

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

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, aiming “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 2010, the survey was conducted in Sri Lanka as well as in existing three JDS target countries namely Cambodia, Vietnam 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 JDS applicants from the target groups, and finally select the successful JDS candidates. Throughout the process, to formulate and finalize Basic Plan for Sub-Program with participation from accepting Japanese universities and with the information obtained through exchange of views between Preparatory Survey Team and officials of concerned organizations in Sri Lanka and between interviewers from accepting Japanese universities and officials of concerned organizations in Sri Lanka.
- Based on the survey result drawn from the process above, to identify appropriate number of JDS participants, examine the contents and necessary expense of Special Programs to be provided to JDS participants by accepting Japanese universities throughout the JDS implementation period, and formulate the project plan including 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 Components, which correspond to both the country assistance program for Sri Lanka by the Government of Japan and development needs of Sri Lanka.

- (2) To confirm placement plan of accepting Japanese universities, which can provide JDS participants with educational programs for the respective Components.
- (3) To identify the target groups of the project corresponding to Components.
- (4) To select Managing Organizations, which provide necessary support for their related Components.
- (5) To confirm the implementation system
 - August to October, 2009: Recruitment of applicants and selection for the 1st batch under New system
 - October, 2009: Formulation of Basic Plan for Components, which is a Component wise project plan of JDS
 - November, 2009: Finalizing the scale of JDS

Result of the Preparatory Survey

<u>List of Components in Sri Lanka</u>				
Component	Managing Organization	Target Organization	Accepting Universities	Maximum Number of Participants
1. Public Policy and Public Finance	External Resources Department, Ministry of Finance and Planning	*Ministry of Finance and Planning	Graduate School of International Relations, International University of Japan	4
2. Public Administration		*Ministry of Public Administration and Home Affairs	Graduate School of International Relations, International University of Japan	5
3. Regional Development and Poverty Alleviation		*Ministry of Nation Building and Estate Infrastructure Development	Graduate School of Arts and Sciences, International Christian University	3
4. Macro Economics and Development Economics		*Ministry of Provincial Councils and Local Government	Graduate School for International Development and Cooperation, Hiroshima University	3

Relevance of JDS

As a result of the survey, the Components set based on the Sri Lanka's needs to develop human resource through the JDS are consistent with the development issues of Sri Lanka and the Country Assistance Program for Sri Lanka. Since the project for human resource development would be found effective in the long-term perspective, the project objectives, particularly the project goals shall ultimately attribute to "their active contribution to a solution to the development issues in their country" by JDS participants being provided the opportunities or occupations for such utilization by the organizations they belong to and effectively utilizing the acquired knowledge after returning home.

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 ex-JDS participants
- Posting the ex-JDS participants to departments related to policy making and institution-building

The indicator "Acquisition of a master's degree by the ex-JDS participants" has been highly achieved through encouragement of application 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%.

Another indicator "Posting the ex-JDS participants to departments related to policy making and institution-building", the return to previous belonging organizations of government officials has been complied with by the Government Order issued to the JDS participants from the organizations where they belonged to before coming to Japan, also the JDS Operating Committee itself has an agreement with each participant to sign for the "pledge" to contribute minimum of 4 years which is twice as they study in Japan. It is very much expected the JDS participants will return and contribute for Sri Lanka not only because of the agreement but also because of their potential.

2. Suggestions

The followings are the suggestions obtained through the Survey:

(1) Target organizations

At the discussion for the field survey held in August 2009, the Government of Sri Lanka apprehended designation of target organizations and restricted opportunities for application, which decided to be reviewed as appropriate based on the result of the selection of the first batch applicants

(2) Age requirement

Restriction of the target organizations to four ministries led to the raise of the age requirement to 40 years old to ensure more applicants. The age requirement was also to be reviewed with the target organizations based on the results of the recruitment and selection of the first batch applicants. The responses of the target organizations include a request to raise the age requirement to 45 years old, as many candidates satisfying the JDS requirement with three-year or longer career at the managerial level are at the age of 40 or older. Although the age qualification was already raised from 35 to 40, flexible measures such as further raise of the age requirement would be necessary, considering the

present conditions in Sri Lanka.

(3) Selection period

The program could provide the selection period of only around a month due to the survey schedule. The target organizations gave a comment that this sought-after program could not be led to the sufficient number of applications since it took time to transmit information inside target organizations which were located out of Colombo, where the transport and postal services were under development, and for security reasons especially in North and Eastern provinces. They also commented that the procedures to select applicants needed substantial amount of time even though there would be high needs on human resource development. Likewise, the arrangement of the official procedure and application required for some application documents took much more time especially for the applicants who worked out of Colombo.

Taking into consideration the information transmission within a target organization with many local organizations, the procedure to select personnel or the time for candidates to prepare their application documents, it is desirable to secure the selection period at least for two months.

(4) Dissemination of information on Accepting Universities to applicants

Due to the lack of time between the accepting universities placements and the start of the recruitment also compared to the previous implementation of JDS, we were not able to obtain the information on accepting universities. To minimize the effect from this, we delivered the application guideline and documents directly to the target organizations and gave extra information introducing websites and brochure received from universities. However, there was a gap of the number of applications received by component which might have happened due to shortage of university information. It seems that it was not easy for the applicants to understand the difference among the components, thus applicants would have confused to select the most suitable component. When the JDS is implemented next year, it should be carefully considered to provide the applicants with university information through explanatory meeting combined with the publicity of JDS, so that it will be a great help for them to select appropriate component.

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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 socio-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 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

¹ Japanese Grant Aid for Human Resource Development Scholarships (JDS) Program: A human resource development (overseas education) scheme provided to currently 12 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.

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 Cambodia, Vietnam and Bangladesh.

1-1-2. Development plan

Sri Lanka has been a democratic country in which the government generally changes through a democratic election since its independence in 1948. In terms of its economic policy, the country has sought to reform the economic structure in order to respond to the market economy as a member of the international society. With the recent formulation of development policies every time the government is changed, the “Regaining Sri Lanka”⁴ was announced in 2002, followed by the “Creating Our Future, Building Our Nation”⁵ in 2005 under the new government “United People’s Freedom Alliance (UPFA)” established in 2004.

In November 2005, Mahinda Rajapaksa was elected as the President with his manifesto “MAHINDA CHINTANA” that was to actively support the residents in rural areas and the socially vulnerable. Publishing “A Ten Year Horizon Development Framework 2006-2016 Discussion Paper” with his strong initiative at the Sri Lanka Development Forum held in January 2007, the Government of Sri Lanka is now in the middle of their effort for the market economy development, poverty reduction or financial reforms.

(1) A Ten Year Horizon Development Framework 2006-2016 Discussion Paper

The Government of Sri Lanka has regarded the rectification in regional disparities through poverty alleviation and regional development resulting from economic growth as the top-priority development issue, and to this end considered the necessity to achieve persistent GDP growth exceeding the annual rate of 8% over the next decade. The main priority strategic goals are shown below:

A Ten Year Horizon Development Framework 2006-2016 Discussion Paper
[Priority strategic goals]
- Agricultural development promotion for commercialization
- Drastic improvement of social economic capital that contributes to economic growth and

⁴ “Regaining Sri Lanka” was announced in December 2002 at the time of the United National Party (UNP) government to activate the market through employment generation, resource reallocation or reduction in public debts and to enhance domestic productivity so the policy on the economic structure reform would be promoted. The policy consists of Part I (Vision for Growth), Part II (Connecting to Growth: Sri Lanka’s Poverty Reduction Strategy) and Part III (Action Plan Matrices), and Part II has been approved as the document on Sri Lanka’s poverty reduction strategy.

⁵ The Creating Our Future, Building Our Nation inherited most of the elements included in “Regaining Sri Lanka” as they were and was reviewed according to the real economy.

- correction of regional disparities
- Encouraging rural industries and small and medium sized enterprises utilizing local resources and expansion in export industry
- Regional poverty alleviation through community development
- Growth and development of environmentally-friendly tourism industry
- Dynamic growth and development of service industries including port, transportation and communication services
- Promotion of knowledge based industries
- Improvement of the quality of social services (education, healthcare and social security) and establishment of the system that provides sustainable services
- Promotion of the social economic development in north-east areas

1-1-3. Socio-economic situations

Sri Lanka struggled with civil war over two decades from 1983 despite a temporary ceasefire, long causing a factor of instability. However, the end of such civil war was declared in May 2009 and its future stable development is being expected.

With respect to economy, the country has achieved stable economic growth in spite of the tsunami disaster, the aggravated civil war or surging crude oil prices, and accomplished the average GDP growth of 6.8% in the recent three years. It also joined the South Asian Association for Regional Cooperation (SAARC) launched in 1985 as well as the World Trade Organization (WTO) in 1995.

1-2. Background and Overview of the Grant Aid

Since Sri Lanka faces changes in its policies in every change of government, decentralization of administrative agencies, duplication in functions and services or inefficient administrative procedures have been its issues. Further, financial deficit due to long-term civil war and the bloated public sector and lack of consistency in policies due to complicated political situations have resulted in serious issues including widened disparities between regions or peoples and systematic fatigue in the social welfare system; therefore, it is essential to develop human resources capable of formulating strategic and efficient policies from a long-term point of view in order to address these situations. Under such circumstances, the President ordered the establishment of the organization called the National Administrative Reform Council (NARC) in 2007, where administrative reforms including civil-service reforms and enhanced abilities were to be promoted.

Based on the request for the JDS by the Government of Sri Lanka in 2007 in such background, JICA conducted the Preparatory Survey in January 2009 to check the background of such request,

the positioning with target priority areas for the country concerned, and the civil-service system. As a result of the Survey, it was recommended to the Japanese Government that Sri Lanka should be a target country of the JDS program.

Note that the young administrators who are expected to be a leader satisfying the purpose of the JDS do not continue to work for the ministry employing them but tend to transfer among ministries; therefore, the JDS has set multi-purpose issues from the perspective of not only a solution to specific issues but improvement of the ability of multi-purpose solutions to issues.

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

Japan has long contributed to the development of Sri Lanka as the top donor, with the grant aid of: 1) the loan assistance (E/N based until fiscal 2006) of 2,476.24 billion yen; 2) free financial aid of (E/N based until fiscal 2006) of 1,243.74 billion yen; and 3) the technical aid (based on the JICA expense achievement until fiscal 2006) of 574.37billion yen.

Fiscal Year	Loan Assistance	Free Financial Aid	Technical Aid	T o t a l
2002	65.21	24.79	28.93	118.94
2003	125.76	19.46	27.03	172.26
2004	131.77	25.31	22.45	179.53
2005	188.19	97.38	27.33	312.91
2006	161.06	11.30 (1.65)	30.36	202.73
Sub Total	2,476.24	1,243.74 (1.65)	574.37	4,294.36

Source: Embassy of Japan in Sri Lanka

- *) 1. Usually the fund through the International Organization has been mentioned as “Fund to International Organizations” so that it has not appeared into the data. However if the donation is clear which country to be spent, it is changed to include into “Free Financial Aid” from 2006.
2. Loan Assistance and Free Financial Aid are mentioned as it is agreed on E/N and paid in a same Fiscal Year. (It is already deducted the amount of payment from the government of Sri Lanka)
3. “Technical Aid” includes not only done by JICA but also done by related Ministries and Local Government as well.
4. The total might not be correct because of round off.

The other international student program the Japanese Government offers in Sri Lanka includes the MEXT Scholarship, which cannot be applied for by anyone but only by those working for a ministry, university, the public sector or a private research institute despite its application requirements different from those of the JDS. The application documents shall be screened by the

Ministry of Higher Education to submit them to the Embassy of Japan in Sri Lanka.

Followings are the projects which are related to Scholarship programs implemented by the Japanese Government in Sri Lanka.

(1) Young Leaders Program (YLP)

The Young Leaders Program is a graduate-level scholarship program established in fiscal 2001, to which candidates from Sri Lanka have been accepted since fiscal 2008.

Purposes: To bring to Japan young government officials or those expected to be a national leader of Asian countries or other areas in the future, create the human or intelligent network with leaders all over the world through understanding aspects of Japan, and contribute to establishment of friendship between countries including Japan and improvement of the policymaking function.

Fields of study available: administration, business, 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 from Sri Lanka: Cumulative total of 2 since fiscal 2008 (see Table 1 for details)

Table 1: Number of accepted students from Sri Lanka through YLP

FY	2008	2009	Total
No. of students	1	1	2

Source: Hearing from the Embassy of Japan in Sri Lanka

(2) Scholarship by the Ministry of Education, Culture, Sports, Science and Technology (MEXT Scholarship)

Established in fiscal 1954, the scholarship has accepted “Research students” and “Undergraduate university students”, where the “Research students” are equivalent to the postgraduate level.

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

Fields of study: 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 from Sri Lanka (since fiscal 2006): Cumulative total of 38 (see Table 2 for details)

Table 2: Number of accepted students from Sri Lanka through the MEXT Scholarship

FY	2006	2007	2008	2009	Subtotal	Total
No. of research student	7	8	8	7	30	38
FY	2006	2007	2008	2009	Subtotal	
No. of undergraduate students	2	1	2	3	8	

Source: Hearing from the Embassy of Japan in Sri Lanka

1-4. Trend of Other Donors' Aid

Sri Lanka has been offered various scholarship programs by China, Singapore, Pakistan, Greece, the United Kingdom and other countries. However, as most of the programs are extensive in their target fields of study but limited in the number of grantees, the JDS program which intends to dispatch 15 participants to four components would be one of the scholarship programs that can expect the greatest effect. As seen in Table 3, some projects set the age requirement at 45 or younger in order to fit to the actual condition of the Sri Lankan public officers.

Table 3: Programs for human resource development or other purposes by other donors

Donor	Program/Project	Fields of Study	Number of Students	Main qualifications and requirements
		Objectives		
Australia	Australian Development Scholarships (ADS)	<ul style="list-style-type: none"> - Education - Environment (natural resources management) - Peace building - Conflict conversion 	Max. of 6 (half of which are for females)	<ul style="list-style-type: none"> - Public Officers - Age of 45 or younger - Two year or longer career in the similar section at the public sector
		<ul style="list-style-type: none"> - Enhancement of personnel abilities by providing knowledge and technologies to priority issues, based on the concept to provide better services to poor areas - Enhancement of relationship with the target country in South Asia 		
Australia	Australian Leadership Awards (ALA)	Any (however, fields in epidemic diseases, climate change, social security and international trade take precedence)	6 (achievement based)	<ul style="list-style-type: none"> - Can be from the public or private sector - Age of 45 or younger
		(1) Long-term development, stability and security of the target country; and (2) establishment and maintenance of the relationship useful for both Australia and the target country, similar to the community network, through development of the individual's ability		
New Zealand	Commonwealth Scholarship & Fellowship	Any, but the following fields shall take precedence: <ul style="list-style-type: none"> - Sustainable local livelihood and education - Primary health governance - Trade development, conflict prevention and reconstruction, environment, biosecurity, food safety, tourism management, farm business development 	3 (2 of which are masters)	<ul style="list-style-type: none"> - Full-time staff for ministries, universities or the public sector - Age of 40 or younger
		Development of human resources that could significantly contribute to the target country after they return to their country		
United Kingdom	Commonwealth postgraduate scholarships tenable in the United Kingdom	Any, but fields associated with national development are desired	2	<ul style="list-style-type: none"> - Full-time staff for ministries, universities or the public sector - Age of 40 or younger
		Providing the Commonwealth citizens with the opportunity to study in the United Kingdom		
Russia	Russian Postgraduate Scholarships	Engineering, medicine, natural science, agriculture, etc.	2	<ul style="list-style-type: none"> - Limited to public officers for ministries and universities - Age of 35 or younger

Donor	Program/Project	Fields of Study	Number of Students	Main qualifications and requirements
		Objectives		
		NA		
India	Indian Postgraduate Scholarships under IOR-ARC programme	Engineering, medicine, natural science, agriculture, etc.	2	<ul style="list-style-type: none"> - Limited to public officers for ministries and universities - Age of 35 or younger
		NA		
Republic of Korea	Korean Postgraduate Scholarships	Any, but science and engineering take precedence in selection	1	<ul style="list-style-type: none"> - Can be from the public or private sector - (Limited to full-time staff) - Age of 40 or younger - Parents must have Sri Lankan nationality
		Establishing the mutual friendship in the educational sector by providing international students with innovative researches in the Korean educational institutes		

Source: Website from the Ministry of Higher Education/ Ministry of Finance and Planning

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 socio-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/components⁶ (although Sri Lanka has set components only) 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 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 component, “Basic Plan for the Components”, which sets four years as a package, based on the results of the survey.

The following are the implementation system of the JDS

2-1-1. Implementation System of the JDS

(1) Operating Committee

Regarding the implementation system of the JDS, the implementation system, the functions and roles of the Operating Committee in addition to what the Government of Sri Lanka needed to do were explained based on Appendix 4 during the discussion for the field survey in the Preparatory Survey started in August 2009, and approved by the Government of Sri Lanka Officials.

The Operating Committee consists of the Sri Lankan members (the Ministry of Finance and Planning and NARC) and the Japanese members (the Embassy of Japan in Sri Lanka and JICA Sri

⁶ 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.

Lanka Office), and has reached an agreement to discuss implementation and management of the JDS.

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

- A. Participation in the discussion to formulate the program plan in the Preparatory Survey:
 - To set the development issues, “components”, which the JDS should tackle, based on the national development plan of Sri Lanka 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 Components”.
 - To formulate the Basic Plan for the Components 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.

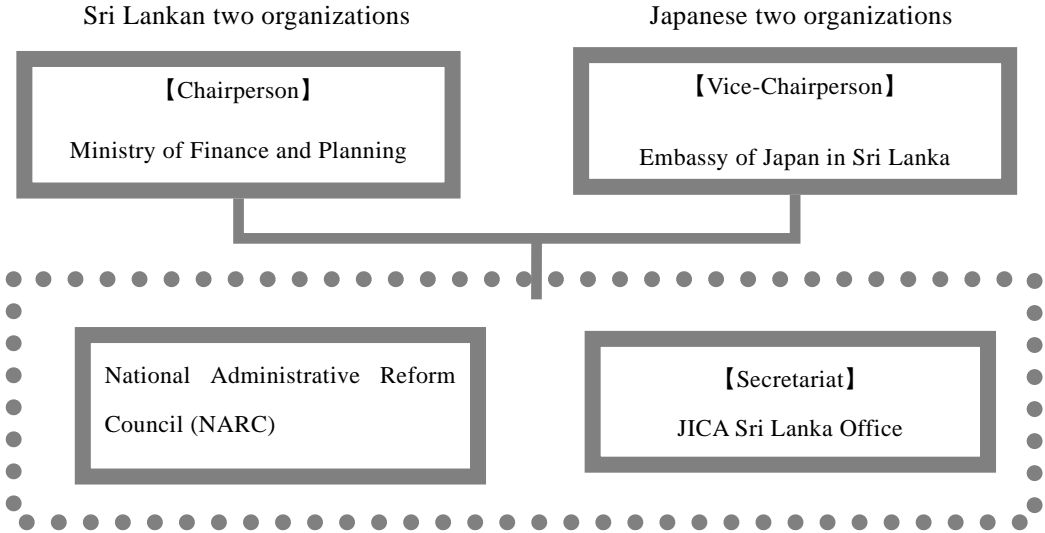


Figure 1: Operating Committee of Sri Lanka

(2) Managing organization and target organizations

The new JDS system specifies the administrative agencies (target organizations) that recommend and publicly recruit applicants for target components and accepts a certain number of participants to the organizations associated with the development issues in order to seek to improve the JDS implementation effect. It also sets the Managing organization that manages the target organizations for each component to promote the ownership of the Government of Sri Lanka and the enhanced relationship with accepting universities. In Sri Lanka, the External Resources Department, the Ministry of Finance and Planning plays a managing role such as management of the application documents as the contact organization for external resources as well as the contact for all scholarship programs including those from Japan.

The target organizations, on the other hand, did not propose any precondition to accept the maximum 15 participants annually at the time of the Preparatory Survey conducted in January 2009, which led the Government of Sri Lanka to making a request to increase the number of target organizations at the discussion for the field survey conducted in August 2009, although it finally reached an agreement that the target organizations should include four ministries (the Ministry of Finance and Planning, the Ministry of Public Administration and Home Affairs including District Administration, the Ministry of Nation Building and Estate Infrastructure Development and the Ministry of Provincial Councils and Local Government including Provincial Councils) as originally planned. In addition, the discussion for the field survey also confirmed that the target organizations as the administrative agencies associated with development issues: 1) should more appropriately comprehend the background and actual conditions of the individual issues as well as what is expected to accepting universities in detail in order to seek to improve the quality of the JDS; 2) should be involved in the occasion for exchanging views held towards the development of the Basic Plan for the Components; and 3) may have to be reviewed if required by the results of the recruitment and selection this fiscal year.

At the discussion in August 2009, the JICA mission proposed to restrict the target groups to the government officials who belong to the Administrative Service and Planning Service⁷. However, the Government of Sri Lanka made the comments that the government officials for the Accountant Service were also important to be developed or it was unfair to designate the target groups, resulting in a discussion that decided not to limit any target groups or include them in the Minutes of Discussions. Originally assuming that the public officers for the Administrative Service and Planning Service were regarded as the target candidates, the Ministry of Provincial Council and Local Government including Provincial Council was set as one of the target organizations to

⁷ The system of the Public officers in Sri Lanka is maintained as “Service Category” called “Island Services”. Out of Island Services, the Sri Lankan Administrative Service (SLAS) is mainly entrusted to lead administration issues in manager level in the ministries and also Sri Lankan Planning Services (SLPS) and Sri Lankan Accountants Service (SLAcS) are the majority as well. These officers who belong to Island Services change their organizations among ministries.

include those dispatched to the Provincial Council, but the Ministry of Provincial Council and Local Government including Provincial Council was included in the Minutes of Discussions as one of the target organizations as originally planned despite the target groups not designated according to the result of the discussion for the field survey. Consequently, not those dispatched to the Provincial Council but the government officials working for the Provincial Council were arranged as the target candidates.

In addition, the situations of the target organizations of each component selected as in Table 4 (e.g. the number of potential candidates who could be eligible for application, the plan and needs of human resource development and issues on the organizations concerned) were surveyed through the following questionnaire:

(a) Method of survey:

A questionnaire was distributed to target organizations to collect information on (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 the country

(c) Organizations surveyed:

Four target organizations (the Ministry of Finance and Planning, the Ministry of Public Administration and Home Affairs including District Administration, the Ministry of Nation Building and Estate Infrastructure Development and the Ministry of Provincial Councils and Local Government including Provincial Councils) were surveyed through a questionnaire.(the result of questionnaire which shows the Issues by Target Organizations, Themes Expecting to the JDS, Number of Staff is attached as Appendix 8)

(d) Summary of survey results

- (i) Roles as an organization, issues, research needs

Any organization included the issues highly related to the components set by the JDS in the present issues or the research themes expected in education in Japan, revealing high consistency between the components set by the JDS and the issues facing the target organizations.

- (ii) Existence of potential candidates (e.g. number of full-time staff, number of people

reaching the target age, rate of people with a Bachelor's degree)

The process of setting the qualifications and requirements through the discussion for the field survey and the Operating Committee revealed that the candidates eligible for the JDS program were different from the time of questionnaire preparation in terms, for instance, of the scope of the target organizations (whether or not the Provincial Council should be included) or the target groups (three-year or longer career at the managerial level without restricting the type of occupation of the upper government officials). Therefore, an explanation was made to sequentially obtain necessary information, which resulted in different scopes of responses by ministry. The target organizations have requested to raise the age requirement in case the three-year or longer career at the managerial level is to be included in part of the qualifications and requirements. Table 4 shows that there are more than 900 potential candidates who are the public servant under age of 40.

(iii) Language proficiency

Candidates generally cannot afford to sit the TOEFL or IELTS examination. It is therefore difficult for each target organization to count the number or measure the rate of potential candidates with language proficiency sufficient for studying overseas through the JDS program. However, the daily use of English in any department of the target organizations, especially the departments which are located in Western Province or have more communication with the Ministries, did not lead to any concern in their language proficiency from the faculty members through the actual interviews, thus estimating a certain level of language proficiency of the candidates under each target organization.

Looking at the average score of IELTS examination we conducted to see the level of the applicants, the 66 valid applicants got the average of 5.5, the applicants who passed the 1st selection got 5.7, the applicants who passed 2nd selection got 5.8 and the 15 finalists maintained 6.1. According to the result of their IELTS score, there is not much to be brought up of their English proficiency. Also since IELTS has been taken up to see the proficiency and it has the system of checking each and every details such as Listening, Reading, Grammar and Speaking, it is more reliable.

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

In Sri Lanka, they must be reemployed by their previous employer at least over the period twice as long as the period they were educated overseas. From such point of view, each organization has established the system that the JDS recommends the appropriate personnel who should be developed for ministries rather than the individual or department level. In fact, since the recommendation of candidates in each target organization requires

approval of a vice minister or equivalent, all candidates basically appear to have been recommended based on the assumption that they will return to their previous work after returning home.

Table 4 shows the target organizations by component set in the JDS for Sri Lanka:

Table 4: A list of components in Sri Lanka

Component	Managing Organization	Target Organization	Number of Permanent Staff below 40 year-old	Accepting Universities	Maximum Number of Participants
1. Public Policy and Public Finance	External Resources Department, Ministry of Finance and Planning	*Ministry of Finance and Planning	*Ministry of Finance and Planning: 271 (SLAS/SLPS/SLAcS)	Graduate School of International Relations, International University of Japan	4
2. Public Administration		*Ministry of Public Administration and Home Affairs	*Ministry of Public Administration and Home Affairs: 441 (SLAS)	Graduate School of International Relations, International University of Japan	5
3. Regional Development and Poverty Alleviation		*Ministry of Nation Building and Estate Infrastructure Development	*Ministry of Nation Building and Estate Infrastructure Development: 224 (SLAS/SLPS/SLAcS)	Graduate School of Arts and Sciences, International Christian University	3
4. Macro Economics and Development Economics		*Ministry of Provincial Councils and Local Government	*Ministry of Provincial Councils and Local Government: 2 (SLAS/SLPS except Provincial Councils)	Graduate School for International Development and Cooperation, Hiroshima University	3

(3) Accepting universities:

In the JDS under new system, accepting universities are expected to be involved in this program 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 the identified development issues⁸ 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 4 identified development issues of Sri Lanka were 30 from 17 graduate schools of 14 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 guideline⁹. The

⁸ 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 Sri Lanka specified after discussion between JICA and the government officials of a target country.

⁹ 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

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 4).

(b) Exchange views with the Government of Sri Lanka

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 Sri Lanka to interview candidates and to exchange views with the local JDS officials from the Operating Committee and the target organizations in Sri Lanka.

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 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 Components 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 program¹⁰) specialized for the 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. The discussion

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 fellows; (6) Information on foreign students other than JDS; and (7) Research/Cooperation performance on the development issues.

¹⁰ 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.

meeting in Sri Lanka was held between the dispatched faculty members and the target organizations as stated above.

First in the discussion with the target organizations, roles of each organization, the development issues in association with the component concerned, and needs for human resource development were explained by each target organization, followed by the brief explanation about each university and graduate school by each dispatched faculty member. Subsequently, the target organizations made a request to accepting universities regarding academic and practical instruction in addition to a request for raising the age requirement. It further explained some specific issues including agriculture and present issues such as importance concerning peace building. In response to these requests and explanations, accepting universities explained: although they focus on academic instructions, some other programs such as field trips will help improve practical capabilities; specific issues will be addressed sticking to the theme based on each component including administration and public policies; and the age requirement should be considered by the Operating Committee. This became an opportunity for both universities and the Government of Sri Lanka to confirm the present issues in addition to the interests in and needs for the JDS.

The subsequent discussion with the Operating Committee involved brief explanations from universities regarding the activities (assumed activities in the special program) in the Basic Plan for the Components corresponding to the issues and needs of the Government of Sri Lanka which were revealed through the above-mentioned discussion with the target organizations, followed by the proposals for the orientation before arrival in Japan, the field survey, follow-ups for the returned participants (including company visits), field trips or advanced distribution of copied handouts. In response, proposals that universities should set candidates with advance assignment and that their Japanese competence should be improved were made as a preparation before departure. Through this discussion meeting, the draft of the Basic Plan for the Components as this stage was approved by the Operating Committee members.

Further, each dispatched faculty member reviewed the technical interviews at the discussion with the Operating Committee, leading to comments that the research plans by the candidates needed not only description of the present issues but enhanced description for instance of the measures for a solution to such issues. The comments were added by International Christian University claiming the necessity of the mathematics examination in the component “Regional Development and Poverty Alleviation” in case an economics-related research is conducted.

(c) Instruction to JDS participants before through to after their overseas education

In the new system of the JDS where universities accept the JDS participants under the single 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/during¹¹/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 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 based on the discussion at the Operating Committee meeting held in August 2009 (15 participants per year), the maximum accepting number 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.

Although four (4) seats at maximum were allocated for the component of Macro Economics and Development Economics, the ability and skills of candidates were not up to the level what Operating Committee expected so they have decided to decrease one (1) seat from this component and given an extra seat into the component of Public Administration instead. This was carefully discussed and agreed by Operating Committee, since this candidate in the component of Public Administration performed well in terms of future contribution in his return and is from Eastern Province where both Government of Sri Lanka and Japan put a priority area to support for its development and reconstruction after the civil war.

2-3. Formulation of the Basic Plan for the Components

2-3-1. Overview

The basic plan for the components formulates a four-year program (including 4 batches

¹¹ 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.

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 components for which Sri Lanka requires human resource development through the JDS program. Dispatching JDS participants under the same 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 component of Sri Lanka exclusively, each accepting university is expected to provide special programs and to enhance relationship with government organizations in Sri Lanka. After finally formulated through the preparatory survey, the basic plan for the components 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 Components

1. Outline of the Component
 (1) Basic Information (2) Background (3) The status of Sri Lanka 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 Sri Lanka Side
 (6) Qualifications

3. Implementation Framework
 (1) Accepting university (2) Accepting university’s experience in ODA-related activities
 (3) Program Overview

The Government of Sri Lanka formulated the Basic Plan for the Components (draft) for four components shown in Table 4 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 Sri Lanka when faculty members of the accepting universities were dispatched. See below for its overview (see Appendix 6):

Component 1: Public Policy and Public Finance

The Government of Sri Lanka announced “A Ten Year Horizon Development Framework 2006-2016” in 2007 to promote economic development with acceptance on development without any gap, such as Drastic improvement of social economic capital that contributes to economic growth and correction of regional disparities, Regional poverty alleviation through community

development, promotion of the social economic development in north-east areas as a major strategic target, and others. While consistently taking the direction toward market economy, the government is providing services of health care and education for free of charge, and thus achieving a high level of social index among the South Asian countries. However, there are serious issues such as increased gaps among regions and ethnic groups and institutional exhaustion of the social security system because of the long lasting dispute, the deficit accumulated by the public sector and the lack of policy consistency caused by the complicated political situation. In order to cope with such situation, it is imperative to develop human resources who are capable of strategic and effective policy planning with a long-term vision.

It is expected that the JDS program will improve the abilities to analyze Sri Lanka's structural issues and financial problems deeply, and to plan and explain a persuasive policy based on the knowledge about actual economic activities and policy effects as well as the ability to analyze based on accurate data.

This component accepts four JDS participants by batch, up to 16 over the four consecutive years in order to improve capabilities of relevant administrative organizations in charge of policymaking and system development regarding public economics, public financial policy and social policy. According to the suggestion by the university, before their departure to Japan, the accepting university will provide them with pre-departure training of basic subjects such as mathematics and economics. While studying in Japan, the university will offer seminars by the invited external special lecturer, group works with students with different nationalities, field trips and excursions in collaboration with the areas around Minami-uonuma City, Niigata Prefecture, where the accepting university is located in order to get practical knowledge and experience requested by the Government of Sri Lanka. In addition to these activities, with their return to Sri Lanka JDS participants will have chance to receive follow-up activities such as collaboration research /project with faculty members of the university.

It is expected that these activities will allow the participants to acquire knowledge about policymaking and system establishment regarding the public economics, public financial policy and social policy.

In addition to this, the university suggested that it would be desirable for JDS applicants to master lower secondary school-level mathematics as one of qualifications at the time of application.

Component 2: Public Administration

In Sri Lanka, since policies are changed each time the administration is altered, issues have emerged on dispersion of administrative organizations, duplication of functions and services, inefficiency of administrative procedures, etc. In 2007, the National Administrative Reform Council (NARC) was established for the purpose of administrative reform, and action plans for

such purpose have been developed. However, it is still necessary to develop human resources who can contribute to system/policy planning from the medium-to-long-term viewpoint based on those action plans.

It is expected that the JDS will improve and facilitate the administrative capacity of Sri Lanka from the long-term viewpoint and to improve the capacity of human resources concerning institutional organization.

This component accepts four JDS participants by batch, up to 16 over the four consecutive years in order to improve capabilities of relevant administrative organizations in charge of Administrative and Financial Reforms, Improvement of Administrative Service, Decentralization and Local Finance, Public Administration and Governance System and the E-Government. According to the suggestion by the university, before their departure to Japan, the accepting university will provide them with pre-departure training of basic subjects such as mathematics and economics. While studying in Japan, the university will offer seminars by the invited external special lecturer, group works with students with different nationalities, field trips and excursions in collaboration with the areas around Minami-uonuma City, Niigata Prefecture, where the accepting university is located in order to get practical knowledge and experience requested by the Government of Sri Lanka. In addition to these activities, with their return to Sri Lanka JDS participants will have chance to receive follow-up activities such as collaboration research /project with faculty members of the university.

It is expected that these activities will allow the participants to acquire knowledge about policymaking and system establishment in relation to administrative and financial reforms, improved administrative service, decentralization and local finance, public administration and governance system and the e-government.

In addition to this, the university suggested that it would be desirable for JDS applicants to master lower secondary school-level mathematics as one of qualifications at the time of application.

Component 3: Regional Development and Poverty Alleviation

In “A Ten Year Horizon Development Framework 2006-2016”, programs have been developed for the purpose of regional development, poverty alleviation, etc. Because the economic structure has been depending on the area around Colombo for many years, the western provinces account for 50% of GDP, and the gap between the western provinces and the other regions is widening. Also, 90% of the poor population is apparently of rural villages, and the gap between urban cities and rural villages is also an issue. In addition, another major issue is economic development and civil life improvement in the eastern and northern provinces where development was obstructed by the dispute for 20 years, and it is an important issue to develop human resources who can contribute to development/management of regional development plans, development of poverty reduction plans

and organization of systems.

Therefore, correction of a gap among regions and poverty reduction are major issues. It is expected that the JDS program will develop the capacities to design such plans and projects as well as to organize systems.

This component accepts three JDS participants by batch, up to 12 over the four consecutive years in order to improve capabilities of relevant administrative organizations in charge of Regional Development, Correction of Regional Disparity, Measure of Poverty Alleviation and Regional Autonomy. According to the suggestion by the university, the accepting university will plan to conduct a pre-departure orientation sending faculty members to Sri Lanka and distance teaching using TV conference system before their departure to Japan, and while studying in Japan, they will further acquire knowledge about and deepen understanding of regional development and poverty alleviation through lectures by guest lecturers, participation in the Global Seminar offered by United Nation University or an academic conferences. The university will also expect them to participate in various field trips and the PCM training session in order to deeply understand the practical utilization of the knowledge acquired through their experiences in the practical field. In addition to that, the university will plan to hold a follow-up seminar for the JDS returned participants in Sri Lanka.

It is expected that these activities will allow the participants to acquire knowledge about policymaking and system establishment in relation to regional development, correction of regional disparity, measure of poverty alleviation and regional autonomy.

It was proposed by the accepting university based on the discussion with target organizations that the university would provide JDS participants with more practical skills and experience through the above-mentioned suggestion.

Component 4: Macro Economics and Development Economics

Sri Lanka has achieved a consistent and stable economic growth rate (annual average of 2003-2007: 6.4%), and, at \$1,540 GNI per person, has been maintaining a relatively favorable economic performance among South Asian countries. On the other hand, it has constant issues and a number of unstable factors such as the financial deficit of 7-8% against GDP, inflation, and the recent increase of military budget. At the same time, because of the structure of the current balance of the country where trade deficits are financed by money sent from laborers working overseas and public assistance, the economic structure is fragile. In order for a sustainable economic growth, healthy macro economy policy, securing of consistency and industrial promotion are needed among others.

In order to achieve a rapid economic growth, it is required to analyze and plan based on the viewpoints of macro economics. It is expected that JDS project will develop human resources

endowed with such capacity.

This component accepts four JDS participants by batch, up to 16 over the four consecutive years in order to improve capabilities of relevant administrative organizations in charge of Development Economics and Macroeconomics. According to the suggestion by the university, before studying in Japan, they will acquire basic economic knowledge through the textbooks provided by accepting university, reports and tests; acquire the analytical abilities for various problems regarding social economy in the development processes such as poverty, environment and stable economy in order to acquire methodology and the political theory of social science focusing on economics; and theoretically and practically learn the development policies and grant aid policies to solve such problems. In addition to this, the university will organize a field trip to visit the factory and governmental organizations in order to acquire the practical knowledge. After returning to their country, how much the knowledge is utilized will be checked through the follow-ups by accepting universities, and future contribution will be reconfirmed. It is expected that these activities will allow the participants to acquire knowledge about policymaking and system establishment regarding development economics and macroeconomics.

In addition to this, the university suggested that it would be desirable for JDS applicants to master basic knowledge in Economics required in Bachelor level as one of qualifications at the time of application.

It has been confirmed that the components have been in collaboration with the development issues of Sri Lanka, the Japanese Bilateral ODA policy, and the JICA Cooperation Program (see 3-4: Relevance of the JDS for details). These were officially agreed in the discussion held for the field survey in August 2009 (see Appendix 4: Minutes of Discussions for details).

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 Notes (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 Sri Lanka. The agent will conclude a contract with the Government of Sri Lanka to implement the program on behalf of the Government of Sri Lanka.

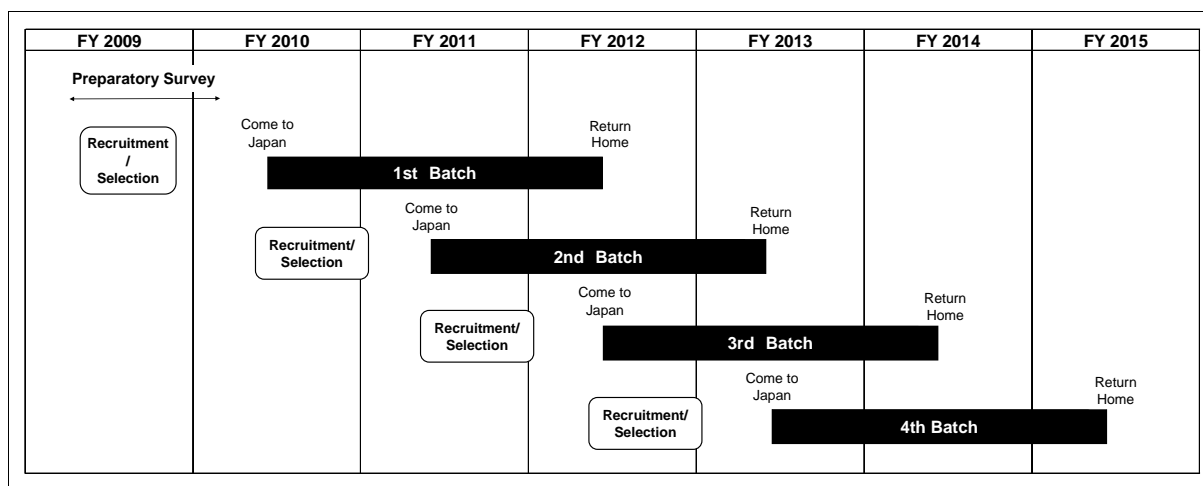


Figure 2: Implementation process

2-5. Obligations of Target Country

During the period for recruiting and selecting the JDS participants, the External Resources Department of the Ministry of Finance and Planning plays a role as the managing organization for all components in management such as collecting the application documents, while discussing with the relevant organizations. In addition, the Ministry of Finance and Planning, the Ministry of Public Administration and Home Affairs, the Ministry of Nation Building and Estate Infrastructure Development and the Ministry of Provincial Councils and Local Government discuss with accepting universities towards the formulation of the Basic Plan for the Components.

While the JDS participants study in Japan, the Government of Sri Lanka monitors the participants via a secretarial organization on a regular basis to report to JICA. The Government also checks the progress or concerns of the JDS program using the regular report submitted by the secretarial organization to take appropriate actions in cooperation with members from other operating committees as required. In addition, it provides data or other materials necessary for the JDS participants to complete their master's thesis.

After the JDS participants return home, taking into consideration that main purposes of the JDS include contribution of the returned students to the approaches for a solution to development issues of their country as well as the establishment of the human network, the Government of Sri Lanka shall hold a debriefing session after the JDS participants return home in order to understand their achievements, and take necessary measures including the subsequent trend survey or the promotion of academic and cultural exchange with Japan. The Government will also encourage relevant ministries to offer the participants an occupation where they actively work in the centre of the public administration or other bodies.

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 socio-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 socio-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 Sri Lanka. JICE has been putting the effort on sharing information, asked for cooperation and commitment into JDS program to managing organization and target organizations through the period of application and selection. As a result, after the selection of final successful candidates, all participants will get chance to follow the Japanese Language Training Course for 6 months as pre-departure training and its cost will be borne by each target organization. It is considered that this has been clearly shown up the ownership and commitment of the Government of Sri Lanka into JDS as not only the high expectation but also the collaboration to the grant aid by the Government of Japan.

Also, while the JDS usually mandates the returned participants to work in their country of origin for at least two years to assure their contribution to Sri Lanka as part of the program framework, it has been confirmed that the Government of Sri Lanka mandates them to work for the public sector over the period of minimum four years which is twice of the duration for which JDS participants will be awarded a scholarship and this has been mentioned in the agreement which successful candidates have to submit in order to confirm their participation of JDS.

Some follow-ups expected to be provided to the returned participants include the report of the project goals (acquisition of technical knowledge about the development issue through acquisition of a Master’s degree) in a report meeting held after their returning home, in addition to the career plans and action plans taking advantage of research outcomes or the accomplishment as well as achievements of human network development in Japan to the Operating Committee. The managers of the organizations to which returned participants belong are also invited to the report meeting 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. An alumni association may be of use as it is hard to contact a large number of returned participants individually. Although a project-specific alumni association may be launched, the Japanese Graduates’ Alumni Association of Sri Lanka (JAGAAS) has been established to share

the knowledge or experience acquired in Japan with the Sri Lankan people or society or to help improve the knowledge of the members through continuous collaboration with the relevant organizations of both Japan and Sri Lanka; therefore, it is expected to cooperate with the existing alumni associations.

The future follow-ups for returned participants can expect not only the efforts by the Government of Sri Lanka but the support by accepting universities. If the implementation of the JDS is officially confirmed, the follow-ups from accepting universities may include on-site trainings, expecting support involving not only the returned participants but the organizations they work for. In the future, the program will be more effectively achieved through organic follow-ups by the dispatcher of the program (Operating Committee) and the acceptors (universities) towards the higher goal of the project.

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 socio-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 Component). 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%¹². 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.

As for the indicator “Posting of the returned JDS participants to departments related to policymaking and system establishment concerned”, the Sri Lankan applicants who have past the

¹² The number of the returned JDS participants who could not achieve this is 17 out of 1,793 in total.

examination make an agreement with their organizations on the working duties in the public organizations after they return to Sri Lanka. The JDS program also mandates the participants to work for the public organizations over four years after they return to Sri Lanka, using a pledge. Therefore, the indicator is expected to be achieved through compliance with such agreement.

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 Components.

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 5)

Table 5: 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 concerned	Questionnaire survey (Regular monitoring)	Transition of the abilities of the JDS participants	
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	Questionnaire survey	Transition of the	

	participants to graduate from university	(Evaluation session)	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 suggestions

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

(1) Target organizations

At the discussion for the field survey held in August 2009, the Government of Sri Lanka apprehended designation of target organizations and restricted opportunities for application, which decided to be reviewed as appropriate based on the result of the selection of the first batch applicants and agreed to include the content in the Minutes of Discussions. The review shall set the more efficient and effective target organizations based on the survey result.

(2) Age requirement

Restriction of the target organizations to four ministries led to the raise of the age requirement to 40 years old to ensure more applicants. The age requirement was also to be reviewed with the target organizations based on the results of the recruitment and selection of the first batch applicants, and agreed to include the content in the Minutes of Discussions. The responses of the target organizations include a request to raise the age requirement to 45 years old, as many candidates satisfying the JDS requirement with three-year or longer career at the managerial level are at the age of 40 or older. In fact, the average age of the applicants of this fiscal year is 36.3, and the applicants over 36 years of age account for two-thirds of the total, and four applicants were disqualified due to their age. On the other hand, the average of the successful candidates is 36.6 year-old as well. Although the age qualification was already raised from 35 to 40, flexible

measures such as further raise of the age requirement would be necessary, considering the present conditions in Sri Lanka.

(3) Selection period

The program could provide the selection period of only around a month due to the survey schedule. The target organizations gave a comment that this sought-after program could not be led to the sufficient number of applications since it took time to transmit information inside target organizations which were located out of Colombo, where the transport and postal services were under development, and for security reasons especially in North and Eastern provinces. They also commented that the procedures to select applicants needed substantial amount of time even though there would be high needs on human resource development. Likewise, the arrangement of the official procedure and application required for some application documents took much more time especially for the applicants who worked out of Colombo.

According to the above reasons, extending the selection period this fiscal year, the English and mathematics examinations and the Basic Check (the check as to whether the applicants satisfy the qualifications and requirements) were concurrently conducted and measures including extending the submission due of the incomplete documents to the period for the examination of the application documents while gaining cooperation by universities. As a result, 66 qualified candidates were assured despite 143 candidates originally recommended by target organizations, unable to lead many candidates to the actual submission of the application documents due to time constraints. Taking into consideration the information transmission within a target organization with many local organizations, the procedure to select personnel or the time for candidates to prepare their application documents, it is desirable to secure the selection period at least for two months.

(4) Dissemination of information on Accepting Universities to applicants

Due to the lack of time between the accepting universities placements and the start of the recruitment also compared to the previous implementation of JDS, we were not able to obtain the information on accepting universities. To minimize the effect from this, we delivered the application guideline and documents directly to the target organizations and gave extra information introducing websites and brochure received from universities. However, there was a gap of the number of applications received by component which might have happened due to shortage of university information. It seems that it was not easy for the applicants to understand the difference among the components, thus applicants would have confused to select the most suitable component. When the JDS is implemented next year, it should be carefully considered to provide the applicants with university information through explanatory meeting combined with the publicity of JDS, so that it will be a great help for them to select

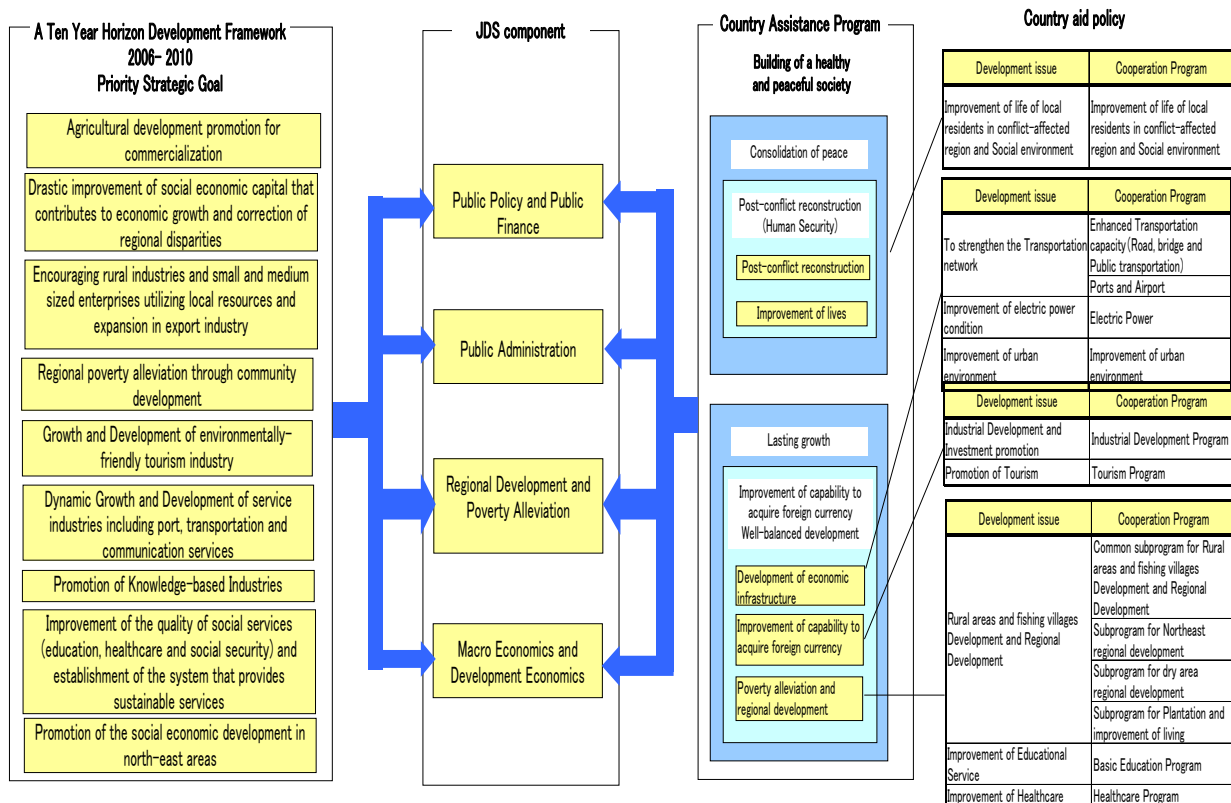
appropriate component.

3-4. Relevance of the JDS

(1) Overview

As stated, although Sri Lanka is a country newly established, 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 Japanese Bilateral ODA Policy and the JICA programs. The review has further involved understanding the needs of the target country 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 Sri Lanka; (2) the Country Assistance Program for Sri Lanka; and (3) the JICA programs.

The figure below shows the relation between the components set based on the Sri Lanka's need to develop human resource through the JDS, and the development issues of Sri Lanka and the Country Assistance Program for Sri Lanka and the corresponding JICA programs (Figure 3). This figure indicates that each component corresponds to the target priority areas in the development issues of Sri Lanka or Japanese Assistance Program.



(Sources) Country Assistance Program of Sri Lanka (2004) (Ministry of Foreign Affairs), Country Assistance Implementation Policy (JICA)

Figure 3: Positioning of the JDS in the relationship between the development plan of Sri Lanka and Japanese ODA

(2) Consistency with priority issues in development of Sri Lanka

As mentioned in Section 1-1-2, the development strategy of Sri Lanka is A Ten Year Horizon Development Framework 2006-2016, which is based on the “Mahinda Chintana: the President Mahinda’s vision”, the policy to address rectification of the regional disparities through poverty reduction and rural development. The Development Forum held in January 2007 inviting relevant donors internally and externally revealed the mid- to long-term development strategy based on A Ten Year Horizon Development Framework 2006-2016 Discussion Paper, of which nine priority strategic goals are as follows:

- Agricultural development promotion for commercialization
- Drastic improvement of social economic capital that contributes to economic growth and correction of regional disparities
- Encouraging rural industries and small and medium sized enterprises utilizing local resources and expansion in export industry
- Regional poverty alleviation through community development

- Growth and development of environmentally-friendly tourism industry
- Dynamic growth and development of service industries including port, transportation and communication services
- Promotion of knowledge-based industries
- Improvement of the quality of social services (education, healthcare and social security) and establishment of the system that provides sustainable services
- Promotion of the social economic development in north-east areas

Figure 3 shows that the efforts by the JDS correspond to all priority strategic goals of A Ten Year Horizon Development Framework 2006-2016 Discussion Paper, and therefore the settings and efforts by the JDS correspond to the development needs of Sri Lanka.

(3) Consistency with the Country Assistance Program for Sri Lanka

Assuming it is unable to mechanically divide the assistance policies, the Country Assistance Program for Sri Lanka (developed by the Japanese Ministry of Foreign Affairs in 2004) formulates and implements the assistance project on the axes of: (1) assistance for the consolidation of peace and reconstruction; and (2) assistance in line with Sri Lanka's mid-and long-term vision, paying sufficient attention to ensuring the appropriate spectrum that contributes to steady development of the entire nation without leaning to specific areas or fields while bearing in mind the commitment of Japan to the Tokyo Conference (provided that anything that needs instant effect such as humanitarian reconstruction assistance should take precedence). The goals of the Country Assistance Program have been developed as follows:

Priority Areas and issues in the Japan's Country Assistance Program for Sri Lanka			
	Assistance policy goals	Strategic Goals	Goals of sub-sectors
Building of a healthy and peaceful society	(A)Consolidation of peace	Post-conflict reconstruction Improvement of lives (Human Security)	(1)Post-conflict reconstruction (2)Improvement of lives
	(B)Lasting growth	Improvement of capability to acquire foreign currency Well-balanced development	(1)Development of economic infrastructure (2)Improvement of capacity to acquire foreign currency (3)Poverty alleviation and regional development

The components set in the JDS include multi-purpose issues not only to solve some specific issues but to improve the multi-purpose ability to solve issues, and correspond to the direction of the assistance of Sri Lanka according to the mid- to long-term development vision.

Focusing on the goals of the sub-sectors under the priority sectors, some goals such as the

development of the power source for the economic infrastructure development and the establishment of the nationwide infrastructure network (core transportation network and communication network) appear to diverge from the components set in the JDS at a glance. However, since the effective implementation of these assistances requires the provision by the Government of Sri Lanka of the policy and the systematic implementation by the administrative agencies, such assistances would not only be consistent in terms of their direction but be directly and indirectly beneficial to the project conducted by Japan.

In spite of the revision in Sri Lanka of the Country Assistance Program, no component seems to have to be reviewed after such revision as the Plan sets multi-purpose issues.

(4) Consistency with the JICA programs

Since the components set in the JDS specify issues not only to solve some specific issues but to improve the multi-purpose ability to solve issues, as mentioned so far, the components set by JDS is not always directly connected with JICA Cooperation Program. However, in the form of the improvement of the policymaking, planning and implementation abilities of the administrative officers through JDS will be beneficial to the different and individual programs, and JDS would contribute and put empowerment for the JICA Cooperation Program as human resource development in Sri Lanka.

3-5. Conclusion

Bearing in mind the purposes and features of the JDS, this Preparatory Survey investigated the needs to develop human resources in the components set based on the Country Assistance Program of the target country or Japanese ODA policy. It also surveyed whether there were any potential candidates in the target organizations or other places which were supposed to be associated with the components concerned (see Section 2-2-1 (2)) to develop the four-year JDS program scale and the proposal for the program plan of each component (Basic Plan for the Components (draft)). Moreover, as it was deemed very relevant according to Section 3-4, the JDS might be regarded as significant enough to be implemented.

However, the various needs in relation to human resource development necessitates the JDS to be put into implementation, carefully observing the technical knowledge to be acquired through education in Japan with the JDS program or the human resources to be developed in the target organizations.

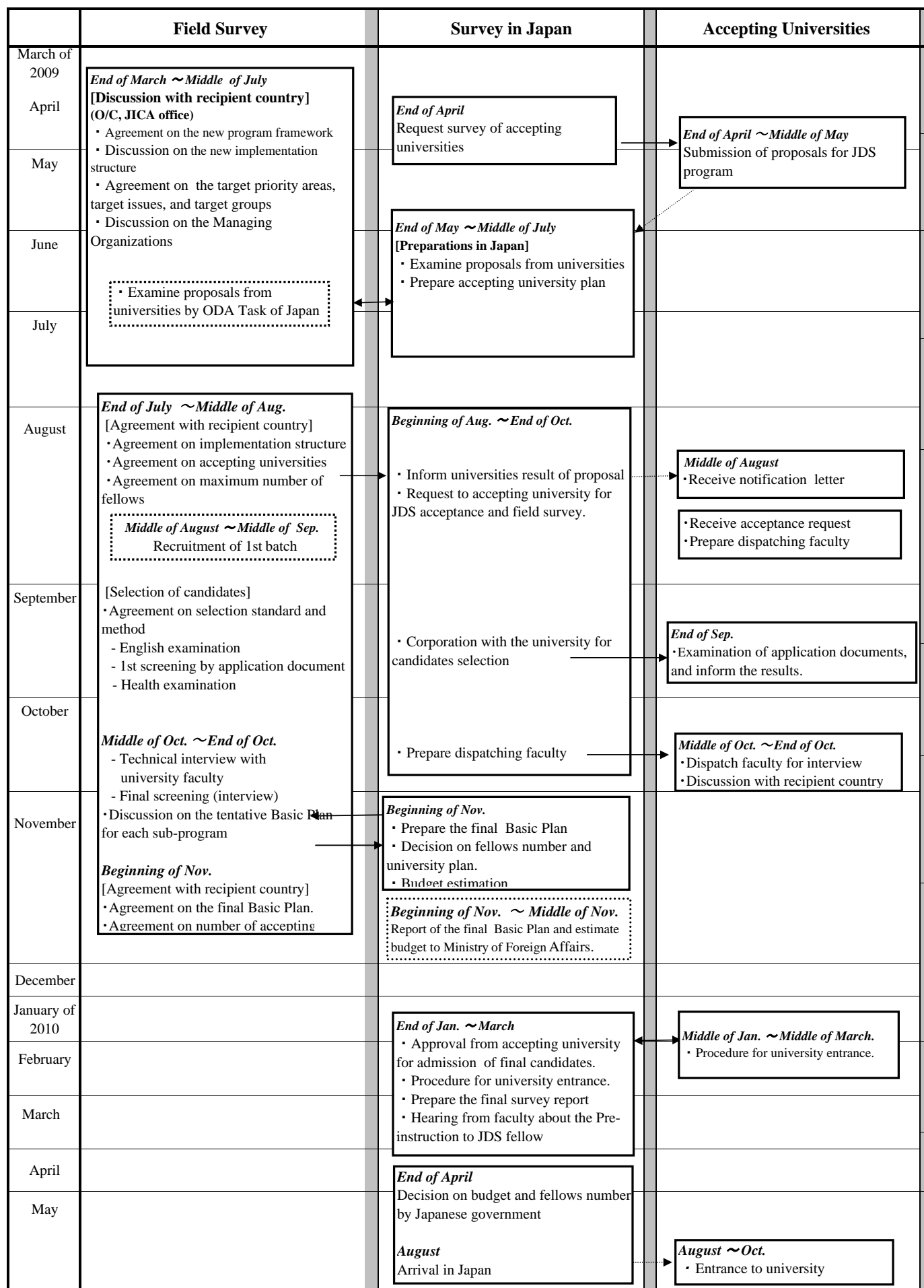
The JDS program is expected to be found effective from the perspective of the purpose of the JDS: “acquisition of technical knowledge through earning a Master’s degree” when the JDS is implemented and operated bearing mind those mentioned above and the programs corresponding to the needs of the target organizations are offered by accepting universities for four years.

Nevertheless, it is necessary as stated before to measure the effect of the human resource development program from the long-term perspective of how far the “acquired” knowledge is made use of and given back to society.

Member List of the Survey Team

Hiroshi Shiono	Leader	Director Training Program Coordination Division, Training Affairs and Citizen Participation Department, JICA
Atsushi Tsutsumi	Account Executive	Director, International Student Division, International Student Department, JICE
Noriyuki Nakano	Survey Planning	Deputy Director, International Student Division, International Student Department, JICE
Takafumi Fukai	Acceptance Planning/Cost Estimation	International Student Division, International Student Department, JICE
Rei Asada	Acceptance Coordination	International Student Division, International Student Department, JICE

Flowchart of the Preparatory Survey of JDS



**MINUTES OF DISCUSSIONS
ON THE PREPARATORY SURVEY OF
THE JAPANESE GRANT AID
FOR HUMAN RESOURCE DEVELOPMENT SCHOLARSHIP
TO THE DEMOCRATIC SOCIALIST REPUBLIC OF SRI LANKA**

In response to a request from the Government of the Democratic Socialist Republic of Sri Lanka (hereinafter referred to as "Sri Lanka"), the Government of Japan decided to conduct a Preliminary Study on the Program of the Japanese Grant Aid for Human Resource Development Scholarship (hereinafter referred to as "the JDS program") to be applied to Sri Lanka and entrusted the study to the Japan International Cooperation Agency (hereinafter referred to as "JICA").

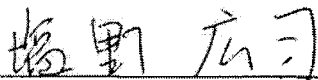
JICA dispatched the Preliminary Study Team to Sri Lanka from 19th to 23rd January, 2009 and signed on the Minutes of Discussions on 22nd January, 2009.

After the decision of the Government of Japan on the nomination of Sri Lanka of as one of the JDS recipient countries, JICA dispatched a Preparatory Survey Team (hereinafter referred to as "the Team") headed by Mr. Hiroshi SHIONO, to Sri Lanka from 3rd to 7th August, 2009.

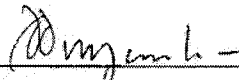
The Team held a series of discussions with the members of the Operating Committee of the JDS program (hereinafter referred to as "the Committee"). Both parties reached further agreement on the JDS program as attached hereto.

The Team will report to the Government of Japan the result of the discussions for further preparation of implementation of the JDS program to Sri Lanka.

Colombo, 7th August, 2009



 Hiroshi SHIONO
 Team Leader
 Preparatory Survey Team
 Japan International Cooperation Agency
 Japan



 J.H.J. Jayamaha
 Director General
 Department of External Resources
 Ministry of Finance and Planning
 Democratic Socialist Republic of Sri Lanka

Attachment

I. Framework of the JDS program**1. Confirmation of the Operating Guidelines**

The Committee confirmed the framework of JDS program which was explained by the Team referring to "Operating Guidelines of the Japanese Grant Aid for Human Resource Development Scholarship under the New System (ANNEX-2)" including following item.

1) Objective of the JDS

To support human resource development of recipient countries of Japanese grant aid, targeting highly capable, young government officials and others, 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 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. Outline of the Preparatory Survey

The Committee agreed objectives and schedule of the Preparatory Survey explained by the Team referring to "Flowchart of the Preparatory Survey of the JDS Sri Lanka" (ANNEX-3).

The main objectives of the Survey are:

- (1) to identify the maximum number of JDS participants for each batch(year).
- (2) to identify accepting universities and number of participants for each university.
- (3) to prepare a basic plan for each target area.
- (4) to identify the method of recruitment and selection of JDS participants.
- (5) to select the JDS participants of the first batch.
- (6) to estimate overall costs of the first cycle, period of four batches.

3. Confirmation of the Implementation Structure

The Committee confirmed that the implementation structures of the JDS program are as following which were mostly agreed on the Minutes of Discussion of the Preliminary Study dated on 22nd January, 2009.

(1) Managing Organization

Department of External Resources of the Ministry of Finance and Planning (hereinafter referred to as "ERD") is responsible for administrative matter of the JDS program, therefore ERD is regarded as the Managing Organization. 8

(2) Operating Committee

The Committee is composed of the representative from the following organizations.

- Department of External Resources, Ministry of Finance and Planning.
- National Administrative Reforms Council (NARC)
- Embassy of Japan in Sri Lanka
- JICA Sri Lanka Office

(3) Target areas of the JDS program

The target areas of the JDS program which deal with development issues of the country in consistent with Japan's priority areas are as follows.

- Public Policy and Public Finance
- Public Administration
- Regional Development and Poverty Alleviation
- Macro Economics and Development Economics

(4) The target organizations

The candidates of the JDS program will be selected from permanent public officers in the following target organizations for all target areas.

- Ministry of Finance and Planning
- Ministry of Public Administration and Home Affairs including District Administration
- Ministry of Nation Building and Estate Infrastructure Development
- Ministry of Provincial Councils and Local Government including Provincial Councils

II. Implementation of the JDS program**1. Maximum Number of JDS Participants**

The total number of JDS participants for the first batch in Japanese fiscal year 2010 is at maximum fifteen (15) and this number would indicate the maximum number per batch for four batches.

2. Accepting Universities and Maximum Number of JDS participants per University

- (1) The Committee agreed to the plan of accepting universities which were selected by their proposed educational programs in each target area, and the number of participants for each university prepared by JICA.
- (2) Both parties discussed about the research areas in each target area which will be notified to JDS applicants to indicate the direction of study/research of each participant as well as to the universities to avoid mismatch between proposed programs and JDS applicant's research topics.

The accepting universities, the maximum numbers of participants per university and research areas are as follows.

1) Target area (which is called as "Component")1: **Public Policy and Public Finance**

- a. Accepting university: International University of Japan
- b. Maximum number: 4
- c. Research areas:
 - Public Economics
 - Public Financial Policy
 - Social Policy

2) Target area (Component) 2: **Public Administration**

- a. Accepting university: International University of Japan
- b. Maximum number: 4
- c. Research areas:
 - Administrative and Financial Reform
 - Improvement of Administrative Service
 - Decentralization and Local Finance
 - Public Administration and Governance System

3) Target area (Component) 3: **Regional Development and Poverty Alleviation**

- a. Accepting university: International Christian University
- b. Maximum number: 3
- c. Research areas:
 - Regional Development
 - Correction of Regional Disparity
 - Measure of Poverty Alleviation
 - Regional Autonomy

4) Target area (Component) 4: **Macro Economics and Development Economics**

- a. Accepting university: Hiroshima University
- b. Maximum number: 4
- c. Research areas:
 - Development Economics
 - Macro Economics

- (3) The Committee suggested that "E-government" should be added as a research area in the target area of "Public Administration" and the Team replied that availability will be confirmed with the accepting university. 8

3. Basic Plan of each target area

The Team explained outline of a Basic Plan for the Component (ANNEX-4) which would be prepared on each target area during the Preparatory Survey as a managing tool of the JDS program. The Committee confirmed that necessary meeting between the accepting universities and the target organizations would be arranged for preparing the plan.

4. Qualification, Recruitment and Selection of participants

- (1) The Team explained schedule of selection and the role of each organization referring to "Selection Flowchart of JDS Sri Lanka" (ANNEX-5). ERD as Managing Organization is responsible for distribution and collection of application forms to/from the target organizations.
- (2) Both parties agreed that age limitation of applicants should be extended up to 40 years of age to recruit enough number of applicants for the first batch.
- (3) Since schedule of recruitment for the first batch is very tight, both parties agreed that some measures should be taken to accelerate application procedure such as requesting to the target organization for quick nomination of applicants and preparing a website of the JDS program to disseminate the information and application forms directly to applicants.

5. Other Matters Discussed

The Committee suggested that the target organization and age limitation might be reviewed at the next recruitment considering the result of selection on the first batch.

- ANNEX-1: Attendance List of the First Operating Committee of the JDS program in Sri Lanka
- ANNEX-2: Operating Guidelines of the Japanese Grant Aid for Human Resource Development Scholarship under the New System
- ANNEX-3: Flowchart of the Preparatory Survey of JDS (Sri Lanka)
- ANNEX-4: Japanese Grant Aid for Human Resource Development Scholarship (JDS) Basic Plan for the Component (Draft)
- ANNEX-5: Selection Flowchart of JDS (Sri Lanka)

ANNEX 1

**Attendance List of the First Operating Committee
of the JDS program in Sri Lanka**

Date and Time : August 4, 2009 AM:10:30~PM:1:30

Venue : Director General's office – ERD, Ministry of Finance and Planning

Attendance

Chairman

Mr. J.H.J. Jayamaha – Director General, ERD, Ministry of Finance and Planning

Member

Mr. A. Sooriyagoda – Director, ERD, Ministry of Finance and Planning

Mr. Waruna Sri Dhanapala – Asst. Secretary to President –National Administrative
Reforms Council

Mr. Masayuki Taga – Counsellor – Embassy of Japan in Sri Lanka

Ms. Yasuko Nishino – Senior Representative, JICA Sri Lanka Office

Ms. Kotohi Inoue-Representative, JICA Sri Lanka Office

Ms. Kishani Tennakoon – Project Specialist, JICA Sri Lanka Office

Preparatory Survey Team

Mr. Hiroshi Shiono – JICA

Mr. Noriyuki Nakano – JICE

Mr. Takafumi Fukai – JICE

Ms. Rei Asada – JICE

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2

ANNEX 2**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

ANNEX 2

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.

ANNEX 2**(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

ANNEX 2

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

ANNEX 2

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

ANNEX 2**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 who 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

ANNEX 2

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

ANNEX 2

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.

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ANNEX 2**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.

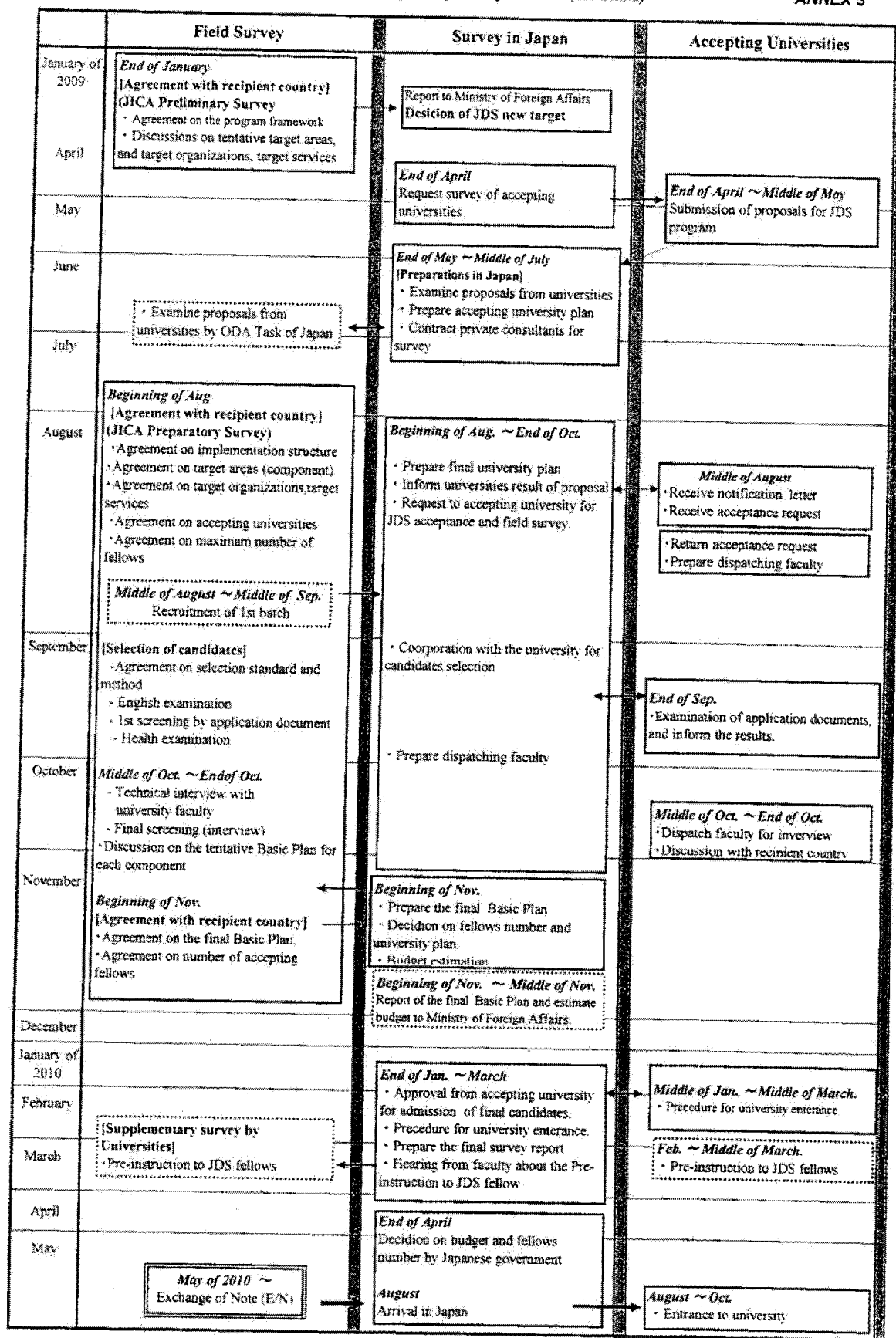
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Flowchart of the Preparatory Survey of JDS (Sri Lanka)

ANNEX 3



1/2

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ANNEX 4

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Component (Draft)

1. Outline of the Component**(1) Basic Information**

- | |
|---|
| <ol style="list-style-type: none"> 1. Country: Sri Lanka 2. Component (Target Area): Public Policy and Public Finance 3. Operating Committee: Department of External Resources, Ministry of Finance and Planning/National Administrative Reform Council/Embassy of Japan/JICA 4. The Managing Organization: Department of External Resources, Ministry of Finance and Planning 5. Target Organization: Ministry of Finance and Planning/Ministry of Public Administration and Home Affairs including District Administration/Ministry of Nation Building and Estate Infrastructure Development/Ministry of Local Government and Provincial Councils |
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(2) Background

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(3) The status of Sri Lanka in Japan's ODA

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2. Cooperation Framework**(1) Project Objectives**

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(2) Verifiable indicators

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(3) Activities

Targets	Learning content
1) Before coming to Japan	
2) During the stay in Japan	
3) After returning home	

ANNEX 4

(4)-1 Inputs from the Japanese Side

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

(5) Inputs from the Sri Lankan Side

(6) Qualifications

Implementation Framework

(1) Accepting university

(2) Accepting university's experience in ODA-related activities

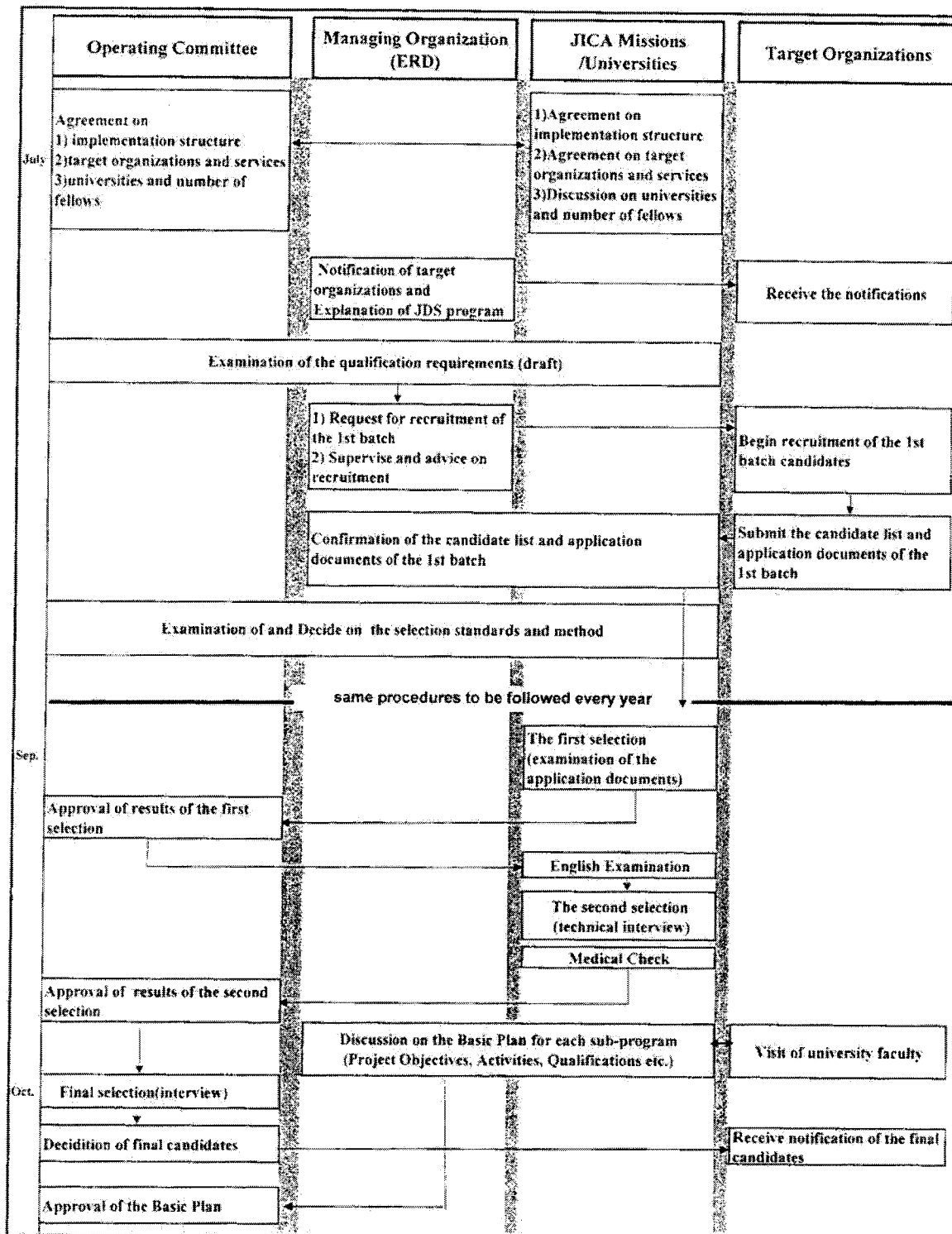
(3) Program Overview

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Selection Flowchart of JDS (Sri Lanka)

ANNEX 5



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

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

Component	Accepting University	Graduate School	Expected Number of JDS Participants				
			The 1st Batch	The 2nd Batch	The 3rd Batch	The 4th Batch	Total
1.Public Policy and Public Finance	International University of Japan	Graduate School of International Relations	4	4	4	4	16
2.Public Administration	International University of Japan	Graduate School of International Relations	4	4	4	4	16
3.Regional Development and Poverty Alleviation	International Christian University	Graduate School Division of Public Administration	3	3	3	3	12
4.Macro Economics and Development Economics	Hiroshima University	Graduate School for International Development and Cooperation	4	4	4	4	16
Total			15	15	15	15	60

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Component (Draft)

1. Outline of the Component

(1) Basic Information

1. Country : Sri Lanka
2. Component (Target Area): Public Policy and Public Finance
3. Operating Committee: Department of External Resources, Ministry of Finance and Planning/ National Administrative Reform Council/ Embassy of Japan/ JICA Sri Lanka Office
4. The Managing Organization: Department of External Resources, Ministry of Finance and Planning
5. Target Organizations:
 - Ministry of Finance and Planning
 - Ministry of Public Administration and Home Affairs including District Administration
 - Ministry of Nation Building and Estate Infrastructure Development
 - Ministry of Provincial Councils and Local Government including Provincial Councils

(2) Background

The government announced “A Ten Year Horizon Development Framework 2006-2016” in 2007 to promote economic development with acceptance on development without any gap, such as organization of fundamental socioeconomic capitals that contribute to economic growth and correction of a gap among regions, poverty reduction in local regions through the community development, promotion of socioeconomic development in the northeast region as a major strategic target, and others. While consistently taking the direction toward market economy, the government is providing services of health care and education for free of charge, and thus achieving a high level of social index among the South Asian countries. However, there are serious issues such as increased gaps among regions and ethnic groups and institutional exhaustion of the social security system because of the long lasting dispute, the deficit accumulated by the public sector and the lack of policy consistency caused by the complicated political situation. In order to cope with such situation, it is imperative to develop human resources who are capable of strategic and effective policy planning with a long-term vision.

It is expected that the JDS project will improve the abilities to analyze Sri Lanka’s structural issues and financial problems deeply, and to plan and explain a persuasive policy based on the knowledge about actual economic activities and policy effects as well as the ability to analyze based on accurate data.

(3) The status of Sri Lanka in Japan’s ODA

The Sri Lanka country-by-country aid program has two main keys: (1) Assistance for the consolidation of peace and recovery; (2) Assistance based on the medium-to-long-term viewpoint, and this component corresponds to both of them. Also, concerning issues related to economic growth, our aid program has contributed to achievement of high level of social index and expansion of economic activities, through the development of human resources, together with development of various economic infrastructures, technical aids, and others. These backup activities are still highly required.

With the prospect that the JDS program works with the Japanese assistance interactively, it is expected that the JDS program will provide not only solutions for special issues, but also improve the general-purpose problem-solving ability through development of

government officials in Sri Lanka and will benefit various Japan projects. Especially, it is expected that this component will improve the policy planning and system setting capacities of government officials concerning public policy and public finance.

2. Cooperation Framework

(1) Project Objectives

(1) Overall goal

To ensure that ex-JDS participants will help the government agencies concerned to improve their policymaking and institution building capacity with regard to public economics, public financial policy and social policy

(2) Project purpose

To ensure that government officials at the target organizations who are responsible for public policy and public finance will be developed their capacity about policymaking and institution building in relation to the public economics, public financial policy and social policy

(2) Verifiable indicators

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

(3) Activities

Targets	Learning content
1) Before coming to Japan (except for 1 st batch)	
To prepare for the smooth research after arriving in Japan	JDS participants will attend the lectures of basic subjects such as mathematics and economics provided by University in Sri Lanka.
2) During the stay in Japan	
To acquire knowledge useful for Public Policy and Public Finance for deeper understanding	<ul style="list-style-type: none"> ▪ JDS participants will acquire the special knowledge based on the requirements of Sri Lankan government through; <ul style="list-style-type: none"> ✓ attending various kinds of coursework, ✓ taking the research instruction in English by Professor specializing Public Policy and Public Finance ✓ conducting field survey both in Japan and in Sri Lanka ▪ JDS participants will acquire the practical knowledge through; <ul style="list-style-type: none"> ✓ attending seminars given by special guest lecturers ✓ participating in group work among multinational students and professors, and field trips to public institutions ✓ participating in extracurricular activities in liaison with the Minami Uonuma community in Niigata Prefecture

3) After returning home	
Follow-up	JDS returned fellows will make discussion and undertake joint project or joint research with Professor on the practical issues or research activities by strengthening the network with University and participating in alumni association.

(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 Sri Lankan 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 organizations)

(6) Qualifications

- 1) Work experience
 - A full-time government officials who are engaged in duties related to Public Policy and Public Finance at target organizations
 - At least three-year managerial level experience in the public sector by the time of closing date of JDS applications
- 2) Other qualifications
 - Nationality: Citizens of the Democratic Socialist Republic of Sri Lanka
 - Age: Below 40 years old
 - Adequate English proficiency for research activities in a Master's program
 - The applicants neither awarded nor scheduled to receive another long term scholarship (i.e. Bachelors Degree or Master's Degree).
 - The applicants have never taken a Master's Degree under any kind of foreign scholarship.
 - The applicants aren't military personnel registered on the active list or personnel on alternative military service.
 - The applicants must remain in Sri Lanka and work for the Public Service at least for 4

years to contribute to the development of Sri Lanka.

- It is desirable not only to explain clearly the issues about Public Policy and Public Finance based on the job experience but also to suggest the measure and idea for the improvement to some extent
- It is desirable to master lower secondary school-level mathematics

3. Implementation Framework

(1) Accepting university

Graduate School of International Relations, International University of Japan

(2) Accepting university's experience in ODA-related activities

- JICA long-term training program (Since 2000)
- The scholarship program of the International Monetary Fund (IMF) (Since 2001)
- Asian Development Bank- Japan Scholarship Program
- The Joint Japan/World Bank Graduate Scholarship Program
- Linkage loan scholarship program for HRD by JICA

(3) Program Overview

International Development Program in the Graduate School of International Relations is intended to train participants so that they can play crucial roles in the international arena amid advancing globalization with high-level expertise, scientific analysis techniques, and practical theories to achieve environmental-friendly and sustainable development of economy free of poverty and unjust disparities. To achieve the objectives and to offer students from abroad globally-competitive, attractive education, its curriculum is composed of (i) global-standard coursework and (ii) completion of a high-quality master's thesis worth publishing. Lectures are all given in English to create environment for international education. English is also used by teachers in giving students guidance for thesis, and the students write their theses in English. We develop human resources who can actively work in various international fields. Full-time teachers engaged in the program have doctor degrees from Western universities, and offer a global-standard, systematic curriculum which covers a wide range of disciplines (social sciences). It includes:

1. Seven compulsory basic subjects: statistics, mathematics for development economics, micro and macro economics, applied econometrics, development economics, and research methodologies, where students obtain theories and expertise of economic policy issues and acquire high-level analytical skills and problem-solving abilities; and
2. Compulsory options and optional subjects: A variety of subjects related to economic development which should satisfy a diversity of students' needs. Among those related to this development issue (component) are: Macro Quantitative Analysis of Developing Economies, International Finance, International Trade, Development Planning, Public Finance, Public Economics, Project Management, Development and Organization Management, Environment Economics, Agriculture Economics, Income Gap and Poverty, Cost-Benefit Analysis, Industrial Organization and Public Analysis, Medical Economics, Urban and Regional Planning, Computable general equilibrium (CGE) Model, Quantitative Analysis of Economic Policies, Quantitative Analysis of Decision Making, Development Finance, Risk Management, Public Management, Public Administration, Administrative Law, Labor Management, National and Local Government Finance, Accounting, Global Governance, and Governance and Development.
3. Through the study of compulsory and optional subjects, students acquire skills in the use

of a wide range of computer software (e.g. STATA, EViews, Excel, LINDO, GAMS and GAUSS) essential to the quantitative analysis of problems in administration, public management and social public policy.

4. Under the cross-registration system, a course work system is in place to meet various student needs by allowing the study of subjects provided by the International Management Graduate Program, a course separate to the Public Management and Policy Analysis Program.

5. International Development Program in the Graduate School of International Relations has organized special seminars, as a part of the Program's seminars and JICA/JDS seminars, by inviting experts from Sri Lanka (such as Professor Lakshman, Professor Senanayake and Professor Karunaratne of University of Colombo). We plan to hold special seminars continuously by inviting experts of regional development, poverty problem and public administrative system in Asia including Sri Lanka.

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Component (Draft)

1. Outline of the Component

(1) Basic Information

1. Country : Sri Lanka
2. Component (Target Area): Public Administration
3. Operating Committee: Department of External Resources, Ministry of Finance and Planning/ National Administrative Reform Council/ Embassy of Japan/ JICA Sri Lanka Office
4. The Managing Organization: Department of External Resources, Ministry of Finance and Planning
5. Target Organizations:
 - Ministry of Finance and Planning
 - Ministry of Public Administration and Home Affairs including District Administration
 - Ministry of Nation Building and Estate Infrastructure Development
 - Ministry of Provincial Councils and Local Government including Provincial Councils

(2) Background

In Sri Lanka, since policies are changed each time the administration is altered, issues have emerged on dispersion of administrative organizations, duplication of functions and services, inefficiency of administrative procedures, etc. In 2007, the National Administrative Reform Council (NARC) was established for the purpose of administrative reform, and action plans for such purpose have been developed. However, it is still necessary to develop human resources who can contribute to system/policy planning from the medium-to-long-term viewpoint based on those action plans.

It is expected that the JDS project will improve and facilitate the administrative capacity of Sri Lanka from the long-term viewpoint and to improve the capacity of human resources concerning institutional organization.

(3) The status of Sri Lanka in Japan's ODA

The Sri Lanka country-by-country aid program has two main keys: (1) Assistance for the consolidation of peace and recovery; (2) Assistance based on the medium-to-long-term viewpoint, and this component corresponds to both of them. Also, concerning issues related to economic growth, our aid program has contributed to achievement of high level of social index and expansion of economic activities, through the development of human resources, together with development of various economic infrastructures, technical aids, and others. These backup activities are still highly required.

With the prospect that the JDS program works with the Japanese assistance interactively, it is expected that the JDS program will provide not only solutions for special issues, but also improve the general-purpose problem-solving ability through development of government officials in Sri Lanka and will benefit various Japan projects. Especially, it is expected that this component will improve the policy planning and system setting capacities of government officials concerning public administration.

2. Cooperation Framework

(1) Project Objectives

<p>(1) Overall goal To ensure that ex-JDS participants will help the government agencies concerned to improve their policymaking and institution building capacity with regard to administrative and financial reforms, improvement of administrative service, decentralization and local finance, public administration and governance system and e-government</p> <p>(2) Project purpose To ensure that government officials at the target organizations who are responsible for public administration will be developed their capacity about policymaking and institution building in relation to the administrative and financial reforms, improvement of administrative service, decentralization and local finance, public administration and governance system and e-government</p>
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(2) Verifiable indicators

<p>1) Percentage of JDS participants who have acquired a master's degree</p> <p>2) Percentage of ex-JDS participants who are engaged in work that concerns the process of policymaking and institution building in their specialized field.</p>

(3) Activities

Targets	Learning content
1) Before coming to Japan (except for 1 st batch)	
To prepare for the smooth research after arriving in Japan	JDS participants will attend the lectures of basic subjects such as mathematics and economics provided by University in Sri Lanka.
2) During the stay in Japan	
To acquire knowledge useful for Public Administration for deeper understanding	<ul style="list-style-type: none"> ▪ JDS participants will acquire the special knowledge based on the requirements of Sri Lankan government through: <ul style="list-style-type: none"> ✓ attending various kinds of course work, ✓ taking the research instruction in English by Professor specializing Public Administration ✓ conducting field survey both in Japan and in Sri Lanka ▪ JDS participants will acquire the practical knowledge through; <ul style="list-style-type: none"> ✓ attending seminars given by special guest lecturers participating in group work among multinational students and professors, and field trips to public institution, ✓ participating in extracurricular activities in liaison with the Minami Uonuma community in Niigata Prefecture
3) After returning home	
Follow-up	JDS returned fellows will make discussion and undertake joint project or joint research with Professor

	on the practical issues or research activities by strengthening the network with University and participating in alumni association
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(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 × 1 year + 1batch : 4 participants × 3 years = 17 participants Two-year master's course From the year 2010 (until 2012): 5 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</p>
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(5) Inputs from the Sri Lankan 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 organizations) |
|--|

(6) Qualifications

- | |
|---|
| <ol style="list-style-type: none"> 1) Work experience <ul style="list-style-type: none"> ▪ A full-time government officials who are engaged in duties related to Public Administration at target organizations ▪ At least three-year managerial level experience in the public sector by the time of closing date of JDS applications 2) Other qualifications <ul style="list-style-type: none"> ▪ Nationality: Citizens of the Democratic Socialist Republic of Sri Lanka ▪ Age: Below 40 years old ▪ Adequate English proficiency for research activities in a Master's program ▪ The applicants neither awarded nor scheduled to receive another long term scholarship (i.e. Bachelors Degree or Master's Degree). ▪ The applicants have never taken a Master's Degree under any kind of foreign scholarship. ▪ The applicants aren't military personnel registered on the active list or person on alternative military service. ▪ The applicants must remain in Sri Lanka and work for the Public Service at least 4 years to contribute to the development of Sri Lanka. ▪ It is desirable not only to explain clearly the issues about Public Administration based on the job experience but also to suggest the measure and idea for the improvement to |
|---|

some extent

- It is desirable to master lower secondary school-level mathematics

3. Implementation Framework

(1) Accepting university

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(2) Accepting university's experience in ODA-related activities

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- Asian Development Bank- Japan Scholarship Program
- The joint Japan/World Bank Graduate Scholarship Program
- Linkage loan scholarship program for HRD by JICA

(3) Program Overview

Public Management and Policy Analysis Program of International Development Program in the Graduate School of International Relations has objectives of developing human resources and personnel who have abilities of not only formulating but also managing policy for the execution of effective public management in the public sector including international organizations, central government and local government, which means the advanced abilities of executing/appraising/managing policies.

To achieve the objectives and to offer students from abroad globally-competitive, attractive education, its curriculum is composed of (i) global-standard coursework and (ii) completion of a high-quality master's thesis worth publishing. Lectures are all given in English to create environment for international education. English is also used by teachers in giving students guidance for thesis, and the students write their theses in English. We develop human resources who can actively work in various international fields. Full-time teachers engaged in the program have doctor degrees from Western universities, and offer a global-standard, systematic curriculum which covers a wide range of disciplines (social sciences). It includes:

1. Eight compulsory basic subjects: Public Administration, Public Management, Public Management Accounting, Public Budgeting and Financial Management, Statistics for Economics and Management, Quantitative Method for Public Management, Basic Micro/Macro Economics and Applied Econometrics. By taking these subjects, students obtain professional and interdisciplinary knowledge/skills concerning public administration, public management and issues of social public policy and acquire high-level analytical skills and problem-solving abilities; and

2. Compulsory options and optional subjects: A variety of subjects related to public administration, public management and issues of social public policy is provided which should satisfy a diversity of students' needs. Among those related to this development issue (component) are: Administrative Law, Cost-Benefit Analysis, Public Finance, Development Economics, Human Resource Management for Public Sector, Information Management for Public Sector, Public International Law, Public Sector Economics, State and Local Government Finance, ASEAN Governance and Development, Development Planning, Environmental Economics, Environmental Management, Globalization, Poverty and Development, Governance Structure and Economic Development, Inequality and Poverty, International Economics, International Peace and Security, International Politics, Japanese Public Finance and Administration, Peace and Development Study, Project

Cycle Management, Industrial Organization and Public Analysis, Quantitative Method for Decision Making, Urban and Regional Economics, Risk Management under Globalization, Research Methodology, and United Nations and Global Governance.

3. Through the study of compulsory and optional subjects, students acquire skills in the use of a wide range of computer software (e.g. STATA, EViews, Excel, LINDO, GAMS and GAUSS) essential to the quantitative analysis of problems in administration, public management and social public policy.

4. Under the cross-registration system, a course work system is in place to meet various student needs by allowing the study of subjects provided by the International Management Graduate Program, a course separate to the Public Management and Policy Analysis Program.

5. International Development Program in the Graduate School of International Relations has organized special seminars, as a part of the Program's seminars and JICA/JDS seminars, by inviting experts from Sri Lanka (such as Professor Lakshman, Professor Senanayake and Professor Karunaratne of University of Colombo). We plan to hold special seminars continuously by inviting experts of regional development, poverty problem and public administrative system in Asia including Sri Lanka.

Japanese Grant Aid for Human Resource Development Scholarship (JDS) **Basic Plan for the Component (Draft)**

1. Outline of the Component

(1) Basic Information

1. Country : Sri Lanka
2. Component (Target Area): Regional Development and Poverty Alleviation
3. Operating Committee: Department of External Resources, Ministry of Finance and Planning/ National Administrative Reform Council/ Embassy of Japan/ JICA Sri Lanka Office
4. The Managing Organization: Department of External Resources, Ministry of Finance and Planning
5. Target Organizations:
 - Ministry of Finance and Planning
 - Ministry of Public Administration and Home Affairs including District Administration
 - Ministry of Nation Building and Estate Infrastructure Development
 - Ministry of Provincial Councils and Local Government including Provincial Councils

(2) Background

In “A Ten Year Horizon Development Framework 2006-2016”, programs have been developed for the purpose of regional development, poverty reduction, etc. As the economic structure has been depending on the area around Colombo for many years, the western provinces account for 50% of GDP, and the gap between the western provinces and the other regions is widening. Also, 90% of the poor population is apparently of rural villages, and the gap between urban cities and rural villages is also an issue. In addition, another major issue is economic development and civil life improvement in the eastern and northern provinces where development was obstructed by the dispute for 20 years, and it is an important issue to develop human resources who can contribute to development/management of regional development plans, development of poverty reduction plans and organization of systems.

Correction of a gap among regions and poverty reduction are major issues. It is expected that the JDS program will develop the capacities to design such plans and projects as well as to organize systems.

(3) The status of Sri Lanka in Japan’s ODA

The Sri Lanka country-by-country aid program has two main keys: (1) Assistance for the consolidation of peace and recovery; (2) Assistance based on the medium-to-long-term viewpoint, and this component corresponds to both of them. Also, concerning issues related to economic growth, our aid program has contributed to achievement of high level of social index and expansion of economic activities, through the development of human resources, together with development of various economic infrastructures, technical aids, and others. These backup activities are still highly required.

With the prospect that the JDS program works with the Japanese assistance interactively, it is expected that the JDS program will provide not only solutions for special issues, but also improve the general-purpose problem-solving ability through development of government officials in Sri Lanka and will benefit various Japan projects. Especially, it is expected that this component will improve the policy planning and system setting capacities of government officials concerning regional development and poverty alleviation.

2. Cooperation Framework

(1) Project Objectives

<p>(1) Overall goal To ensure that ex-JDS participants will help the government agencies concerned to improve their policymaking and institution building capacity with regard to regional development, correction of regional disparity, measure of poverty alleviation and regional autonomy</p> <p>(2) Project purpose To ensure that government officials at the target organizations who are responsible for regional development and poverty alleviation will be developed their capacity about policymaking and institution building in relation to the regional development, correction of regional disparity, measure of poverty alleviation and regional autonomy</p>

(2) Verifiable indicators

<p>1) Percentage of JDS participants who have acquired a master's degree</p> <p>2) Percentage of ex-JDS participants who are engaged in work that concerns the process of policymaking and institution building in their specialized field.</p>

(3) Activities

Targets	Learning content
1) Before coming to Japan(except for 1 st batch)	
To be able to start research and course work smoothly after entering university	<ul style="list-style-type: none"> • To participate in a preparatory training provided by a Japanese university professor dispatched to Sri Lanka or TV conference • To tackle with the assignments provided by university
2) During the stay in Japan	
To acquire knowledge useful for Regional Development and Poverty Alleviation for deeper understanding	<p>JDS participants will get the opportunities to:</p> <ul style="list-style-type: none"> • Attend JDS forum by guest lectures from governments, international organizations, research institutes, NGOs, etc. • Participate in global seminars of United Nations University • Attend the academic meeting (Japan Society for International Development etc.)
To be able to take leadership to solve the local issues with the global point of view by deepening understanding of global issues	To participate in Global Leadership Studies
To learn how to put the acquired knowledge into practice through hands-on experiences for deeper understanding	<p>JDS participants will get the opportunities</p> <ul style="list-style-type: none"> ▪ To participate in the field trips such as; ✓ Observation of local administration to learn good practice ✓ Opinion exchange with researchers, administrative officials and persons related to NGOs and an

	international organization (UNITAR) ✓ Share a model of participatory development in accordance with solution of development issues (at Asian Rural Institute) ✓ Observation of other facilities and discussion with the persons in charge in accordance with research themes of JDS participants
To acquire practical skills	To participate in PCM training, etc. to learn the planning ability and evaluation methods
3) After returning home	
To evaluate the utilization of the study outcome on the job, and to reinforce efforts to tackle the issues that JDS returned participants are facing by the advice of university professor	To participate in a follow-up seminar (case study to focus on the issues that JDS returned participants are facing)

(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

3 participants × 4 years = 12 participants Two-year master's course
 From the year 2010 (until 2012): 3 participants
 From the year 2011 (until 2013): 3 participants
 From the year 2012 (until 2014): 3 participants
 From the year 2013 (until 2015): 3 participants

(5) Inputs from the Sri Lankan 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 organizations)

(6) Qualifications

- 1) Work experience
 - A full-time government officials who are engaged in duties related to Regional Development and Poverty Alleviation at target organizations
 - At least three-year managerial level experience in the public sector by the time of closing date of JDS applications
- 2) Other qualifications
 - Nationality: Citizens of the Democratic Socialist Republic of Sri Lanka

- Age: Below 40 years old
- Adequate English proficiency for research activities in a Master's program
- The applicants neither awarded nor scheduled to receive another long term scholarship (i.e. Bachelors Degree or Master's Degree).
- The applicants have never taken a Master's Degree under any kind of foreign scholarship.
- The applicants aren't military personnel registered on the active list or person on alternative military service.
- The applicants must remain in Sri Lanka and work for the Public Service at least 4 years to contribute to the development of Sri Lanka.

3. Implementation Framework

(1) Accepting university

Graduate School of Arts and Sciences, International Christian University

(2) Accepting university's experience in ODA-related activities

- Rotary World Peace Scholarship program (2002~)

(3) Program Overview

The purpose is to provide interdisciplinary programs to support consolidation of peace and reconstruction in Sri Lanka not only of the conventional framework of research areas of economics, politics and development studies but also from multiple educational viewpoints such as economics, public administration, public policy, sociology and peace studies in order to develop human resources/practical specialists with broad vision who can solve issues of gaps between urban cities and other regions, regional development and poverty reduction

The curriculum structure, outline and guidance targets are as follows:

1. Common subjects for graduate schools

Acquire knowledge and skills that are necessary for research in the master course. For example, "computing for researchers" is to learn how to search for and locate information, how to process data to convert to required formats, and how to make graphs that are imperative for visualization of data through practical training in order to acquire the skills that are necessary to use computer as a tool in thesis writing.

The goal of "manual of thesis writing for researchers" is to acquire the skills of thesis writing that are necessary for each research area through trainings of clarification of required statements, structuring of information, theoretical expressions and data analysis. It is a very effective course especially for students who write a thesis in English for the first time.

2. Basic subjects

Students shall acquire the basic knowledge and various research methods such as "public administration", "macro economics", "social issues and policies" and "statistical analysis" that are required for correction of a gap among regions and poverty reduction.

3. Specialized subjects

Students shall acquire the ability of application/empirical analysis while enhancing learning of each theory. Educational guidance is provided so that students can understand and analyze development issues of Sri Lanka from multiple viewpoints.

4. Research guidance

A certain timeframe of one hour or more is given to students each week to provide research guidance on individual research themes which contribute to solve Sri Lanka's development issues. Guidance is provided on areas for which understanding is not sufficient for writing a Master's thesis, and individual guidance is provided on establishment of necessary themes, establishment of sense of coherence, review of the preceding literature, choice of research methods, etc.

5. Basic subjects of related areas, specialized subjects

Students shall acquire the basic knowledge and specialized knowledge of the related areas from multiple viewpoints such as economics, public administration, public policy, sociology and peace studies that contribute to solve development issues of Sri Lanka.

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 poverty reduction plans after returning to Sri Lanka.

In addition to the regular curriculum, the following activities are suggested in order to facilitate the purpose of the JDS program, which is "to acquire the knowledge necessary to work practically for social and economic development of target countries and to construct a human network";

- 1) To conduct preparatory training in Sri Lanka by dispatching professor or TV conference to be able to start research and course work smoothly after entering university
- 2) To 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 to organize lectures by guest lecturers and to provide an opportunity for JDS participants to report on research results.
- 3) 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.
- 4) To build a network of contacts as well as to gather related information by attending academic meeting to contribute JDS participants' research
- 5) To provide JDS participants with the opportunity to participate in Global Leadership Studies which will be held during the school holidays from FY 2011, in order to develop as human resource who will be able to take leadership to solve the local issues with the global point of view by deepening understanding of global issues
- 6) To go on the following field trips as practical training in accordance with solution of development issues:
 - Observation of local administration in Japan in order to learn good practice
 - Visit to Hiroshima for observation and opinion exchange with researchers, administrative officials and persons related to NGOs and an international organization (UNITAR) in order to learn the history of war and restoration in Hiroshima as well as its measures to eliminate nuclear at the municipal and grass root levels
 - 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 (at Asian Rural Institute)
 - Observation of other facilities in accordance with research themes of JDS participants (public corporations such as power station, financial facilities, etc.)

7) Training to acquire practical skills

Implementation of PCM training, etc. to learn the planning ability and evaluation methods as a skill training taking advantage of school holidays

8) To conduct follow-up seminar in Sri Lanka

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Component (Draft)

1. Outline of the Component

(1) Basic Information

1. Country : Sri Lanka
2. Component (Target Area): Macro Economics and Development Economics
3. Operating Committee: Department of External Resources, Ministry of Finance and Planning/ National Administrative Reform Council/ Embassy of Japan/ JICA Sri Lanka Office
4. The Managing Organization: Department of External Resources, Ministry of Finance and Planning
5. Target Organizations:
 - Ministry of Finance and Planning
 - Ministry of Public Administration and Home Affairs including District Administration
 - Ministry of Nation Building and Estate Infrastructure Development
 - Ministry of Provincial Councils and Local Government including Provincial Councils

(2) Background

Sri Lanka has achieved a consistent and stable economic growth rate (annual average of 2003-2007: 6.4%), and, at \$1,540 GNI per person, has been maintaining a relatively favorable economic performance among South Asian countries. On the other hand, it has constant issues and a number of unstable factors such as the financial deficit of 7-8% against GDP, inflation, and the recent increase of military budget. At the same time, because of the structure of the current balance of the country where trade deficits are financed by money sent from laborers working overseas and public assistance, the economic structure is fragile. In order for a sustainable economic growth, healthy macro economy policy, securing of consistency and industrial promotion are needed among others.

In order to achieve a rapid economic growth, it is required to analyze and plan based on the viewpoints of macro economics. It is expected that JDS project will develop human resources endowed with such capacity.

(3) The status of Sri Lanka in Japan's ODA

The Sri Lanka country-by-country aid program has two main keys: (1) Assistance for the consolidation of peace and recovery; (2) Assistance based on the medium-to-long-term viewpoint, and this component corresponds to both of them. Also, concerning issues related to economic growth, our aid program has contributed to achievement of high level of social index and expansion of economic activities, through the development of human resources, together with development of various economic infrastructures, technical aids, and others. These backup activities are still highly required.

With the prospect that the JDS program works with the Japanese assistance interactively, it is expected that the JDS program will provide not only solutions for special issues, but also improve the general-purpose problem-solving ability through development of government officials in Sri Lanka and will benefit various Japan projects. Especially, it is expected that this component will improve the policy planning and system setting capacities of government officials concerning macro economics and development economics.

2. Cooperation Framework

(1) Project Objectives

<p>(1) Overall goal To ensure that ex-JDS participants will help the government agencies concerned to improve their policymaking and institution building capacity with regard to development economics and macroeconomics</p> <p>(2) Project purpose To ensure that government officials at the target organizations who are responsible for macroeconomics and development economics will be developed their capacity about policymaking and institution building in relation to the development economics and macroeconomics</p>

(2) Verifiable indicators

<p>1) Percentage of JDS participants who have acquired a master's degree</p> <p>2) Percentage of ex-JDS participants who are engaged in work that concerns the process of policymaking and institution building in their specialized field.</p>

(3) Activities

Targets	Learning content
1) Before coming to Japan (except for 1 st batch)	
To prepare for the smooth research after arriving in Japan	<ul style="list-style-type: none"> • Receiving textbooks provided by University • Taking the advice on the progress of the study through email by Teaching Assistant in the doctoral course • Receiving the advice about research plan through email from the professor who will be a supervisor • Receiving the advice from the professor in Sri Lanka (optional)
2) During the stay in Japan	
To acquire methodologies and policy theories of social sciences, with special focus on economics	JDS participants will develop their ability to analyze socioeconomic problems that accompany the development process, such as poverty, environment and economic stability, and to explore how to prescribe economic policies and aid coordination in order to tackle these problems in practice.
To work out solutions to the issues through thesis writing	JDS participants will pursue their research on the themes of their choice and compile the research findings into theses with the help of their academic advisors in the relevant fields. In the process, emphasis will be placed on addressing development issues. (including support by Teaching Assistant, English revision and participating in academic meeting)
To learn how to put the acquired knowledge into practice through hands-on experiences for deeper understanding	JDS participants will acquire the practical knowledge through the observation of factories and governmental organizations

3) After returning home	
Follow-up	<ul style="list-style-type: none"> • Attending Seminar held by University • Receiving the support from University to set up the alumni association and to strengthen the network with the University

(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

3 participants × 1 year + 4 participants × 3 years = 15 participants
 Two-year master's course
 From the year 2010 (until 2012): 3 participants
 From the year 2011 (until 2013): 4 participants
 From the year 2012 (until 2014): 4 participants
 2013 (until 2015): 4 participants

(5) Inputs from the Sri Lankan 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 organizations)

(6) Qualifications

- 1) Work experience
 - A full-time government officials who are engaged in duties related to Macroeconomics and Development Economics at target organizations
 - At least three-year managerial level experience in the public sector by the time of closing date of JDS applications
- 2) Other qualifications
 - Nationality: Citizens of the Democratic Socialist Republic of Sri Lanka
 - Age: Below 40 years old
 - Adequate English proficiency for research activities in a Master's program
 - It is desirable to master basic knowledge in Economics required in Bachelor level
 - The applicants neither awarded nor scheduled to receive another long term scholarship (i.e. Bachelors Degree or Master's Degree).
 - The applicants have never taken a Master's Degree under any kind of foreign scholarship.
 - The applicants aren't military personnel registered on the active list or person on alternative military service.
 - The applicants must remain in Sri Lanka and work for the Public Service at least 4 years

to contribute to the development of Sri Lanka.

3. Implementation Framework

(1) Accepting university

Graduate School for International Development and Cooperation, Hiroshima University

(2) Accepting university's experience in ODA-related activities

- Participation into joint project of JICA/JBIC “Industrial Human Resource Development Plan in Northeastern Indonesia”
- Participation into SAPS (Special Assistance for Project Sustainability) project by JBIC

(3) Program Overview

In order to solve development issues, the Development Policy Course establishes the program consisting of the following three phases.

[Phase 1] Pre-training:

The students whose acceptance is determined will acquire basic knowledge on economics to promote smooth learning after arriving to Japan. Specifically, staff of the Development Policy Course directly goes to Sri Lanka, provides texts of basic economics to have them study by themselves. At the same time, research papers and books along the research theme of each student will be introduced. The training requires them to submit reports via the Internet periodically and give tests as well in order that teachers in charge at this School confirm attainment degree of each student.

[Phase 2] The Practical Education/Research:

The students of the Development Policy Course study economics and related social science methodologies and policy applications with a focus on sustainable development in developing countries. The course is designed to develop student's ability to analyze socioeconomic problems that accompany the development process, such as poverty, environment and economic stability, and to explore how to prescribe economic policies and aid coordination in order to tackle these problems in practice. To tackle such problems, course in the Master's Program will be provided which include: Economic Development I and II; International Economics; International Economic Policy; International Finance; International Macroeconomics; Industrial Development; Comparative Study of Economic Development: Development Finance; Development Microeconomics; International Human Resource Development; and International Statistical Analysis. In research guidance centered on seminars, in addition to once-a-week seminar, more in-depth guidance (review of previous study, method of preparing papers and method of solving research themes) will be provided by carrying out research consultations with high frequency.

Furthermore, we positively strive to work together with research activities based on external research funds and academic, business and government circles, and hold symposiums on the research themes of actual development issues in Sri Lanka.

Through research guidance as mentioned above, we aim to foster human resources who can be an immediately useful player in the field after returning to their country.

[Phase 3] Follow-up training:

After JDS fellows' returning to Sri Lanka, evaluation will be made on their skills acquired

at the Development Policy Course by carrying out the survey on the degree of attainment concerning: what kinds of policy issues they faced locally; what kinds of policies were used for solving the issues; and how much they were able to solve them. The evaluation results will be used not only for providing advices locally but also improving the next JDS Program.

Selection/Recruitment of the First Batch (Coming to Japan in FY 2010) Candidates (Democratic Socialist Republic of Sri Lanka)

The first batch candidates from Sri Lanka were recruited and selected as follows:

1. Recruitment of applicants (August to September 2009)

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

(1) Preparation for the application guidelines/forms

As for the set of documents necessary for application, 500 copies of the following were prepared:

- Application guidelines
- Application forms
- Posters
- JDS brochures

(2) Request for selection of applicants

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

(3) Explanatory meeting

The explanatory meeting hosted by the Ministry of Finance and Planning was held to the officer in charge of JDS from target organizations on Thursday, August 27. In the meeting, the background of the JDS program implementation was reconfirmed and the qualification requirements and details schedules determined in the Operating Committee were checked. Individual visits and meetings were made by JICE to discuss and provide more details with officer in charge of JDS in target organizations during the recruitment period.

(4) How to collect application documents

The application documents were submitted from each target organization to the JICE Office in Sri Lanka² by September 22. There were the total of 82 application documents submitted. JICE did a basic qualification check to see whether all the required documents were submitted or full-filled the requirements or not. After that, referring to ERD and related ministries, as a result 66 valid applications were accepted. The analysis of valid applications by components is shown with Table-1. It is clear that most of applicants belong to Administrative Service or Planning Service. On the other hand, the components of “Regional Development and Poverty Alleviation” and “Macro Economic and

¹ The application documents were provided according also to the requested data.

² JICE Office in Sri Lanka: JICE has established the office in Colombo in preparation for implementing the survey this fiscal year and the programs in next fiscal year onwards, including recruitment/selection of JDS participants, orientations and the procedures for such participants to come to Japan.

Development Economics”, which received more applications from the target organizations that have departments in regional areas, were applied by various types of service category.

Table1 The analysis of number of applications and successful candidates by service category (by component)

【Public Policy and Public Finance】

Service	JDS 2010-2011			
	Applicants*	%	Participants (Expected)	%
Administration	1	6%	0	0%
Planning	2	12%	1	25%
Education	0	0%	0	0%
Others	14	82%	3	75%
Total	17	100%	4	100%

【Public Administration】

Service	JDS 2010-2011			
	Applicants*	%	Participants (Expected)	%
Administration	13	72%	5	100%
Planning	1	6%	0	0%
Education	0	0%	0	0%
Others	4	22%	0	0%
Total	18	100%	5	100%

【Regional Development and Poverty Alleviation】

Service	JDS 2010-2011			
	Applicants*	%	Participants (Expected)	%
Administration	11	44%	1	33%
Planning	7	28%	1	33%
Education	0	0%	0	0%
Others	7	28%	1	33%
Total	25	100%	3	100%

【Macro Economics and Development Economics】

Service	JDS 2010-2011			
	Applicants*	%	Participants (Expected)	%
Administration	2	33%	2	67%
Planning	1	17%	0	0%
Education	1	17%	1	33%
Others	2	33%	0	0%
Total	6	100%	3	100%

*Applicants in Others are Sri Lanka Accountant Service (SLAcS)/ Sri Lanka Engineering Service (SLES)/ Medical Officer/Statistician/Consultant. And 4 participants in Others are Statistician (3) and Consultant (1). These categories meet the requirement and confirmed by OC.

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

The submitted application documents were sent to each accepting university (October 8 to October 20). Conducting the IELTS examination and mathematics test around the examination period (on September 26), the results was provided to universities as the reference material. The results of the examination of application documents were obtained from 4 accepting universities by October 20.

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 22 and October 5, any unclear points were asked to the applicants or the organization they belonged to. There was complicated system about academic transcript, which was one of the required documents for JDS applicants to be submitted from their graduated university, that university could send it only to the institution or agency (not to the applicants), so that each applicant had to request the university to send it to JICE. Besides that, due to the short recruitment period and unorganized administration in universities, many of applicants had difficulty to submit complete sets of application documents in time. On the other hand, some applicants who work in regional offices out of Colombo could not visit the university for applying for the academic transcript. To avoid the delay of submission of required document for application, JICE encouraged universities to issue transcripts by contacting registrar in universities individually. As a result, 66 qualified application documents passed the Basic Check (the main reasons for the failed applications (16 applications) include the age requirement under 40, managerial level experience less than three years and flawed documents). The results were notified to the applicants on October 25 when the application documents were sent to the prospective accepting universities through the JICE main office.

(2) English and mathematics tests

On September 26, English and mathematics tests were conducted to check the basic academic abilities of the 66 applicants who passed the basic check. These applicants were asked to sit the IELTS examination developed by the British Council to check the international level of their English competence. The examination used to check their mathematical competence were previously prepared by the university which has participants of the economics and business administration 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 the selection, 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

³ The result of the mathematics test to be provided to universities includes the original answer sheets that describe the solution processes in addition to the marks.

The evaluation elements included: (i) Academic record (25 points), (ii) How to use the knowledge after returning to the country (20 points), (iii) Research plan (25 points), (iv) Recommendation (10 points) and (v) Matching between the research plan and the 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. How the results of the English and mathematics tests should be handled was left up to each university as the academic abilities or the significance of English and mathematical competences required after admission varied by universities.

As a result, 39 applicants passed the examination of the application documents in 4 components.

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

Subsequently, the technical interviews by faculty members as well as the discussions between the managing organizations, target organizations' officials and the faculty members were conducted between October 26 and 30 as following schedule..

Schedule of technical interviews and discussions

Date		Schedule
Oct 26	Mon	Arrival
Oct 27	Tue	Briefing/orientation
		Visit to the Embassy of Japan in Sri Lanka
		Exchange of opinions with the members of the Sri Lankan Operating Committee
		Visit to the JICA Sri Lanka Office
Oct 28	Wed	Technical interviews 【International University of Japan, International Christian University, Hiroshima University】
Oct 29	Thu	Technical interviews 【International University of Japan】
		Discussion with the target organization: Ministry of Provincial Councils and Local Government 【International University of Japan, International Christian University, Hiroshima University】
		As above: Ministry of Nation Building and Estate Infrastructure Development 【International University of Japan, International Christian University, Hiroshima University】
Oct 30	Fri	Discussion with the target organization: Ministry of Public Administration and Home Affairs 【International University of Japan, International Christian University, Hiroshima University】
		As above: Ministry of Finance and Planning 【International University of Japan, International Christian University, Hiroshima University】
		Feed back meeting with OC members and Professors
		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, 25 applicants out of 39 of those eligible for the interviews passed the technical interviews.

4. Operating Committee's comprehensive interviews and the results

Prior to the comprehensive interviews, the medical check was conducted to the candidates who passed the examination of the application documents on October 28 and 29 when they took an interview. No health problem that may affect studying overseas was found from 25 examinees who have passed the technical interview.

The Operating Committee conducted comprehensive interviews on November 10 and 11 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 as many as the acceptable number of participants in each university. These way 15 final candidates were selected as shown in Table 2:

Although four (4) seats at maximum were allocated for the component of Macro Economics and Development Economics, the ability and skills of candidates were not up to the level what Operating Committee expected so they have decided to decrease one (1) seat from this component and given an extra seat into the component of Public Administration instead. This was carefully discussed and agreed by Operating Committee, since this candidate in the component of Public Administration performed well in terms of future contribution in his return and is from Eastern Province where both Government of Sri Lanka and Japan put a priority area to support for its development and reconstruction after the civil war.

Table 1 shows the final successful candidates by service category, and its majority is from SLAS (Sri Lanka Administrative Service) through all components. The Operating Committee has decided that application would not be limited not only for SLAS and SLPS (Sri Lanka Planning Service) but for all services. However, as the requirement that at least 3 years of managerial experience in public sector was set up, most of the applicants were from both SLAS and SLPS as Operating Committee expected. On the other hand, Operating Committee also received applications from the category of SLAcS (Sri Lanka Accountant Service), yet there was no successful candidate from the category. Although SLAS and SLPS match the all components, we can see the tendency that SLAS concentrates to the Public Administration and Regional Development and Poverty Alleviation components, and

SLPS to the Regional Development and Poverty Alleviation component this year respectively.

For the future implementation, it might be considered that the way of recruitment or encouragement for application would be flexible depending on the service category, if there are specific categories to be trained according to the needs. Further, we would expect to minimize the gap of the number of applications among components providing the applicants with detailed information of each university, so that applicants could deeply understand deeply which component is more suitable not only to study but also to tackle the issue in Sri Lanka.

Table 2: Results of the selection of the first batch (by component)

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	Acceptable No. of participants	
									1 st batch	
1. Public Policy and Public Finance	International University of Japan	Graduate School of International Relations	20	17	12	8	4	4	4	4
2. Public Administration	International University of Japan	Graduate School of International Relations	23	18	12	8	5	5	5	5
3. Regional Development and Poverty Alleviation	International Christian University	Graduate School of Arts and Sciences	28	25	9	5	3	3	3	3
4. Macro Economics and Development Economics	Hiroshima University	Graduate School for International Development and Cooperation	11	6	6	4	3	3	3	4
Total			82	66	39	25	15	15	15	15

(*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

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

Name of the Organization	Challenges/issues	Research topic	Number of Permanent staffs	Number of Permanent Staff less than 40 years
1 Ministry of Finance and Planning	<ul style="list-style-type: none"> • Identify the Optimal way to utilize the financial Recourses, Increase the Financial Revenue, Review of Financial Regulations • Multi discipline Human Resource Management • Capacity Building for Public Finance Management • Macro Economic Management • Lack of financial assistance scheme to facilitate SME and Micro Finance sector • New strategies needed to perform management audit. • Awareness of public on taxation 	<ul style="list-style-type: none"> • The need of Reform of the Public Financial Policy • Improvement of the Administrative Structure • Design a framework for Capacity Building • Fiscal Sustainability, Macro Economic Sustainability • Why the convectional Banking Sector failed to fulfill the expectation of the SME and Micro Finance Sector. • Effectiveness management audit strategies • How to educate the publics on taxation 	more than 5,600	271 (SLAS, SLPS including some Sri Lanka Accountants' Service)
2 Ministry of Public Administration	<ul style="list-style-type: none"> • Responsibility and Accountability of Public Administration • Evolution of Modern Leadership • Change the Management Application • Measurement of Efficiency 	<ul style="list-style-type: none"> • New Public Management • Public Governance and Administration • HR Planning and Development • Public Policy • Good Governance • e-Governance Policies and Application 	13,138	441 (SLAS)
3 Ministry of Nation Building and Estate Infrastructure Development	<ul style="list-style-type: none"> • Modernizing HRM within Public Administration framework • Nation Building in the post conflict Sri Lanka • Instability of organizational environment • Poverty Alleviation 	<ul style="list-style-type: none"> • How to modernize HRM in the Ministry • Conflict Resolution and Peace Building, Regional Development • Organizational Structure and behavior 	1,826	244 (Only SLPS, SLAS and Sri Lanka Accountants' Service)
4 Ministry of Provincial Council and Local Government	<ul style="list-style-type: none"> • Regional Development • Urban Governance • Municipal Service • Solid Waste Management 	<ul style="list-style-type: none"> • Regional Development and devolution of powers • Globalization and Urban Governance • Participatory Democratic Model and Provision of Municipal Service • Issues in Solid Waste Management at Local Authority Level 	N/A	2 (Only SLAS, SLPS except for Provincial Council)

*SLAS ... Sri Lanka Administrative Service

*SLPS ... Sri Lanka Planning Service

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)

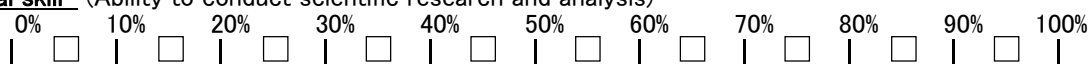
1. Management 2. Administration 3. Accounting 4. Personnel 5. Planning
 6. Overseas 7. Purchasing 8. Business Operation 9. Sales 10. Engineering
 11. Production 12. Research 13. Field Operations 14. Public Relations
 15. Marketing 16. SE 17. Legal Affairs 18. Financial Affairs 19. Training

2 Questions to evaluate skill improvement of JDS Fellows

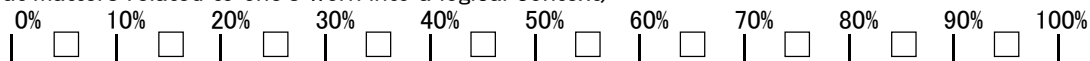
What percent would you give yourself for the following skills/abilities/attitude if the skill/ability/attitude-level required by your office is 100%?

2-1 Technical skills, thinking abilities

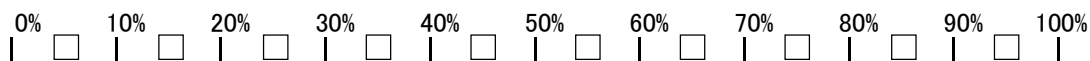
1 **Scientific research/analytical skill** (Ability to conduct scientific research and analysis)



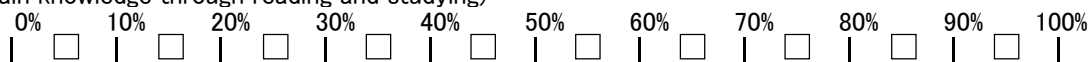
2 **Logical thinking** (Ability to put matters related to one's work into a logical context)



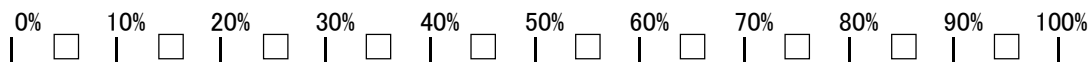
3 **Information collection/processing skill** (Ability to catch and process useful information related to one's work through one's experiences or daily life)



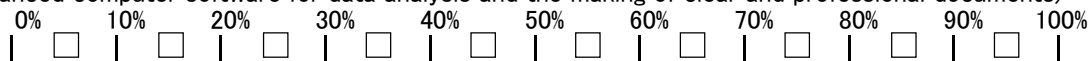
4 **Learning ability** (Ability to gain knowledge through reading and studying)



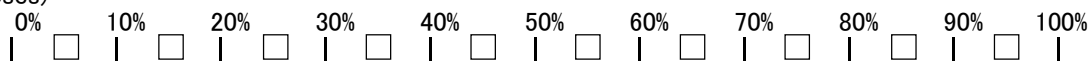
5 **Problem-solving skill** (Ability to find out the gist of problems and develop and evaluate solutions to solve problems flexibly and smoothly)



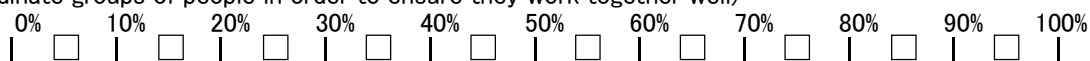
6 **IT skill** (Ability to utilize advanced computer software for data analysis and the making of clear and professional documents)



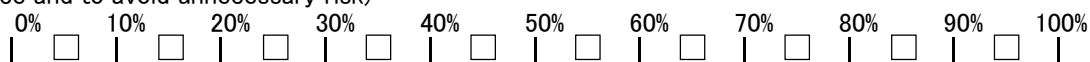
7 **Communication skill** (Ability to communicate one's thoughts and information through speaking, writing, making presentations and so on for professional purposes)



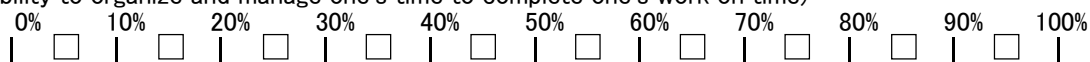
8 **Negotiation/coordination skill** (Ability to discuss issues and problems with multiple groups and to reach agreements
Ability to organize and coordinate groups of people in order to ensure they work together well)



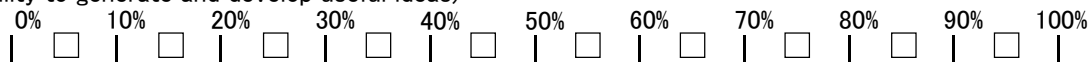
9 **Decision-making skill** (Ability to make prompt and precise judgments and to make decisions by one's own responsibility for the benefit of one's workplace and to avoid unnecessary risk)



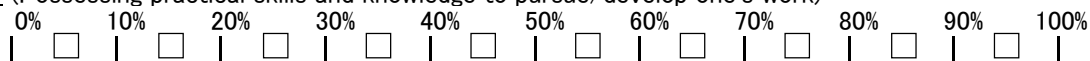
10 **Time-management skill** (Ability to organize and manage one's time to complete one's work on time)



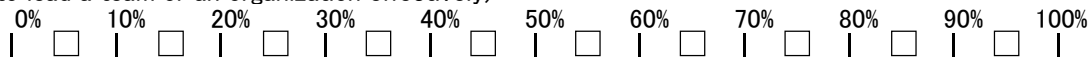
11 **Idea generating ability** (Ability to generate and develop useful ideas)



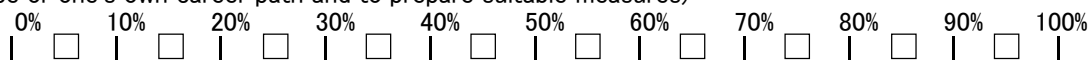
12 **Practical job-related skills** (Possessing practical skills and knowledge to pursue/develop one's work)



13 **Leadership ability** (Ability to lead a team or an organization effectively)

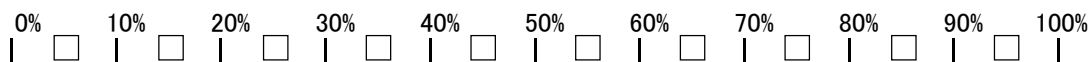


14 **Long-term prospects** (Ability to understand and analyze "business" signs from a long-term perspective to imagine possible contributions to one's office or one's own career path and to prepare suitable measures)

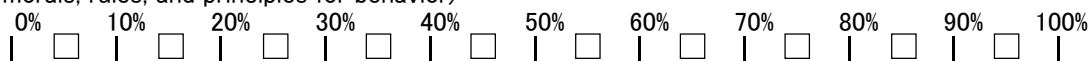


2-2 Quality

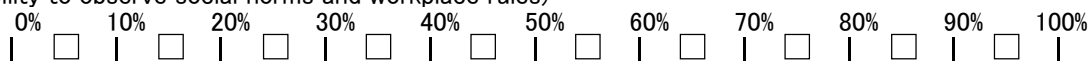
15 **Well-rounded education** (Possessing suitable knowledge and experience for understanding and dealing with difficult or complex subjects)



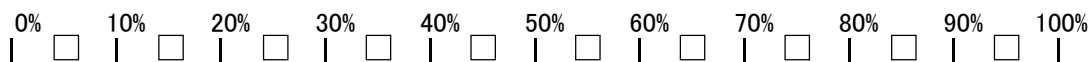
16 **Ethical sense** (Possessing morals, rules, and principles for behavior)



17 **Sense of discipline** (Capability to observe social norms and workplace rules)



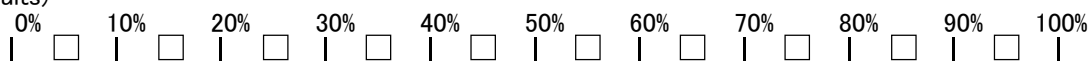
18 **Sense of responsibility** (Possessing a sense of responsibility to complete one's work on time and a commitment to one's own words and actions)



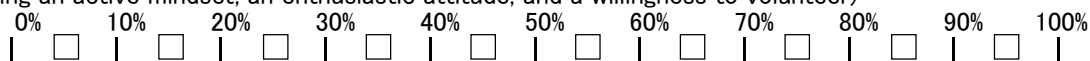
19 **Confidence in tackling work** (Capability to tackle work positively and aggressively in accordance with one's job performance and experience)



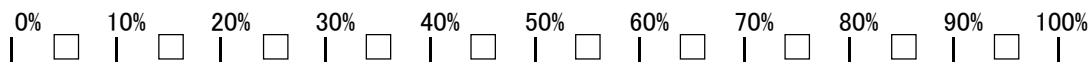
20 **Challenging spirit** (Possessing the spirit or attitude to venture positively into a new area of one's profession or interest and to achieve subsequent results)



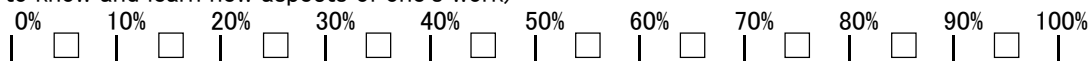
21 **Positive attitude** (Possessing an active mindset, an enthusiastic attitude, and a willingness to volunteer)



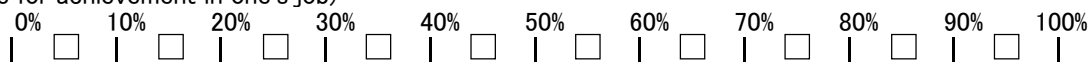
22 **Desire to achieve goals** (Desire to achieve work- and career-related goals by willingness to attempt and utilize various methods)



23 **Sense of curiosity** (Desire to know and learn new aspects of one's work)



24 **Sense of aspiration** (Desire for achievement in one's job)



2-3 Additional questions

25 (If on a ten-stage level of ability, your office requires a level-five ability, what ability level do you think is required for achieving your academic/research goals?)

└─ level required by the office ─┘

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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