning home, including activities in home countries), which will be shouldered by accepting universities
- 2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for support during the stay in Japan (for monitoring, daily life support, etc.)

(4)-2 Input duration and the number of JDS participants

7 participants \times 4 years = 28 participants Two-year master's course
(Hitotsubashi University 16 participants, ICU 12 participants)

From the year 2010 (until 2012):

7 participants (Hitotsubashi University 4 participants, ICU 3 participants)

From the year 2011 (until 2013):

7 participants (Hitotsubashi University 4 participants, ICU 3 participants)

From the year 2012 (until 2014):

7 participants (Hitotsubashi University 4 participants, ICU 3 participants)

From the year 2013 (until 2015):

7 participants (Hitotsubashi University 4 participants, ICU 3 participants)

(5) Inputs from the Vietnamese Side

- 1) Dispatch of JDS participants
- 2) Preparatory activities (brushing up the English proficiency of JDS participants before studying in Japan)
- 3) Follow-up activities (providing opportunities for ex-JDS participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(6) Qualifications

- 1) Work experience
- A full-time employee at a target organization who is engaged in duties related to policymaking or institution building
- Two years or more of experience in professional* duties of policymaking or institution building *
- (*Improve and strengthen economic institutions for the transition to a market economy system, Reform state-owned company, Reform the financial sector,

Improve the management and operations of investment projects.)

2) Other qualifications

- Adequate English proficiency for research activities in a Master's program
- Nationality: Citizenship of the Socialist Republic of Vietnam
- Age: 22-34 years old
- The applicant is not on a scholarship or has no plans to receive scholarship.
- The applicant has not acquired a master's degree from a foreign university on a scholarship from the Vietnam government or other governments.

3. Implementation Framework

(1) Accepting university

Hitotsubashi University, School of International and Public Policy
International Christian University, Graduate school of Arts and Sciences

(2) University's experience in accepting scholarship students

【Hitotsubashi University, Asia Public Policy Program】

- JICA long-term training program: 1 participant in JFY2008
- IMF Scholarship: 5 students in JFY2008 (5 students in JFY 2009 (planned))
- Scholarship from the Government of Indonesia: 2 students funded by Yen Loan, 1 student funded by World Bank (3 students funded by Yen Loan (planned))

【International Christian University, Graduate School of Arts and Sciences】

- Rotary World Peace Scholarship Program: 17 students in JFY2008 (17 students in JFY2009 (planned))
- Japanese Government (MONBUKAGAKUSHO) Scholarship: 1 student in JFY2008 (1 student in JFY2009 (planned))

(3) Program Overview

【Hitotsubashi University, Asia Public Policy Program】

Guidance is provided for systematically learning the basic theory of economics and the practical approaches that are necessary for developing and managing practical policies in order to stabilize the macro economy and to achieve the efficiency in the public sector. The specific curriculum consists of compulsory subjects, optional subjects, subjects concerning immediate issues, and the subject of writing master theses. In addition to the basic economic theory, JDS participants will deepen their

understanding through the optional subject and the subject of immediate issues. Based on the knowledge acquired through these subjects, JDS participants will write their master theses concerning policy issues that are important for their countries.

All international students belong to small seminars and receive the guidance concerning regular study and theses writing from their supervisors. Especially, for writing master theses, experienced teachers who are native English speakers supervise them during their studies.

【International Christian University, Graduate School of Arts and Sciences】

The purpose of the special course of public economics is to develop economic specialists endowed with practical knowledge, English skills, the international sense and broad vision who can suggest specific solutions to economic issues faced at the actual sites of development for government officials and business operators from Japan and from the entire world, and especially for government officials from developing countries. The special course of public economics of the faculty offers an environment that enables to receive special education of economics, and at the same time study development issues with a broader scope and from the international standpoint, thus providing policy implications.

The curriculum is 1) Common subjects for graduate schools, 2) Basic subjects, 3) Specialized subjects, 4) Research guidance, and 5) Basic subjects of related areas, specialized subjects.

And also, our university invite persons in charge of practical affairs and researchers who are dealing with various development issues of developing countries from governments, international organizations, research institutes, NGOs, etc. and organize lectures by guest lecturers and provide an opportunity for JDS participants to report on research results. In addition, JDS participants who are young administrative government officials to lead the future of each country shall participate in global seminars of United Nations University implemented in collaboration of United Nations University and 10 cooperating universities including ICU in order to deepen the recognition and understanding about the roles of state, United Nations, the civil society and the private sector in global governance. Guidance shall be provided to improve the abilities of planning, research, analysis and presentation so that students can eventually participate in development and operation of economic policies after returning to Vietnam.

Component 1-2

1. Outline of Sub-Program / Component

(1) Basic Information of Sub-Program / Component

1. Sub-Program (JDS Target Priority Area):
Promotion of Economic Growth and Strengthening of International Competitiveness
2. Component (JDS Development Issue) : Transport and Rural development
3. Managing Organization : Ministry of Education and Training
4. Leading Organization : Ministry of Transport
5. Target Organization : Ministry of Transport
Ministry of Construction
Hanoi City People's Committee
Ho Chi Minh City People's Committee
Ministry of Education and Training
(Ministry related organizations and all the public universities)

(2) Background

Since Japanese assistance was resumed in 1992, Japan has consistently provided assistance to improve roads, harbors, communications, and other key infrastructure that have lagged due to the long years of war and economic stagnation. Expansion of the key infrastructure contributes to economic growth and a decline in the poverty ratio. To sustain future economic growth, there is a need to adequately address the growing demand in traffic and transportation as well as rapid urbanization, and to improve the traffic network that promotes the smooth, safe and trouble-free flow of goods and people. To achieve this, issues must be addressed on formulating a long-term and appropriate sector development strategy, traffic safety measures, improvements of the system for use by the private sector, cultivating human resources and securing quality to operate and maintain the growing traffic infrastructural assets. In conjunction with rapid economic development, urbanization has progressed nationwide and one of the major policy issues in recent years has been to address urban problems. Multiple problems from the rapid population influx from rural areas, housing shortages, widespread illegal construction, traffic congestion, water shortages, and deterioration of the environment have come together to become marked urban problems. These urban problems have not only become pronounced in Hanoi and Ho Chi Minh cities, but in small and medium cities as well, and especially in medium cities.

(3) Relations with Japanese Government assistance

“Promotion of Economic Growth and strengthening of international

competitiveness”, which is one of the four pillars of the basic policies of Japan’s Country Assistance for Viet Nam (July 2009) sets “urban development, transportation, communication network improvement” as a course of action for specific assistance, to which this component accords.

It is planned to address such policy from both hard and soft sides in relation to network improvement such as urban beltway, etc., public transportation improvement and communication network improvement, as well as assistance in relation to formulation of urban development plan and development of abilities for urban plan and management toward large and medium-scale cities. Further, as to interurban arterial traffic network, it is planned to provide assistance that pays attention to selection and concentration of arterial road, railway, port and airport.

Under this component, it is expected to properly respond to demand for transportation which is increasing upon economic growth and rapid progress of urbanization and to develop human resources who would be able to design systems and formulate policies in the medium and long terms in relation to transportation network which contributes to smooth and safe physical and human distribution.

2. Cooperation Framework

(1) Project Objectives

1) Overall goal

To ensure that ex-JDS participants will help the ministries or organizations concerned in charge of transport or urban development to improve their policymaking and institution building capacity.

2) Project purpose

To ensure that people at the target organizations who are responsible for the transport or urban development will acquire knowledge about policymaking and institution building in relation to transport or urban development and appropriately tackle growing demand of transport and rapidly expanded urbanization.

(2) Verifiable indicators

1) Percentage of JDS participants who have acquired a master’s degree

2) Percentage of ex-JDS participants who are assigned to a department that concerns the process of policymaking and institution building in their specialized field.

(3) Activities

Objective	Content
① Before arrival in Japan	
To prepare well for the	Before undertaking studies at Hiroshima University,

smooth research after arrival in Japan	careful preparatory education is provided to improve basic scholarship in specialized fields matched to circumstances in the students' countries of origin. During this process, the degree of progress is measured by, for example, reports submitted by mail and interviews conducted in the countries in question.
②During study in Japan	
To acquire the broad knowledge in Transportation and Urban Development	The approach to education places emphasis on the PBL education system to enable JDS participants to acquire knowledge in a wide range of required fields relating to "Development Issues 1-2: Transport, Traffic and Urban Development".
To make presentation of their studies and receive the objective evaluation	To enable objective self-assessment of the results of overseas students' education and research at Hiroshima University, presentations of research in various fields that contributes to the growth of developing countries are made at relevant academic conferences and symposiums so that students can make objective self-assessments in terms of both technology and policy.
To consider the solution to their development issue through writing theses	The guidance for writing theses on the theme directly linked to urban development in Vietnam is implemented under the multiple tutor guidance system in line with the basic policy of undertakings implemented regarding the relevant development issues.
③After return to Vietnam	
To brush up their knowledge	As a follow up on students after return to their own countries, "Leader" education is provided that will allow students to engage in undertakings aimed at spreading the advanced technology and knowledge of developed nations through activities at bodies such as NGOs in their own countries.

(4)-1 Inputs from the Japanese Side

1) Expenses for special activities during preparatory, studying and follow-up stages
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(e.g. orientation, special lectures and workshops, follow-ups after returning home, including activities in home countries), which will be shouldered by accepting universities

- 2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for support during the stay in Japan (for monitoring, daily life support, etc.)

(4)-2 Input duration and the number of JDS participants

4 participants × 4 years = 16 participants Two-year master's course
 From the year 2010 (until 2012): 4 participants
 From the year 2011 (until 2013): 4 participants
 From the year 2012 (until 2014): 4 participants
 From the year 2013 (until 2015): 4 participants

(5) Inputs from the Vietnamese Side

- 1) Dispatch of JDS participants
- 2) Preparatory activities (brushing up the English proficiency of JDS participants before studying in Japan)
- 3) Follow-up activities (providing opportunities for ex-JDS participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(6) Qualifications

- 1) Work experience
 - A full-time employee at a target organization who is engaged in duties related to transportation or rural development

Two years or more of experience in professional* duties of transportation or rural development *

(* Urban planning and Management, Traffic policies and management, Traffic Safety,)
- 2) Other qualifications
 - Adequate English proficiency for research activities in a Master's program
 - Nationality: Citizenship of the Socialist Republic of Vietnam
 - Age: 22-34 years old
 - The applicant is not on a scholarship or has no plans to receive scholarship.
 - The applicant has not acquired a master's degree from a foreign university on a scholarship from the Vietnam government or other governments.

3. Implementation Framework

(1) Accepting university

Hiroshima University, Graduate school of International Development and Cooperation

(2) University's experience in accepting scholarship students

- Japanese Government (MONBUKAGAKUSHO) Scholarship(Master degree): 10 students in JFY2008 (4 students in JFY2009 (planned))
- Privately funded students(Master degree): 37 students in JFY2008 (22 students in JFY2009(planned))

(3) Program Overview

The purpose of this project is to produce human resources capable of promoting organization in tangible terms of elements such as road networks and public transport facility networks matched to urban developmental stages and context and, at the same time, of steadily promoting implementation in intangible terms of transport demand management based on the premise of effective use of existing infrastructures to precisely meet the needs of growing transport and traffic demands and rapidly advancing urbanization, while taking into consideration interaction with elements such as industrial sites, land usage, residential areas and the lives of city residents. The program offers Environmental Management Technology as a common graduate course subject and Special International Environmental Cooperation Studies I, II, Practical Seminar on Cooperation Project and Developmental Technology for students majoring in Development Science. Seminar on Regional and Urban Engineering, Transportation Planning, Transportation Engineering, Tourism Policy and Systems Analysis for Regional Development are offered as core specialized subjects with subjects such as Sustainable Architecture and Urban Development, Environmental Planning, Ground Disaster Prevention Engineering, Building Disaster Prevention Engineering, Environment Simulator, Environmental Monitoring and Resource Botany offered as related subjects. Additionally, students may also elect to attend lectures on other courses such as Environmental and Resource Economics and Economic Development. The approach to education places emphasis on the PBL education system to enable JDS participants to acquire knowledge in a wide range of required fields. Concerning research guidance, a multiple tutor guidance system spanning multiple fields has been in use since the establishment of master's thesis research. Topics such as the following may be selected for master's thesis research with the aim of producing human resources capable of contributing to sustainable urban development in Vietnam in line with the basic policy of undertakings

implemented regarding the relevant development issues after students return to their own country.

- Research into public transport-oriented urban development to achieve both convenience of movement and healthy urban growth.
- Construction of a comprehensive urban transport system with transport demand management as the premise.

At Hiroshima University, the Global Environmental Leader Education Program for Designing Low Carbon Society (The Strategic Training of Environmental Leaders), a program aimed at producing centers for the education of strategic environmental leaders, has been implemented since 2008 under the MEXT Special Coordination Funds for promotion of science and technology and Urban System Design has been established as one of the sub-programs. Education and research guidance are provided in English for JDS participants mainly by members (majoring in development science) of this sub-program. In principle, JDS participants are required to take the development science courses.

Japanese Grant Aid
for Human Resource Development Scholarship (JDS)
Basic Plan for the Sub-Programs (Draft)

1. Basic Information of Sub-Program

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| 1. Country: | Socialist Republic of Vietnam |
| 2. Sub-Program (JDS Target Priority Area) : | Improvements in Living and Social Conditions and Corrections of Disparities |
| 3. Operating Committee: | Ministry of Education and Training
Ministry of Planning and Investment
Embassy of Japan in Vietnam
JICA Vietnam Office |

Component 2-1

1. Outline of Sub-Program / Component

(1) Basic Information of Sub-Program / Component

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| 1. Sub-Program (JDS Target Priority Area) : | Improvements in Living and Social Conditions and Corrections of Disparities |
| 2. Component (JDS Development Issue) : | Agriculture and Rural Development |
| 3. Managing Organization : | Ministry of Education and Training |
| 4. Leading Organization : | Ministry of Agriculture and Rural Development |
| 5. Target Organization : | Ministry of Agriculture and Rural Development
National institute of Agricultural Planning and Projection
Ministry of Education and Training
(Ministry related organizations and all the public universities) |

(2) Background

Although Vietnam is in the process of industrializing, the agriculture, forestry, and fisheries industries, which are core industries, comprise only 20.4% of the GDP (2006), and its ratio is decreasing annually. However, the employed population in this sector consists of 52.1% of the nation's entire workforce; and three-fourths of the population lives in the rural areas, and their impact on the country's social and economic development remains large. The rural areas are not only the source of food and raw materials, they also play an important role as a market for industry products as well as in environmental conservation, and maintaining social stability (controlling population influx into the cities, safety net), etc.; and it has an important position from the standpoint of sustained social and economic development of the country. With regard to agriculture, forestry, and fisheries, assistance to improve technology

and reform policies and institutions that focus on the poor people in rural areas, while taking into consideration the conditions that have accompanied WTO membership, are needed in addition to developing local industries in rural areas engaged in processing agricultural products, developing tourism, promoting the use of natural resources, diversifying and comprehensively improving livelihoods in rural areas.

(3) Relations with Japanese Government assistance

“Improvements in Living and Social Conditions and Corrections of Disparities”, which is one of the four pillars of Japan’s Country Assistance for Viet Nam (July 2009) sets “Region development and improvement of livelihood”, which intends to provide comprehensive assistance for the purpose of improvement of livelihood of local rural inhabitant which accounts for three quarters of the population, as a specific course of assistance, to which this component accords.

JICA not only addresses development of the northern mountainous region (especially the northwest region), the middle plateau region and the Mekong Delta region, which are strategic regions for reduction of poverty, but also provides assistances for political and institutional improvement and technology development that take account the local poor as well as diversification of livelihood of rural area, such as fosterage of local industries, development of tourism, continuing utilization of natural resources, etc., considering environmental change and influence to the agriculture, forestry and fisheries industries upon admission to WTO.

Under this component, based on the aforementioned points, it is expected to develop human resources for formulation and operation of policies to develop agriculture and rural areas through organic mutual cooperation with technical cooperation projects, etc.

2. Cooperation Framework

(1) Project Objectives

1) Overall goal

Following the process of poverty reduction through success that achieved in Vietnam, To ensure that ex-JDS participants will help the ministries or organizations concerned in charge of economic institution development to improve their policymaking and institution building capacity in relation to poverty reduction for poverty group in province.

2) Project purpose

To ensure that people at the target organizations who are responsible for the agricultural policy or rural development policy will acquire knowledge about

technical and practical policymaking in relation to agricultural policy and actively participate in the institution building.

(2) Verifiable indicators

- 1) Percentage of JDS participants who have acquired a master's degree
- 2) Percentage of ex-JDS participants who are assigned to a department that concerns the process of policymaking and institution building in their specialized field.

(3) Activities

Objective	Contents
① Before arrival in Japan	
	Under consideration
② During study in Japan	
To acquire the broad knowledge regarding agriculture	JDS participants acquire the technical knowledge through International Rural Development, Agricultural Resource Development, Soil and Water Environment and Forest Resource Production Science under the "Block Module System".
To deepen their understanding directly linked to their work	"Relay Lectures" each provided in partnership with a plurality of university teachers including the lecturers from abroad are conducted, utilizing "International Joint Education Platform". These lectures will help for JDS participants to deepen the practical understandings.
To consider the solution to their development issue through writing theses	For the thesis for master degree and in the seminar of each supervisor's office to which each student belongs, the lectures are developed and modified and, thereby, individual instructions are provided on the problems specific to Vietnam. JDS participants can consider the solution to their development issue through writing theses
③ After return to Vietnam	
	Under consideration

(4)-1 Inputs from the Japanese Side

- 1) Expenses for special activities during preparatory, studying and follow-up stages

(e.g. orientation, special lectures and workshops, follow-ups after returning home, including activities in home countries), which will be shouldered by accepting universities

- 2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for support during the stay in Japan (for monitoring, daily life support, etc.)

(4)-2 Input duration and the number of JDS participants

4 participants × 4 years = 16 participants Two-year master's course

From the year 2010 (until 2012): 4 participants

From the year 2011 (until 2013): 4 participants

From the year 2012 (until 2014): 4 participants

From the year 2013 (until 2015): 4 participants

(5) Inputs from the Vietnamese Side

- 1) Dispatch of JDS participants
- 2) Preparatory activities (to avoid concentrating to accept specific study field in agriculture, selection JDS participants with different specialty. brushing up the English proficiency and math skill of JDS participants before studying in Japan)
- 3) Follow-up activities (establishing JDS alumni organization, Survey contact information regularly after returning. providing opportunities for ex-JDS participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(6) Qualifications

- 1) Work experience
 - A full-time employee at a target organization who is engaged in duties related to Agriculture and Rural Development
 - Two years or more of experience in professional* duties of Agriculture and Rural Development *
 - (* Comprehensive policies and measures must be formulated to diversify livelihoods in rural areas using the region's resources, Improving institutions in order to fulfill its international commitments that have accompanied WTO membership)
- 2) Other qualifications
 - Adequate English proficiency for research activities in a Master's program
 - Nationality: Citizenship of the Socialist Republic of Vietnam
 - Age: 22-34 years old
 - The applicant is not on a scholarship or has no plans to receive scholarship.
 - The applicant has not acquired a master's degree from a foreign university on a

scholarship from the Vietnam government or other governments.

3. Implementation Framework

(1) Accepting university

Kyushu University, Graduate school of Bioresource and Bioenvironmental Science.

(2) University's experience in accepting scholarship students

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| <ul style="list-style-type: none"> ▪ Japanese Government (MONBUKAGAKUSHO) Scholarship: 6 students in JFY2008 (8 students in JFY2009 (planned)) ▪ Scholarship funded by Government: 1 student in JFY2008 ▪ Privately funded students(Master degree): 11 students in JFY2008 (6 people in JFY2009(planned)) |
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(3) Program Overview

<p>In this program, it is expected that human resource in the fields of compulsory development at the regional level, facilitation of agri-business, enhancement of cooperative organizations, and development of specialized human resources concerning agriculture coping with the accession to WTO.</p>
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<p>The course aims at improving the abilities concerning: formulation of agricultural policy associated with the international view; effective use of local resources; revitalization of rural and agricultural economy; management of land and water resources and sustainable forest resource management; and solution of wide range of problems concerning the agriculture and forestry sector.</p>
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<p>To do so, the basic policy of the course is facilitation of the development of the human resources including not only the human resource concerning the agricultural economy and development economy but also the human resource who are able to formulate policies on agriculture and forestry and to practically solve the tasks including the projects concerning the agricultural civil engineering and forest resources.</p>
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<p>The program is conducted using block modules. These block modules consists of three blocks obtained by dividing each academic term into blocks each spanning about one month, and one lecture course is completed in each one block. In the conventional two-term system, the students conducted the on-site researches only in the summer recess at the end of each academic year. However, the time periods during which the students could conduct the on-site researches were not always the time periods suitable for the researches due to the rainy seasons, dry seasons, seasonality of agricultural work, etc. However, by introducing the block module system, the choices of time periods for the researches can be increased and sufficient opportunities for the on-site researches can be provided. Furthermore, the block</p>

modules includes the subjects such as international rural village development, agricultural resource development, soil and water environment, and forest resource production science, and lecture courses for specialized knowledge are conducted in the block modules. In addition, an internationalization acceleration program "International Joint Education Platform" was started last year including as the core a master degree course of "International Development Studies Special Course" conducted in English by the biological resource and environmental science course in the post-graduate course of Kyushu University. Utilizing this "International Joint Education Platform", "Relay Lectures" each provided in partnership with a plurality of university teachers including the lecturers from abroad are conducted.

Japanese Grant Aid
for Human Resource Development Scholarship (JDS)
Basic Plan for the Sub-Programs (Draft)

1. Basic Information of Sub-Program

- | | |
|---|---|
| 1. Country: | Socialist Republic of Vietnam |
| 2. Sub-Program(JDS Target Priority Area): | Environmental Conservation |
| 3. Operating Committee: | Ministry of Education and Training
Ministry of Planning and Investment
Embassy of Japan in Vietnam
JICA Vietnam Office |

Component

1. Outline of Sub-Program / Component

(1) Basic Information of Sub-Program / Component

- | | |
|---|---|
| 1. Sub-Program (JDS Target Priority Area) : | Environmental Conservation |
| 2. Component (JDS Development Issue) : | Environment |
| 3. Managing Organization : | Ministry of Education and Training |
| 4. Leading Organization : | Ministry of Natural Resources environment |
| 5. Target Organization : | Ministry of Planning and Investment
Vietnam Academy of Science and technology
Ministry of Agriculture and Rural Development
Ministry of Industry and Trade
Ministry of Education and Training
(Ministry related organizations and all the public universities) |

(2) Background

Vietnam is one of the nations that may be extensively impacted by climactic changes such as submersion of the Mekong delta due to the rise in sea level, increased devastation from typhoons in the central region, and others. Meanwhile, its rapid and sustained economic growth has led to increased energy consumption, increased volume of solid wastes, changes in land use; and the rapid rise in greenhouse gas emissions is predicted. Thus, the need for measures that address these issues as well as mitigate climactic changes has continued to rise in recent years. In 2002, the Vietnamese government ratified the Kyoto Protocol Treaty; and in December 2008, the government approved the National Target Program (NTP) on addressing the issue of climactic changes. With donor assistance, it will begin the task of meeting the goals of the NTP. Through its proposed Cool Earth Partnership initiative, Japan will provide assistance for developing countries to help them to

establish new financial mechanisms, reduce greenhouse gas emissions in conjunction with economic growth, and contribute to stabilizing the climate. Vietnam is listed as one of the important countries that are targeted for this assistance. In the area of climactic changes where long-term and comprehensive measures are vital, there is great significance for Japan to help develop human resources and to establish a network of contacts based on these human resources.

(3) Relations with Japanese Government assistance

“Environmental conservation”, which is one of the four pillars of the basic policies of Japan’s Country Assistance for Viet Nam (July 2009), sets “natural environmental conservation” as a specific course of assistance, to which this component accords.

Until now, assistance has been provided through the “Forestry Conservation and Recovery Support Program” and the “Support Program for Measures against Environmental Pollution and Contamination” to against worsening environmental pollution due to increasing forest areas, improvement of daily lives of residents and rapid economic growth and urbanization.

In addition to the above, under this component, the possibilities of assistance for management of forest resources and cooperation for utilization of biomass energy have been especially considered as well as continuing support for promotion of the reforestation CDM program as a measure against climatic change. It is expected to develop human resources who would contribute to formulation and implementation of policies based thereon.

2. Cooperation Framework

(1) Project Objectives

1) Overall goal

To ensure that ex-JDS participants will help the ministries or organizations concerned in charge of environmental protection for sustainable development to improve their policymaking and institution building capacity in relation to urban environment management, natural environmental protection, provision of climate change.

2) Project purpose

To ensure that people at the target organizations who are responsible for the environmental protection or climate change will acquire knowledge about policymaking in relation to environmental protection and actively manage and resolve a mountain of issues regarding this field.

(2) Verifiable indicators

1) Percentage of JDS participants who have acquired a master's degree
2) Percentage of ex-JDS participants who are assigned to a department that concerns the process of policymaking and institution building in their specialized field.

(3) Activities

Objective	Contents
①Before arrival in Japan	
	To conduct focus their research topic, especially checking the possibility of obtaining socio-economics data.
②During study in Japan	
To acquire the broad knowledge regarding environmental science	JDS participant can acquire over all knowledge about environmental studies, and obtain practical experience through internship in Japanese organization.
To deepen their understanding directly linked to their work	JDS participant can select based on their own interested class from various setting class in our graduate school, For instance, Environmental Economy, Environmental policy, Resource recycle, etc.
To consider the solution to their development issue through writing theses	JDS participants conduct a research in line with individual assignment through tutor's guidance, and are encouraged to attend seminars and academic meetings and to make a report thereof.
To follow the effectiveness of perfectibility of their research thesis	On-site trainings in Japan is planned and implemented, which will help students solve problems peculiar to Vietnam. Experts are invited and workshops are held on development assistance in the field of environment in Vietnam. This activities will help for JDS participants to follow the effectiveness of perfectibility of their research thesis
To visit the place for environment institution	Visitation of Environmental research center(Minamata),Kushiro-city, Bekkai-city, Kitakyushu-city will be held

Seminar with University or overseas partner institution	International Seminar with University will be planned to be held with Beijing University, Yunnan University, Taiwan Academy of Science Technology, Dhaka University, BUET, Seoul University, Tinbergen Institute,
International symposium	International symposium will be planned one time per 2 years, JDS participants can attend this event.
Internship program	JDS participant have opportunity to attend internship program in Environmental policy organization.
③After return to Vietnam	
	Establish human network between University and JDS returned participants, Intentional lecture of environmental policy has been held in Vietnam or Japan.

(4)-1 Inputs from the Japanese Side

<ol style="list-style-type: none"> 1) Expenses for special activities during preparatory, studying and follow-up stages (e.g. orientation, special lectures and workshops, follow-ups after returning home, including activities in home countries), which will be shouldered by accepting universities 2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.) 3) Expenses for support during the stay in Japan (for monitoring, daily life support, etc.)

(4)-2 Input duration and the number of JDS participants

<p>5 participants × 4 years = 20 participants Two-year master's course</p> <p>From the year 2010 (until 2012): 5 participants</p> <p>From the year 2011 (until 2013): 5 participants</p> <p>From the year 2012 (until 2014): 5 participants</p> <p>From the year 2013 (until 2015): 5 participants</p>
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(5) Inputs from the Vietnamese Side

<ol style="list-style-type: none"> 1) Dispatch of JDS participants 2) Preparatory activities (brushing up the English proficiency of JDS participants before studying in Japan) 3) Follow-up activities (providing opportunities for ex-JDS participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(6) Qualifications

1) Work experience

- A full-time employee at a target organization who is engaged in duties related to Environment and Climate Change.

Two years or more of experience in professional* duties of Environment and Climate Change. *

(* Policy making Process for Climate control policies and institutions , Prediction in weather and climate changes)

2) Other qualifications

- Adequate English proficiency for research activities in a Master's program
- Nationality: Citizenship of the Socialist Republic of Vietnam
- Age: 22-34 years old
- The applicant is not on a scholarship or has no plans to receive scholarship.
- The applicant has not acquired a master's degree from a foreign university on a scholarship from the Vietnam government or other governments.

3. Implementation Framework

(1) Accepting university

University of Tsukuba, Graduate school of Life and Environmental Sciences

(2) University's experience in accepting scholarship students

Total number of overseas students : 241 students

(Japanese Government (MONBUKAGAKUSHO) Scholarship program:59 students,

JICA short term training course : 6 students,

China Scholarship Council: 15 students,

Privately funded and other overseas students(including foreign government sponsored students) : 161 students

(3) Program Overview

International Collaborative Environmental Program (ICEP) has teachers of diversity areas including: experts concerning environmental policies and assessment in developing nations; those who are engaged in the field of basic information on policies, such as risk analysis on global warming, dynamics analysis for ecosystem, problem of minority groups; and teachers in the field of applied engineering, such as urban planning, land use planning, and waste management. Because of this, we can meet the educational needs of Vietnam in such areas as policies/systems for climate

change measures, weather/climate change projection, energy-saving/new energy, disaster prevention and other environmental problems.

ICEP was established as an English program, which both international students and Japanese students can take in Environmental Sciences (Master's program) and Sustainable Environmental Studies (Doctoral program). Maximum 10 units of credit earned in other courses such as Sustainable Rural Development Course (SRD) are accepted as credits for graduation.

These Courses include internal/external practical trainings and overseas internships, and they can be a part of the overall curriculum which puts emphasis on field works in Environmental Sciences curriculum taught in English. International students will have a chance to know most of the faculty members, and in particular, have good relationship with other Japanese students as well as ICEP students.

ICEP subjects in Master's program is as follows:

【Common subjects (compulsory)】

- Introduction to cycle-oriented environmental studies
- Introduction to environmental symbiotic studies
- Introduction to environmental ethics
- Field and laboratory works on environmental sciences

【Common subjects (selective)】

- Field and laboratory practical works on environmental sciences

【Special subjects (selective)】

A wide variety of subjects is offered on a permanent basis so that each foreign student can choose subjects according to his/her expertise, which includes; Environmental Economics, Principles of Environmental Policy, Utilization and Re-cycling of Resources, Current Topics on Environmental Ethics, Biodiversity Studies, Remote Sensing, GIS, Environment Health Perspective and Policy for Forest Conservation, etc. Also students can choose basic sciences, such as Development Economics and International Politics, and related subjects, such as Rural Development Planning and Prevalence of Rural Planning, from other programs.

JDS participants learn these above subjects at the first or second year. At the second year, they will conduct a research in line with individual assignment through tutor's guidance, and are encouraged to attend seminars and academic meetings and to make a report thereof, to complete their theses.

Japanese Grant Aid
for Human Resource Development Scholarship (JDS)
Basic Plan for the Sub-Programs (Draft)

1. Basic Information of Sub-Program

- | | |
|---|---|
| 1. Country: | Socialist Republic of Vietnam |
| 2. Sub-Program (JDS Target Priority Area) : | Strengthening of Governance |
| 3. Operating Committee: | Ministry of Education and Training
Ministry of Planning and Investment
Embassy of Japan in Vietnam
JICA Vietnam Office |

Component 4-1

1. Outline of Sub-Program / Component

(1) Basic Information of Sub-Program / Component

- | | |
|---|---|
| 1. Sub-Program (JDS Target Priority Area) : | Strengthening of governance |
| 2. Component (JDS Development Issue): | Development of Legal Framework |
| 3. Managing Organization : | Ministry of Education and Training |
| 4. Leading Organization : | Ministry of Justice |
| 5. Target Organization : | Ministry of Justice
The Supreme People's Court
The Supreme People's Procuratorate
Ministry of Industry and Trade
Ministry of Education and Training
(Ministry related organizations and all the public universities) |

(2) Background

Japan has implemented technical assistance focused on civil laws and the enactment and revisions of a code of civil procedure that are the basis of all economic activities in a market economy.

Although great strides have been made in the development of these fundamental laws, there is a need for revisions that reflect socio-economic development and improvements in subordinate codes, etc. as well as the need for organization between cabinet orders and ministerial ordinances.

In addition, there is a need to increase human resources capable of managing and executing these laws. Based on this perspective, assistance was provided to implement a course on Japanese laws at the Vietnam National University in the past. Against this background, it is expected that Japan will greatly contribute to effectively resolving the above issues if knowledge about Japanese laws and its

judiciary system were acquired, and the task of legislation in Vietnam including the enactment and execution of lawmaking and judiciary measures were carried out with a comparative legal perspective.

In addition, having university personnel experience law and legal education in Japan will lead to improvements in Vietnam's law and legal education as well as disseminate knowledge about Japanese laws, and it will contribute to improving the quality of human resources over the long term.

(3) Relations with Japanese Government assistance

“Strengthening of Governance”, which is one of the four pillars of the basic policies of Japan's Country Assistance for Viet Nam (July 2009), would be the basis to approach development issues of other three pillars, that is, “Promotion of Economic Growth and Strengthening of International Competitiveness”, “Improvements in Living and Social Conditions and Corrections of disparities” and “Environmental Conservation”.

Especially in the field of development of the legal system and judicial reform, assistance has been thus far provided focusing on establishment and revision of the civil law, civil procedure law, etc., which are the basis of economic activities in a market economy. However, systems and human resources to properly operate and enforce such laws have been insufficient and assistance has been required such as establishment and improvement of systems necessary for enactment and revision of laws and operation of laws, improvement of ability to operate laws at the field level including local region, dissemination of information about laws, improvement of access to justice, etc. In such situation, the government of Japan is currently implementing the “Legal and Judicial System Reform Project” (from April 2007 to March 2011) and providing assistance to solve such issues.

Under this component, it is expected to contribute to enhance governance in the medium to long term in Viet Nam through development of human resources who would try to establish and radicate “rule of law” in organic mutual cooperation with the aforementioned projects, subsequent programs, etc.

2. Cooperation Framework

(1) Project Objectives

1) Overall goal

Following the basic concept of legal framework and judicial reform in Vietnam, to ensure that ex-JDS participants will help the ministries or organizations concerned in charge of legal framework (formulation and revision of law, establishment of necessary law management) to improve their policymaking and institution building capacity.

2) Project purpose

To ensure that people at the target organizations who are responsible for legal framework and judicial reform in Vietnam will acquire knowledge with the viewpoint of comparative law and actively organize various legal assistance.

(2) Verifiable indicators

- 1) Percentage of JDS participants who have acquired a master's degree
- 2) Percentage of ex-JDS participants who are assigned to a department that concerns the process of policymaking and institution building in their specialized field.

(3) Activities**【Nagoya University】**

Objective	Contents
① Before arrival in Japan	
To prepare well for the smooth research after arrival in Japan	The pre training on skills for writing documents in English and writing theses are implemented.
② During study in Japan	
To acquire the broad knowledge regarding law	JDS participants are provided with courses to learn basic legal theories using the laws of Japan. JDS participants recognize the difference in the law system among Vietnam, Japan and other countries, and acquire the broad knowledge through the approach of comparative jurisprudence.
To deepen their understanding directly linked to their work	In addition to usual internship at private companies, administrative and judicial internship are to be carried out as necessary in relation to set subject. Special lectures by institutions of judicial and administrative bureaus are provided. This lectures will help for JDS participants to deepen their understanding directly linked to their work
To raise up their thesis quality	Follow up for improving skills in English and writing theses are implemented. This will help for JDS participants to raise up their thesis quality.
To consider the solution to	With regard to a master's thesis, while organically

their development issue through writing theses	combining tutoring instructors' guidance on thesis through individual and technical tutorial and the thesis writing course ("Research Methodology/Academic Writing I (required), II and III" totaling 6 credits), flexible operation is carried out so that practical reports could be substituted depending on an issue and theme, as the case may be. It might be more flexible for JDS participants to write theses.
③After return to Vietnam	
To brush-up their knowledge	Ex-JDS participants can be provided Specific and up-dated lectures which are implemented in Vietnam, in order to brush up their knowledge and keep the connection with University.

【Kobe University】

Objective	Contents
①Before arrival in Japan	
	Under consideration
②During study in Japan	
To acquire the broad knowledge regarding law	Our graduate school plans to enhance individual legal education by developing legal education from basic to high-level legal interpretation argument to legislation argument while sharing of basic principles such as development of society in home countries and regions, etc.these lectures will help for JDS participants to acquire the broad knowledge regarding law
To deepen their understanding directly linked to their work	As our graduate school invites practitioners such as researchers engage in development of the legal system, judges, public prosecutors, lawyers, etc., in an omnibus style at "Course on Support for Development of Law" opened every year, our graduate school sets up a forum for discussion with foreign students. This forum will help for JDS participants to deepen their understanding directly linked to their work

To promote the arguments with the various viewpoints through comparative research	“Course on Establishment of System” which mainly accepts foreign students from Vietnam has 3 instructors who specialize in comparative research of legal systems in Asian countries in the fields of public law, economic law and social law in order to deal with foreign student’ various needs for research. This course will adjust for JDS participants to promote the arguments with the various viewpoints through comparative research
To consider the solution to their development issue through writing theses	JDS participants are guided individually by the teacher of “Course on Establishment of System” as the main supervisor, and consider the solution to development issues through writing theses.
③After return to Vietnam	
	Under consideration

(4)-1 Inputs from the Japanese Side

<p>1) Expenses for special activities during preparatory, studying and follow-up stages (e.g. orientation, special lectures and workshops, follow-ups after returning home, including activities in home countries), which will be shouldered by accepting universities</p> <p>2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)</p> <p>3) Expenses for support during the stay in Japan (for monitoring, daily life support, etc.)</p>
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(4)-2 Input duration and the number of JDS participants

<p>5 participants × 4 years = 20 participants (Nagoya University :Two-year and half master’s course 12 participants Kobe University : Two-year master’s course 8 participants,)</p> <p>From the year 2010 (until 2012): 5 participants (Nagoya Univ. 3 participants, Kobe Univ. 2 participants)</p> <p>From the year 2011 (until 2013): 5 participants (Nagoya Univ. 3 participants, Kobe Univ. 2 participants)</p> <p>From the year 2012 (until 2014): 5 participants (Nagoya Univ. 3 participants, Kobe Univ. 2 participants)</p> <p>From the year 2013 (until 2015): 5 participants (Nagoya Univ. 3 participants, Kobe Univ. 2 participants)</p>
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(5) Inputs from the Vietnamese Side

- 1) Dispatch of JDS participants
- 2) Preparatory activities (brushing up the English proficiency of JDS participants before studying in Japan)
- 3) Follow-up activities (providing opportunities for ex-JDS participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations)

(6) Qualifications

- 1) Work experience
 - A full-time employee at a target organization who is engaged in duties related to legal framework.
 - Two years or more of experience in professional* duties of legal framework. *
 - (* Legal assistance, operations of bankruptcy act or intellectual law, Comparison of judicial system)
- 2) Other qualifications
 - Adequate English proficiency for research activities in a Master's program
 - Nationality: Citizenship of the Socialist Republic of Vietnam
 - Age: 22-34 years old
 - The applicant is not on a scholarship or has no plans to receive scholarship.
 - The applicant has not acquired a master's degree from a foreign university on a scholarship from the Vietnam government or other governments.

3. Implementation Framework

(1) Accepting university

Nagoya University, Graduate School of Law
Kobe University, Graduate School of International Cooperation studies

(2) University's experience in accepting scholarship students

【Nagoya University】

Result of FY2008 (accepted in 2008)

- Japanese Government(MONBUKAGAKUSHO) Scholarship Program: 48 students (details: faculty (1 student), research foreign student (4 students), master (22 students), doctor (20 students))
- JICA Long-term training program (3 students: Laos/2 students of master course, 1 student of doctor course)
- Yen loan (1 student: desires master in Indonesia)
- Chinese National High Level Graduate School students (4 students: doctor and

research students)

- Privately financed students (45 students), exchange student (10 students)

Plan for FY2009

Almost same as achievement of FY2008

【Kobe University】

Result of FY2008

<April>

- Japanese Government(MONBUKAGAKUSHO) Scholarship Program (master):
1 students (Bolivia)

<October>

- Japanese Government(MONBUKAGAKUSHO) Scholarship Program (master):
2 students (Brazil and Mongolia)
- Privately financed students: 4 students (Mongolia, Vietnam, Uganda, China)
- Indonesia Linkage Program: 7 students

Plan for FY2009

<April>

- Japanese Government(MONBUKAGAKUSHO) Scholarship Program (master):
1 students (Cambodia)
- Privately financed students: 6 students (China, Taiwan, Mongolia, Vietnam, Thailand)

(3) Program Overview

【Nagoya University】

Nagoya University Graduate School of Law considers “basic principle of guidance” as contribution to establishment of the system which would make it possible to secure “rule by law” and “improvement of governance” in Vietnam through development of young personnel in the legal field in Vietnam. Guiding principle to JDS participants is to improve their capacities for legal policy, legislation and planning, formulation and implementation of law enforcement, and to help them acquire higher education and research capacities by searching legal theory behind the legal system from the viewpoint of comparative law or historical point of view. The program to which JDS participants belong is basically to develop personnel who would be able to contribute to the project for development of the legal system/development of legal framework and building of human resources for such development project in countries which sifted their system and developing countries

in Asia, based on which legal education is provided in English language.

In accordance with the aforementioned basic principle, JDS participants are provided with courses to learn basic legal theories using the laws of Japan as materials and the project develops various kinds of courses which enable study on legal systems of their own counties and those of countries where other foreign students come, including Japan, from the viewpoint of comparative law by providing courses with regard to the laws, political system, etc., of Japan.

In addition, in order to study economic basic theory more technically, through coordination and cooperation with the Graduate School of Economics, 6 curriculums are provided to give basic education in relation to economics and lecture and practice-style is adopted, which emphasizes evolution of arguments while adopting lecture style. With regard to a master's thesis, while organically combining tutoring instructors' guidance on thesis through individual and technical tutorial and the thesis writing course ("Research Methodology/Academic Writing I (required), II and III" totaling 6 credits), flexible operation is carried out so that practical reports could be substituted depending on an issue and theme, as the case may be.

In addition, it is aimed to have [JDS participants] acquire working knowledge through education and research by introducing internship and experiencing functional and operational level of the Japanese judicial system using practical cases as materials, as well as to develop technical and practical problem-solving capability.

【Kobe University】

In this program, our graduate school plans to enhance individual legal education by accepting a number of Vietnamese government officials, legal professional, researchers, private company-related persons, etc., from different parent organization as much as possible every year and by developing legal education from basic to high-level legal interpretation argument to legislation argument while promoting constructive intercommunion of mutual opinion and knowledge and share of basic principles such as "rule of law", democratic, sound development of society in home countries and regions, etc., with foreign students from neighbor developing countries which have a number of similarities in the situation of problem.

Our graduate school has full-time instructors who specialize in legal science as well as political science, public administration, education and economics. All instructors offer courses in English to provide academic research environment where foreign students can take courses other than their major field of study in English. On such basis, our graduate school has them take courses of "Law and State Building", "Law and Economic Development" and "Law and Social Development" as fundamental subjects and has them learned the latest trend of legal theories in each

field.

In addition, as our graduate school invites practitioners such as researchers engage in development of the legal system, judges, public prosecutors, lawyers, etc., in an omnibus style at “Course on Support for Development of Law” opened every year, our graduate school sets up a forum for discussion with foreign students and provides opportunities to observe training in Japan regarding support for development of laws in Vietnam and share ideas and methods of support for development of the legal system in Japan, which were realized through cooperation of International Cooperation Department of Research and Training Institute of the Ministry of Justice.

In addition thereto, our graduate school invites overseas researchers as guest professors for about half a year, opens “Special Lecture on Institution Building” and provide an opportunity to study ideas and experiences of support for development of the legal system in foreign countries.

Component 4-2

1. Outline of Sub-Program / Component

(1) Basic Information of Sub-Program / Component

1. Sub-Program (JDS Target Priority Area) : Strengthening of Governance
2. Component (JDS Development Issue): Public Administration Reforms
3. Managing Organization : Ministry of Education and Training
4. Leading Organization : Ministry of Home Affairs
5. Target Organization : Ministry of Home Affairs
Government Inspectorate
Provincial People's Committee
The Office of National Assembly
National Academy of Public Administration
Ministry of Education and Training
(Ministry related organizations and all the public universities)

(2) Background

Based on the Master Plan on administrative reforms, efforts including the improvement of the provision of administrative services that meet the needs of users through the introduction of One Stop Shop and complaints filing system, etc., civil service reform and government organizations reform etc. are underway, but the process of reform is greatly delayed in whole against the estimation of the said master plan. As the process of decentralization progresses, it is expected that the regional governments play a major role in areas such as making development plan, making annual budget plan and the planning and implementing ODA projects, and therefore improvement of the administrative skills of the regional governments will become an issue.

It is the common perception of foreign companies in Vietnam that corruption is one of the obstruction factors to engaging in economic activities; and according to the 2006 corruption index of Transparency International, Vietnam continues to be ranked a low 111 out of a total of 163 countries. Due to the corruption issue (PMU18 issue) of the Ministry of Transport in 2006 and the PCI incident in 2008, public concern continues to rise and reforms to eradicate corruption such as the establishment of a national anti-corruption committee headed by the prime minister have been pursued, but corruption prevails among the upper to lower classes in administrative bodies. Thus, a medium to long-term approach is required.

(3) Relations with Japanese Government assistance

“Strengthening of Governance”, which is one of the four pillars of the basic

policies of Japan's Country Assistance for Viet Nam (July 2009), would be the basis to approach development issues of other three pillars, that is, "Promotion of economic growth and enhancement of international competitive power", "Improvement in lifestyle and social aspects and reduction of disparity" and "Environmental preservation". The government of Japan provides assistance for administrative and financial reform, development of the legal system and judicial reform for the purpose of establishment of sound governance system including measures against corruption.

With regard to administrative reform, based on the administrative reform master plan which the government of Viet Nam proceeds, it is required to provide cooperation which contributes to development of the systems, enhancement of organizations and development of human resources based on a medium- and long-term perspective in the fields of improvement of administrative management skill, public finance management such as tax administration practice, etc. Under this component, it is expected to develop human resources who would contribute to realization of highly transparent administrative and financial systems and enhancement of strategy for decentralization.

2. Cooperation Framework

(1) Project Objectives

1) Overall goal

To ensure that ex-JDS participants will help the ministries or organizations concerned in charge of institution improvement to establish high transparent administrative and fiscal system and to reinforce the action of decentralization of administrative power.

2) Project purpose

To ensure that people at the target organizations who are responsible for the institution building, strengthening organizations, HRD for a long term will acquire knowledge about public administrative management including tax administrative practice and actively formulate high transparent administrative and fiscal system.

(2) Verifiable indicators

1) Percentage of JDS participants who have acquired a master's degree

2) Percentage of ex-JDS participants who are assigned to a department that concerns the process of policymaking and institution building in their specialized field.

(3) Activities

Objective	Contents
① Before arrival in Japan	
	Under consideration
② During the study in Japan	
To acquire the broad knowledge regarding governance	In addition to political, administrative, economic and financial subjects, GSGS offers a variety of policy research subjects to keep up the updates on those study fields and to understand the basics of governance issues. JDS participants can understand the basics of governance issues.
To deepen their understanding directly linked to their work	Special lectures by domestic and foreign researchers on topics relating to students' research themes are implemented. In addition, JDS participants deepen their practical understanding through field study tours to organizations involved in public policies to hear opinions from and exchange views with their officials.
To consider the solution to their development issue through writing theses	Workshops on research papers aimed at developing intellectual exchanges between foreign and Japanese students are implemented. Special seminars on how to write research papers for improving the quality of research results are carried out. These activities facilitate the quality of theses. JDS participants will consider the solution to their development issue through writing theses through these activities.
③ After return to Vietnam	
	Under consideration

(4)-1 Inputs from the Japanese Side

1) Expenses for special activities during preparatory, studying and follow-up stages (e.g. orientation, special lectures and workshops, follow-ups after returning home, including activities in home countries), which will be shouldered by accepting universities
2) Expenses for studying in Japan (travel expenses, scholarships during the stay in Japan, examination fees, tuition fees, etc.)

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|---|
| 3) Expenses for support during the stay in Japan (for monitoring, daily life support, etc.) |
|---|

(4)-2 Input duration and the number of JDS participants

<p>5 participants × 4 years = 20 participants Two-year master's course</p> <p>From the year 2010 (until 2012): 5 participants</p> <p>From the year 2011 (until 2013): 5 participants</p> <p>From the year 2012 (until 2014): 5 participants</p> <p>From the year 2013 (until 2015): 5 participants</p>

(5) Inputs from the Vietnamese Side

- | |
|---|
| <ol style="list-style-type: none"> 1) Dispatch of JDS participants 2) Preparatory activities (brushing up the English proficiency of JDS participants before studying in Japan) 3) Follow-up activities (providing opportunities for ex-JDS participants to disseminate the knowledge they acquired in Japan at their organizations or other target organizations) |
|---|

(6) Qualifications

- | |
|---|
| <ol style="list-style-type: none"> 1) Work experience <ul style="list-style-type: none"> ▪ A full-time employee at a target organization who is engaged in duties related to Public Administrations Two years or more of experience in professional* duties of Public Administration* (* Strengthen the policymaking capacity for public policy, Reform the civil service , Reform the training system for government officials) 2) Other qualifications <ul style="list-style-type: none"> ▪ Adequate English proficiency for research activities in a Master's program ▪ Nationality: Citizenship of the Socialist Republic of Vietnam ▪ Age: 22-34 years old ▪ The applicant is not on a scholarship or has no plans to receive scholarship. ▪ The applicant has not acquired a master's degree from a foreign university on a scholarship from the Vietnam government or other governments. |
|---|

3. Implementation Framework

(1) Accepting university

Meiji University , Graduate School of Governance studies
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(2) University's experience in accepting scholarship students

【Results of FY2008】

JICA Long-term training Program: 2 students (Vietnam)

Malaysian-government sponsored program :2 students

【Plans for FY2009】

JICA Long-term training Program: 5 students (Cambodia 2, Vietnam 1, Tanzania 1)

Malaysian-government sponsored program :1 student

(3) Program Overview

In line with a series of public policy process from problem identification, planning, decision making, implementation and evaluation, the curriculum of GSGS consists of five subject groups – 1) policy science subject group, 2) international policy subject group, 3) public management subject group, 4) policy research subject group and 5) special and specific research subject group. In addition to political, administrative, economic and financial subjects, GSGS offers a variety of policy research subjects to keep up the updates on those study fields and to understand the basics of governance issues. Regarding the current development issues in Vietnam, we provide students with an opportunity to acquire highly advanced knowledge and practical theories concerning such fields as studies on intergovernmental relationship, local government finances and local autonomy that are handled in policy science subject group, studies on public management and policy evaluation handled in public management subject group, and studies on international students (international development) handled in international policy subject group.

· In consideration of the aspect that JDS participants studying at GSGS are administrative officers back in Vietnam, as well as in consideration of the significance of why they are studying in Japan, efforts are made to develop well the curriculum in the field of “policy research,” in which students were given an opportunity to visit administrative offices in Japan and exchange views with their staff members. We also offer practical courses to master scientific research and analytical methods necessary for writing Master's thesis.

Selection/Recruitment of the First Batch (Coming to Japan in FY 2010) Candidates (Vietnam)

The first batch candidates from Vietnam were recruited and selected as follows.

1. Recruitment of applicants (August ~ September 2009)

The following assistance for recruitment was provided to the target organizations during the field survey, according to the application qualifications, application guidelines/forms and the selection schedule, which were approved in the 1st Operating Committee:

(1) Preparation for the application guidelines/documents

As for the set of documents necessary for application, the copies of the following were prepared:

- Application Guidelines (1,000)
- Application Forms (1,000)
- Flyers for application encouragement (500)
- Posters for application encouragement (500)

(2) Request for selection of applicants

The set of application guidelines above were distributed¹ to all target organizations along with the cover letter. The selection of applicant was requested.

(3) Explanatory meeting

The explanatory meeting was held at the Vietnam-Japan Cooperation Center (VJCC) on September 1, and it attracted 25 participants. The outline of the JDS and how to fill in the application guideline were explained and then the answer-and-question period was held. The participants asked questions positively.

(4) How to collect application documents

The applications from each target organization were directly submitted to the JDS project office² by September 11. As the number of application was small in a part of component because of short period of open recruitment, the period of it was extended and the application documents were accepted to September 23. There was the total of 84 application documents submitted.

JICE Project Office checked qualification requirement and necessary documents in the application documents, as a result, 81 application documents were eligible. According to Table 1 the number of Application forms in each component, Because Study Fields were set universally in the JDS Program, It was clear that the collecting number of application was come from Some organization except target organization.(In addition with this, It includes State Corporation and Private Sector.). Because JDS Program focus government officials and target organization from this year, Only Government Officials who belongs to target organization applied JDS. Target organizations would be more possible for

¹ The application documents by data were also provided in response to requests

² JDS Project Office: JICE established the Project Office in Hanoi when it started the project in 2000. Since then, the Project Office has recruited and selected participants, provided language training, gave orientation and carried out the procedures for visiting Japan. The Office is effectively used also for this survey.

contribution tackled with resolution of development issues.

Even though the amount of application documents was low, Collecting application forms from almost all target organization indicates that the Information of JDS program had broadened in their target organization. Based on this fact, JDS Project office could consider recruiting JDS Program for more specific department in the target organizations.

Table 1 Valid applicants and Participants in Target Organization

[New System]

[Reference: No. of Applicants/Participants of past 3 years*]

* Since the selection of 7th batch (arrival in fiscal year 2007) of JDS in Vietnam, JDS has targeted Government Officials for a part of study fields

CP1-1 [Institution building for growth promotion]

Target Organization	JDS2010-2011 (1st batch under New System)			
	Valid Applicants	%	Participants (Expected)	%
MPI	3	14%	1	14%
MOIT	3	14%	0	0%
MOF	4	19%	0	0%
SBV	2	10%	1	14%
MOET	9	43%	5	71%
Others				
Total	21	100%	7	100%

[Economics Field]

JDS2007-2008 (7th batch)		JDS2008-2009 (8th batch)		JDS2009-2010 (9th batch)		Total of JDS2007 to JDS2009 (7th batch - 9th batch)	
Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants
3	1	4	2	1	1	8	4
2	0	0	0	1	1	3	1
4	1	1	1	3	0	8	2
1	0	2	0	0	0	3	0
7	1	0	0	7	4	14	5
16	3	6	2	3	0	25	5
33	6	13	5	15	6	61	17

CP1-2 [Transport / Urban development]

Target Organization	JDS2010-2011 (1st batch under New System)			
	Valid Applicants	%	Participants (Expected)	%
MOT	2	17%	0	0%
MOC	4	33%	1	25%
Hanoi PC	2	17%	0	0%
Ho Chi Minh PC	1	8%	1	25%
MOET	3	25%	2	50%
Others				
Total	12	100%	4	100%

JDS2007-2008 (7th batch)		JDS2008-2009 (8th batch)		JDS2009-2010 (9th batch)		Total of JDS2007 to JDS2009 (7th batch - 9th batch)	
Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants

CP2 [Agriculture and Rural Development]

Target Organization	JDS2010-2011 (1st batch under New System)			
	Valid Applicants	%	Participants (Expected)	%
MARD	6	38%	0	0%
NIAPP	0	0%	0	0%
MOET	10	63%	4	100%
Others				
Total	16	100%	4	100%

[Agriculture and Rural Development field]

JDS2007-2008 (7th batch)		JDS2008-2009 (8th batch)		JDS2009-2010 (9th batch)		Total of JDS2007 to JDS2009 (7th batch - 9th batch)	
Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants
23	1	2	1	3	0	28	2
2	0	0	0	0	0	2	0
15	1	12	2	15	3	42	6
10	0	13	2	12	1	35	3
50	2	27	5	30	4	107	11

CP3 [Environment]

Target Organization	JDS2010-2011 (1st batch under New System)			
	Valid Applicants	%	Participants (Expected)	%
MONRE	12	67%	2	40%
MPI	0	0%	0	0%
VAST	0	0%	0	0%
MARD	4	22%	1	20%
MOIT	0	0%	0	0%
MOET	2	11%	2	40%
Others				
Total	18	100%	5	100%

[Environmental Policy field]

JDS2007-2008 (7th batch)		JDS2008-2009 (8th batch)		JDS2009-2010 (9th batch)		Total of JDS2007 to JDS2009 (7th batch - 9th batch)	
Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants
1	0	2	0	3	1	6	1
1	1	0	0	0	0	1	1
2	1	1	1	1	0	4	2
2	1	1	0	1	0	4	1
1	0	0	0	0	0	1	0
6	0	6	1	5	1	17	2
3	0	12	1	6	1	21	2
16	3	22	3	16	3	54	9

CP4-1 [Development of Legal Framework]

Target Organization	JDS2010-2011 (1st batch under New System)			
	Valid Applicants	%	Participants (Expected)	%
MOJ	4	57%	2	40%
SPC	1	14%	1	20%
SPP	0	0%	0	0%
MOIT	1	14%	1	20%
MOET	1	14%	1	20%
Others				
Total	7	100%	5	100%

[Law field]

JDS2007-2008 (7th batch)		JDS2008-2009 (8th batch)		JDS2009-2010 (9th batch)		Total of JDS2007 to JDS2009 (7th batch - 9th batch)	
Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants
3	1	1	1	0	0	4	2
0	0	0	0	1	0	1	0
0	0	1	0	0	0	1	0
0	0	1	1	0	0	1	1
5	1	5	0	2	1	12	2
7	1	4	0	7	2	18	3
15	3	12	2	10	3	37	8

CP4-2 [Public Administration Reforms]

Target Organization	JDS2010-2011 (1st batch under New System)			
	Valid Applicants	%	Participants (Expected)	%
MOHA	2	22%	1	25%
GI	1	11%	1	25%
Province PC	5	56%	2	50%
Office of NA	0	0%	0	0%
NAPA	1	11%	0	0%
MOET	0	0%	0	0%
Others				
Total	9	100%	4	100%

[Public Policy field]

JDS2007-2008 (7th batch)		JDS2008-2009 (8th batch)		JDS2009-2010 (9th batch)		Total of JDS2007 to JDS2009 (7th batch - 9th batch)	
Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants	Valid Applicants	Participants
1	1	1	1	0	0	2	2
1	0	0	0	0	0	1	0
0	0	2	0	5	0	7	0
0	0	0	0	0	0	0	0
0	0	0	0	1	0	1	0
0	0	1	0	0	0	1	0
13	2	12	3	15	4	40	9
15	3	16	4	21	4	52	11

(*) Only 29 applicants was approved by OC members

(*) It is selected Government Officials in Valid Applicants and Participants, not included State Enterprise and Private S

2. Accepting universities' examination of application documents and the results

Among the submitted application documents, 81 of those satisfying requirements were sent to each accepting university, where the faculty members examined the received documents (September 28 to October 9). The results of the examination were obtained from 8 accepting universities as of October 9. Almost simultaneously, the English and mathematics competence tests (September 19 and 29) being conducted, the results were provided to the universities as a reference material for paper screening.

Each examination and selection was conducted as follows:

(1) Basic Check

Checking the qualification requirements set at the time of application, necessary documents, false descriptions in the application documents, etc as the preliminary step of the document examination between September 11 and 25, any unclear points were asked to the applicants or the organization he/she belongs to in some cases. As a result, 81 application documents passed the Basic Check (the main reasons for the failed applications (3 applications) were the application from ministries and agencies which were not the target ones and the refusal of entry after application (2)). The results were notified to the applicants on September 25 when the application documents were sent to the prospective accepting universities through the JICE main office.

(2) English and mathematics tests

On September 19 (Sep. 29 for additional applicants), English and mathematics tests were conducted to check the basic academic abilities of the 81 applicants who passed the basic check. These applicants were asked to sit the ITP-TOEFL examination to check the international level of their English competence. The questions used to check their mathematical competence were previously prepared by the university which has accepted participants of the economics and management fields in the previous JDS project in order to check the mathematical competence satisfying the level of a Master's degree.

Neither tests set the minimum requirement for passing, but the results of all examinees were provided to each accepting university as the reference material for the technical interview.

Neither tests set the minimum requirement for passing, but the results of all examinees³ were provided to each accepting university as the reference material for the technical interview.

(3) Examination of the application documents

The evaluation elements included: Academic record (25 points), How to use the knowledge after returning to the country (20 points), Research plan (25 points), Recommendation (10 points) and Matching between the research plan and the subprogram/component identified by candidate (20 points), which made the total of 100 points for evaluation. Judgment of acceptance did not set any minimum requirement based on the score, but each accepting university ranked the applicants to let up to three times as many applicants as the prospective participants pass the examination of the application documents. The treatment of the results of English and mathematics examinations (regarded as a part of acceptance/rejection criteria or as a guide and others) depends on the judgment of university because the importance and others of the ability of English and mathematics which is required after the

³ As for the examination of mathematics, in addition to the results of score, the answer sheets where the process of answer is included were provided to universities.

admission vary in different university.

As a result, 68 applicants passed the examination of the application documents in 4 subprograms / 6 components.

3. Technical interviews by faculty members of accepting universities and the results

Subsequently, the technical interviews by faculty members as well as the discussions between the managing organization, target organizations' officials and the faculty members were conducted between October 21 and 25.

Date		Schedule
Oct 21	Wed	Arrival
Oct 22	Tue	Briefing, Orientation
		Courtesy visit to Japanese members (Embassy and JICA) of Operating Committee
Oct 23	Fri	Discussion with the Leading Organizations Discussion in the Operating Committee
Oct 24	Sat	Technical interviews 【All accepting universities】
Oct 25	Sun	Technical interviews 【Hiroshima University, Kyushu University, University of Tsukuba】 Departure

The Evaluation Elements included: (i) Academic Background and Learning Ability (50 points), (ii) Capacity to achieve the study in Japan (30points) and (iii) Possibility of Contributing to Candidate's Country with Learned Knowledge (20 points), which made the total of 100 points for evaluation. Judgment of acceptance was made with three phases where “◎” stands for Highly acceptable, “○” for Acceptable and “×” for Unacceptable. Without setting any minimum requirement based on the score, each accepting university ranked the applicants to let up to twice as many applicants as the prospective participants pass the technical interviews among the candidates recognized as ◎ or ○. As a result, 49 applicants out of 68 eligible for the interviews passed the technical interviews.

4. Operating Committee's comprehensive interviews and the results

Prior to the technical interviews, the medical check was conducted to the applicants who passed the documentary examination between October 19 and 25. No health problem that may affect studying overseas was found from 68.

The Operating Committee conducted the interview on November 4 and 5 with the candidates who had passed the technical interviews by faculty members as well as the medical check. The Evaluation Elements included: (i) Possibility of Contributing to Candidate's Country with Learned Knowledge (40 points), (ii) Ability to utilize one's outcome in the long term (30 points), and (iii) Capacity to achieve the study in Japan (30 points), which made the total of 100 points for evaluation. For judgment of acceptance, the applicants of each accepting university were ranked to select the final candidates (30 persons shown as Table 2) as many as the acceptable number of participants in each university.

As Table 1 showed final successful candidate last 3 years, Applicants from Almost all target organization applied this year, as a comprehensive trend, University lecturer belonged to Ministry of Education and Training who has high ability of speaking English could be easy to pass JDS selection procedure.

Except Transport Component and Agriculture Component, Government officials who belonged Leading organization of each Component could be a final successful candidate. JDS project office would try to need to recruit from leading organization that is more effective to solve the development issues in the future.

Also try to ask them to improve English proficiency and betterment of human resource development in their ministry through Department of International Cooperation and Department of Personnel.

Table 2 Result of the selection of the first batch

Subprogram	Component	University	Graduate school	No. of applicants	No. of valid applicants	No. of applicants passing the examination of the application documents (*1)	No. of applicants passing the technical interviews (*2)	No. of applicants passing the comprehensive interviews	No. of applicants passing the final selection	Maximum No. of JDS participants	
										1 st batch	
1. Economic Growth Promotion / Enhancement of International Competitiveness	1-1. Institution building for growth promotion	School of International and Public Policy, Hitotsubashi University	Asian Public Policy Program	13	13	8	5	4	4		
		International Christian University	Graduate School of Arts and Sciences	8	6	6	6	3	3		
	1-2. Transport / Urban development	Hiroshima University	Graduate School for International Development and Cooperation	12	12	12	7	4	4		
2. Improvement and disparity of living / Social conditions	Agriculture and Rural Development	Kyushu University	Graduate School of Bioresource and Bioenvironmental Sciences	16	16	12	7	4	4		
3. Environment Conservation	Environment	University of Tsukuba	Graduate School of Life and Environmental Sciences	19	18	15	10	5	5		
4. Governance Reinforcement	4-1. Development of Legal Framework	Nagoya University	Graduate School of Law	5	5	5	4	3	3		
		Kobe University	Graduate School of International Cooperation Studies	2	2	2	2	2	2		
	4-2. Public Administration Reforms	Meiji University	Graduate School of Governance Studies	9	9	8	8	4	4		
			計	84	81	68	49	4	4(*3)	30	

(*1) Up to three times as many as the acceptable number of participants

(*2) Up to twice as many as the acceptable number of participants

(*3) Additional selection procedure is still proceeding (as of January, 2010)

Issues by the Target Organizations, Themes Expecting to the JDS, Number of Staff

Component	Target Organization	Development issues	Expected Research Topic	Number of Staff	Number of Staff in Hanoi	Number of Staff below 35 years old
1-1.Institution Building for Growth Promotion	1 Ministry of Planning and Investment	N/A	N/A	760	N/A	N/A
	2 Ministry of Industry and Trade	N/A	N/A		N/A	N/A
	3 Ministry of Finance	N/A	N/A	129,562	N/A	Over10,000
	4 State Bank of Vietnam	N/A	N/A	6,658	1,658	N/A
1-2.Transport / Urban Development	5 Ministry of Transport	Needs of categories (road, railway, water way ,sea and port and Air navigation) Human resource development needs of management ability (Human resource management, Administrative management, Public administration management)	N/A	N/A	N/A	N/A
	6 Ministry of Construction	N/A	N/A	N/A	N/A	N/A
2.Agriculture and Rural Development	7 Hanoi City People's Committee Urban Transport PMU)	In general, our organization has been established for 8 years, we must cope with many difficulties as well as challenges, especially issues of human resource	In order to push up developing our organization, it requires getting sufficient staffs with good professional skills. To solve this, we are carrying out recruitment by attractive program	60	60	34
	8 Ho Chi Minh City People's Committee	N/A	N/A	N/A	N/A	N/A
	9 Ministry of Agriculture and Rural Development	①Biotechnology (Utilization for Agriculture, forestry and various topics)② Environment, Resource management ③ Agricultural Policy management.	N/A	8,508	N/A	Over 2,000
	10 National Institute for Agricultural Planning and Projection	1. Methodology on participatory rural development and adequate model to be applied into practice 2. Industrialization and modernization in the process of rural development 3. Research capability and applicability into practical. 4. Professional English proficiency 5. International community integration	1. Adequate rural development model 2. Stakeholder participation. & Conceptualization of industrialization, modernization in the context of rural development and their interlinks. 3. Promotion of young talent, enhancement of profession for young researchers, etc 4. Creation of opportunities for applying and practicing English skills 5. Enhancement of accessibility to international communities, organizations	N/A	N/A	N/A
3.Environment	Ministry of Natural Resources and Environment	Assessment of training needs and plan preparation and implementation was not carried out with good results The training quality in general was still low: training contents and programmes were not updated, with much focus on theory and less focus on skills strengthening Low training effectiveness: the training activities have only met the demands for the provincials and district levels. There was still a high number of commune officials and staffs who have not obtained training. For the national level, there was a low number of officials with high educational level, while most of them were engaged in the management work; the training structure was not balanced and linked with practical purpose, causing limitations The trainers have not met the demands for broadening scope and improving quality. The out-of-date training methods could not mobilize participants' activeness The training facilities were still poor, with lack in equipment that could not catch up with practical technological development Training and strengthening of knowledge for international economic integration for management leaders and the relevant officials have not been implemented in a proper manner as compared to practical requirement due to budget limits	<p>To develop a training plan for management skill strengthening, capacity for the technical officials. In cooperation with the training consultants to design (or update) and organize capacity-based training courses. To enable technical officials to access study opportunities, field trips, to participate in scientific projects and technology transfer for strengthening partnerships with the relevant clients and counterparts;</p> <p>To improve foreign language and informatic skills for the technical officials for enhancing opportunities of abroad study and information collection from internet sources</p> <p>To implement capacity strengthening programmes (with learning-by-doing methods) for the managers of training units; To conduct capacity exchange activities among the trained officials and trainers and others</p> <p>Innovative sectoral training management mechanism, ensuring the activeness of the training entities in selection of participation, training needs assessment, design of programmes, development of contents and materials, and conduct of training courses. To organize seminars on the international issues relating to natural resources and environment in order to provide information to the management officials</p> <p>To improve foreign language and informatic skills for the technical officials for enhancing opportunities of abroad study and information collection from internet sources</p>	N/A	N/A	N/A

Issues by the Target Organizations, Themes Expecting to the JDS, Number of Staff

Component	Target Organization	Development issues	Expected Research Topic	Number of Staff	Number of Staff in Hanoi	Number of Staff below 35 years old
	Vietnam Academy of Science and Technology	State budget for VAST still remains limited	N/A	3,664	N/A	N/A
4.1.Development of Legal Framework	Ministry of Justice	Building a contingent of public employees good at international law, litigation to promote the rule of law state	- international law - litigation - the rule of law	9,000	1,069	N/A
	Supreme People's Court	1. Improving the transparency of judicial system 2.Reforming court structure	1. Revising the procedure codes and laws _ Changing and reviewing the promotion procedures 2. The project for court reform	N/A	N/A	N/A
	Supreme People's Prosecurate	1. Whether the SPP should be converted into a more “conventional” state prosecution body; how SPP should be re-organized to correspond to the new jurisdiction based court organization 2. Whether the SPP should have both supervisory and prosecution functions; whether SPP should have a strong role in the civil cases 3. Revising the Criminal Procedure Code	1. Researches on the organizational structure and functions of a variety of the state prosecution bodies 2. Researches on the organizational structure and functions of a variety of the state prosecution bodies 3. Researches on the experience and best practices in the development of judicial procedures to further improve the consistency, democracy, transparency and human rights protection	11,347	over3,000	N/A
4-2.Public Administration Reforms	Ministry of Home Affairs	_ Lack of human resources to meet the demands of current tasks to implement the new Law on cadres and civil servants	_ New way to reform the performance appraisal system new way to reform the salary system for administrative civil	250	250	75
	General Inspectorate	N/A	N/A	N/A	N/A	N/A
	Office of National Assembly	N/A	N/A	N/A	N/A	N/A
	National Academy of Public Administration	1_To Develop teaching staff having sufficient capacity to provide training quality, meeting the needs of administrative reform and the industrialization and modernization of the country 2 _To Innovate the training program of NAPA, and support for effective teaching at NAPA 3 _ To build the program, curriculum quality-oriented training to develop capacity of trainers (competency based training	1_ The project on “capacity building program” co-funded by Uni-Tampere, Finland and NAPA 2. N/A 3_ The Project on “improving the curriculum of training program at different levels such as undergraduate, graduate programs of the NAPA” .	42	42	24

Questionnaire for Evaluation (to be implemented right after arrival to Japan)

This questionnaire is conducted three times in Japan (upon your arrival in Japan, a year after your enrollment, and upon graduation), and once after your return to your home country. The purpose of the questionnaires is to regularly evaluate the knowledge, skills and abilities JDS Fellows acquire through their studies in Japan in order to help ensure that JDS Fellows are able to solve development issues of their respective countries. The results of the questionnaires are used solely to improve the JDS project.

The information collected through these questionnaires is not used for any other purposes than this research, and no personal information is ever disclosed to any outside parties.

1 Profile information on JDS Fellow

Date (year/month/day) / / JDS No.

Name Family name First name Middle name
 / /

Sex ☐ 1 Male ☐ 2 Female Age Nationality

University

Faculty

Thesis title

Title of Master's degree

Duration of stay in Japan (year/month) From / To /

Last degree received before coming to Japan ☐ 1 Bachelor ☐ 2 Master ☐ 3 Doctor

Sector working in before coming to Japan
☐ 1 government ☐ 2 non-government ☐ 3 private ☐ 4 semi-government ☐ 5 parastatal

Workplace, department and job title before coming to Japan

Type of job responsibility

Please check the closest responsibility of your job (multiple answers may be chosen)

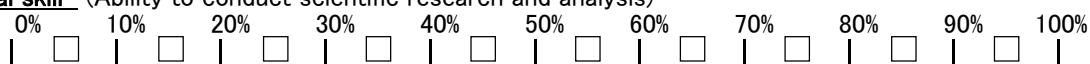
- ☐ 1. Management ☐ 2. Administration ☐ 3. Accounting ☐ 4. Personnel ☐ 5. Planning
☐ 6. Overseas ☐ 7. Purchasing ☐ 8. Business Operation ☐ 9. Sales ☐ 10. Engineering
☐ 11. Production ☐ 12. Research ☐ 13. Field Operations ☐ 14. Public Relations
☐ 15. Marketing ☐ 16. SE ☐ 17. Legal Affairs ☐ 18. Financial Affairs ☐ 19. Training

2 Questions to evaluate skill improvement of JDS Fellows

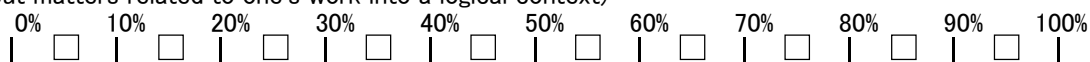
What percent would you give yourself for the following skills/abilities/attitude if the skill/ability/attitude-level required by your office is 100%?

2-1 Technical skills, thinking abilities

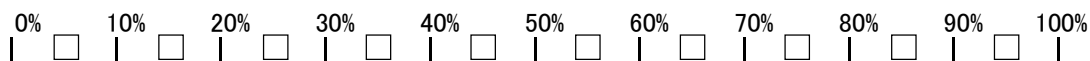
- 1 **Scientific research/analytical skill** (Ability to conduct scientific research and analysis)



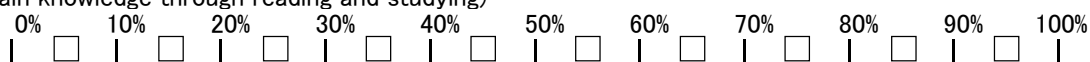
- 2 Logical thinking** (Ability to put matters related to one's work into a logical context)



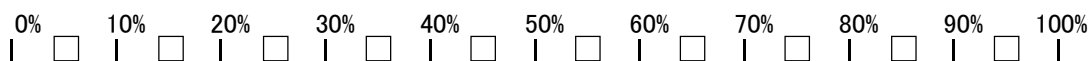
- 3 **Information collection/processing skill** (Ability to catch and process useful information related to one's work through one's experiences or daily life)



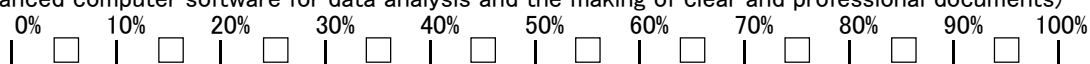
- #### 4 Learning ability (Ability to gain knowledge through reading and studying)



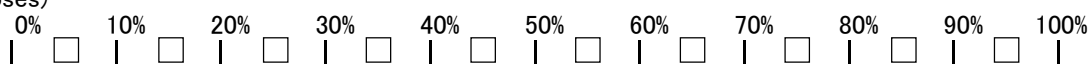
- 5 **Problem-solving skill** (Ability to find out the gist of problems and develop and evaluate solutions to solve problems flexibly and smoothly)



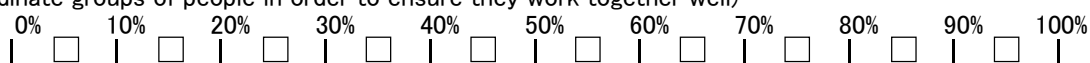
- 6 IT skill** (Ability to utilize advanced computer software for data analysis and the making of clear and professional documents)



- 7 **Communication skill** (Ability to communicate one's thoughts and information through speaking, writing, making presentations and so on for professional purposes)



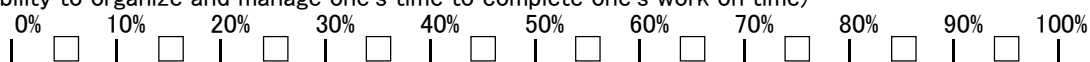
- 8 **Negotiation/coordination skill** (Ability to discuss issues and problems with multiple groups and to reach agreements
Ability to organize and coordinate groups of people in order to ensure they work together well)



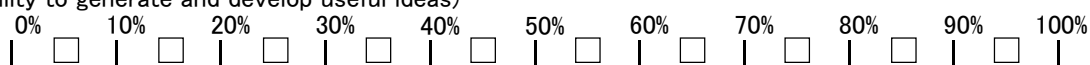
- 9 **Decision-making skill** (Ability to make prompt and precise judgments and to make decisions by one's own responsibility for the benefit of one's workplace and to avoid unnecessary risk)



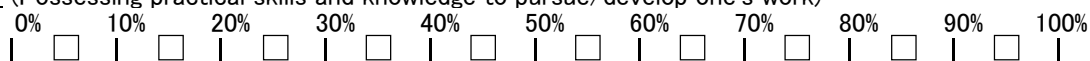
- 10 **Time-management skill** (Ability to organize and manage one's time to complete one's work on time)



- 11 **Idea generating ability** (Ability to generate and develop useful ideas)



- 12 Practical job-related skills** (Possessing practical skills and knowledge to pursue/develop one's work)



26 What skills and abilities among the following do you think are valuable for your work?

Score each skill from 0 to 3, the score 3 indicating the most valuable.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Scientific research/analytical skill |
| <input type="checkbox"/> | 2. Logical thinking |
| <input type="checkbox"/> | 3. Information collection/processing skill |
| <input type="checkbox"/> | 4. Learning ability |
| <input type="checkbox"/> | 5. Problem-solving skill |
| <input type="checkbox"/> | 6. IT skill |
| <input type="checkbox"/> | 7. Communication skill |
| <input type="checkbox"/> | 8. Negotiation/coordination skill |
| <input type="checkbox"/> | 9. Decision-making skill |
| <input type="checkbox"/> | 10. Time-management skill |
| <input type="checkbox"/> | 11. Idea generating ability |
| <input type="checkbox"/> | 12. Practical job-related skills |
| <input type="checkbox"/> | 13. Leadership ability |
| <input type="checkbox"/> | 14. Long-term prospects |
| <input type="checkbox"/> | 15. Well-rounded education |
| <input type="checkbox"/> | 16. Ethical sense |
| <input type="checkbox"/> | 17. Sense of discipline |
| <input type="checkbox"/> | 18. Sense of responsibility |
| <input type="checkbox"/> | 19. Confidence in tackling work |
| <input type="checkbox"/> | 20. Challenging spirit |
| <input type="checkbox"/> | 21. Positive attitude |
| <input type="checkbox"/> | 22. Desire to achieve goals |
| <input type="checkbox"/> | 23. Sense of curiosity |
| <input type="checkbox"/> | 24. Sense of aspiration |
| <input type="checkbox"/> | 25. Other (specify if any) |

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3 General opinion of the questionnaires

27 Note any particular criteria you used for your evaluation or any general comments about the questionnaires.

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