

**Socialist Republic of Vietnam
Ministry of Education and Training**

**PREPARATORY SURVEY ON
JAPANESE GRANT AID FOR
HUMAN RESOURCE DEVELOPMENT SCHOLARSHIP
IN THE SOCIALIST REPUBLIC OF VIETNAM**

FINAL REPORT

March 2014

**Japan International Cooperation Agency (JICA)
Japan International Cooperation Center (JICE)**

GL
JR
14-006

Summary

1. Summary of the Preparatory Survey

Background of the Survey

The Japanese Grant Aid for Human Resource Development Scholarship (hereinafter referred to as “JDS”) Project¹ was first launched in Uzbekistan and Lao People’s Democratic Republic (hereinafter referred to as “Laos”) in fiscal 1999 as part of the “100,000 International Students Plan” of the Japanese government, with the aim of developing human resources who can play key roles in the formulation and implementation of social and economic development policies in developing countries. The project has later been introduced to other countries as well, and the number of target countries has reached 14 by fiscal 2013.

JDS has introduced a new system (hereinafter referred to as “the new system”) gradually for further effectiveness and efficiency in 2008, and Vietnam, Cambodia, Bangladesh, and Sri Lanka moved into this system in 2009. In these countries, the dispatch of participants to Japan in 2013 marked the completion of the dispatch of JDS participants in the six-year project cycle.

Under such circumstances, this Preparatory Survey was decided to be conducted with the aim of verifying the appropriateness of continuing with this project and properly reflecting the Country Assistance Policy for Vietnam, relevant JICA programs, etc. in the formulation of the project based upon the results of reviewing the needs of Vietnamese government.

Objectives of the Survey

The main objectives of the survey are as follows:

- For the survey team and the JDS Operating Committee of Vietnam to discuss and agree on target priority areas (Sub-Programs)/development issues (Components) based on the national development plan in Vietnam and the Country Assistance Policy for Vietnam by the Japanese government and allocated number of participants per Sub-Program. And also to consider the contents and the budget of Special Program provided by the Accepting University, and figure out the project scale design (draft) for acceptance of the JDS participants for the next four batches.
- To conduct the selection for the applicants nominated by the government organizations and select the final successful candidates. To finalize the Basic Plan for each Sub-Program, with involvement from the Accepting Universities, based on the information through the discussion between the survey team and Priority Organizations and meetings between faculty members of the university and the Operating Committee members.

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

Method of the Survey

As part of the Preparatory Survey, the survey in Vietnam has been conducted from September 2013 to March 2014.

- September 2013: Confirmation of the principle/policy for the survey
 - (1) to set Sub-Programs and Components in accordance with Country Assistance Policy for Vietnam by Japanese government and development needs of Vietnam
 - (2) to select and determine the Accepting Universities of Japan which would provide the educational programs corresponding to each Sub-Program/Component
 - (3) to select Priority Organizations corresponding to each Sub-Program/Component
 - (4) to confirm the implementation system
- September 2013 to March 2013: Recruitment and Selection of the JDS applicants of the 1st batch
- October 2013: Estimation of the project scale
- December 2013: Formulation of the drafts of Basic Plans for each Sub-Program
- February 2014: Confirmation of the Basic Plans for Sub-Programs

Results of the Survey

Sub-Programs/ Components in Vietnam

Sub-Program	Component	Priority Organization	Accepting University	Graduate School	Slot
1. Promotion of Economic Growth and Strengthening of International Competitiveness	1-1. Strengthening of Market Economy System	・Ministry of Planning and Investment ・Ministry of Finance ・The State Bank of Vietnam ・Ministry of Industry and Trade ・Vietnam Academy of Social Science ・Government Office ・Ministry of Education and Training	Hitotsubashi University	School of International and Public Policy	3
			International University of Japan	Graduate School of International Management	2
	1-2. Network Development for Transportation and Communication, Urban Development	・Ministry of Transport ・Ministry of Construction ・Hanoi City People's Committee ・Ho Chi Minh City People's Committee ・Government Office ・Ministry of Education and Training	Hiroshima University	Graduate School for International Development and Cooperation	2
			Nagoya University	Graduate School of Environmental Studies	2
	1-3. Stable Supplies for Energy	・Ministry of Industry and Trade ・Ministry of Science and Technology ・Government Office ・Ministry of Education and Training	International University of Japan	Graduate School of International Relations (International Development Program)	2
			Kyushu University	Graduate School of Engineering	2
2. Countermeasure against the Vulnerabilities	2-1. Agriculture and Rural Development	・Ministry of Agriculture and Rural Development ・National Institution of Agricultural Planning and Projection ・Government Office ・Ministry of Education and Training	Kyushu University	Graduate School of Bioresource and Bioenvironmental Sciences	3
			Tokyo University of Agriculture and Technology	Graduate School of Agriculture	2

Sub-Program	Component	Priority Organization	Accepting University	Graduate School	Slot
2. Countermeasure against the Vulnerabilities	2-2. Environment, Climate Change, Disaster Prevention	<ul style="list-style-type: none"> Ministry of Natural Resources and Environment Ministry of Planning and Investment Vietnamese Academy of Science and Technology Ministry of Agriculture and Rural Development Ministry of Industry and Trade Government Office Ministry of Education and Training 	University of Tsukuba	Graduate School of Life and Environmental Sciences	4
3 Strengthening of Governance	3-1. Strengthening of the Legal System	<ul style="list-style-type: none"> Ministry of Justice Supreme People's Court Supreme People's Procuracy Office of the National Assembly Ministry of Industry and Trade Government Office Ministry of Education and Training 	Nagoya University	Graduate School of Law	2
			Kyushu University	Graduate School of Law	2
	3-2. Strengthening of the Administrative Capacity	<ul style="list-style-type: none"> Ministry of Home Affairs Government Inspectorate People's Committee in Provinces Office of the National Assembly Ho Chi Minh National Academy of Politics and Public Administration Government Office Ministry of Finance Ministry of Education and Training 	International University of Japan	Graduate School of International Relations (Public Management and Policy Analysis Program)	2
			Meiji University	Graduate School of Governance Studies	2

Evaluation of the JDS

Through the evaluation of the JDS, the Sub-Programs and Components which were set in line with the human resource development needs of Vietnam were found to be consistent with the challenges facing the country in its development efforts and the priority areas of the Country Assistance Policy for Vietnam by the Japanese government.

As the effects of human resource development projects should be considered from a long-term point of view, Project Designs, particularly the Project Purpose, which is the goal to be achieved by the time of completion of the project, can be nothing more than to improve the abilities of human resources working for the formulation of policies and other tasks in governmental organizations, such as central ministries through getting them to learn the knowledge required to resolve relevant development issues. Ultimately, however, this is expected to lead to “contribution to resolving development issues facing one’s country” through effective utilization of the knowledge acquired by JDS participants in respective organizations back in their countries and provision of appropriate opportunities and duties to these former participants that will allow them to make good use of their knowledge.

The followings are the verifiable indicators to measure achievement of the Project Purpose:

- Ratio of JDS participants who obtain Master’s degree
- Ratio of JDS participants assigned to a workplace which has good relevance to their research/expertise after their return from Japan

The indicator of “ratio of JDS participants who obtain Master’s degree” has been highly achieved in previous years, through encouragement of application targeted at the organizations associated with the

targeted areas and personnel matching the purpose of the project during the recruitment period, selection based on basic academic knowledge and learning abilities, and various supports and regular monitoring for the JDS participants in Japan.

As for the other indicator, “ratio of JDS participants assigned to a workplace which has good relevance to their research/expertise after their return from Japan,” it can be said that their return to the organizations to which they belonged at the time of application is guaranteed to a certain degree. From the year when the new system was introduced, the words which pledge that JDS participants have to work at least two years at organizations to which they belonged at the time of application included in an application form. In addition, the Vietnamese version of a pledge was introduced in the year of 2013, and the efforts of Vietnamese government appears on the fact that Ministry of Education and Training (hereinafter referred to as “MOET”), JDS participants as well as their organizations sign on a pledge which stipulates that JDS participants go back to the organizations in which they were working before they came to study in Japan, and they are obliged to work as government employees for at least two years.

In addition, the results of questionnaire and interview surveys conducted on former JDS participants back in their home countries have revealed that their current work duties allow them to make use of what they have learned from participating in the JDS project. It is expected that continued communication to MOET and Priority Organizations will further increase the “ratio of JDS participants assigned to a workplace which has good relevance to their research/expertise” in the future.

2. Recommendations

As described in “1-4. Trend of Other Donor’s Aid,” Vietnam is provided with scholarship programs from multiple countries. In order to achieve the JDS objectives and to maximize its effects under such a situation, it is important to make more people become interested in applying for the scholarship at first and also to secure the quality of applicants.

Japanese government policies to further encourage the acceptance of students from overseas countries and unified efforts by related organizations across Japan would be desirable for securing the certain number of applicants. At the same time, as part of approaches to attract more people to the JDS project, it would be necessary to continue to advertise distinctive characteristics of the JDS project that set it apart from many other scholarship programs. Targeting government employees, the JDS is a well-designed project suitable for developing human resources who contribute to resolving development issues facing Vietnam. Relevant parties of Priority Organizations are expected to deepen their understanding that the JDS project benefits medium- to long-term development of their country. Specifically, the JDS project has the following features that should be showcased: (i) accepting universities are positioned as project partners; (ii) a comprehensive system covering provision of advices and acceptance of students is put in place where the JDS participants can receive curriculum

that meet the situation of their countries through the Special Programs² in addition to the existing programs; and (iii) generous support including regular monitoring is provided to the JDS participants throughout their stay in Japan.

In order to increase effects of the JDS project it would be necessary to strengthen cooperation with other JICA projects, focus more on public relations activities through establishing and utilizing continual cooperation with 331 returned participants, and recruit personnel who could be a counterpart in future projects.

The concerns and recommendations obtained through the Survey are as follows:

(1) Securing candidates from the central governmental organizations

Recruitment for the past 4 years under the first phase of the new system of JDS showed a decrease in the number of applicants and dispatches from major ministries and agencies, and there was an increase in the number of applicants and participants who were university faculty members, which has become an issue. Including the JDS 2013 participants, of the 117 JDS participants in the 4 years of the first phase, 54 were university faculty members, accounting for nearly half of the participants dispatched to Japan.

To improve the past results, active measures were taken to encourage more applicants from the Priority Organizations, and this resulted in an increase in the number of applicants from previous years, and applications from employees from the Priority Organizations of major ministries and agencies, too, increased significantly compared to the first phase³. As a result, the number of successful candidates from the universities decreased, and of the 30 successful candidates, 23 (77%) were employees of the Priority Organizations. However, the number of applicants from major ministries and agencies who are most linked to the development issue still remains small in some components and accepting universities. JDS project's original intent was to train young government employees involved in government policy formulation and its implementation, and as with the previous phase, encouraging young government employees of relevant ministries and agencies to make use of this scholarship. This continues to be an issue which requires more effort in ensuring the number of applicants (young government officials) with the cooperation of Vietnamese government as well as further strengthening the advertisement of JDS.

(2) Recruitment period and the number of applicants

For this fiscal year, the recruitment period was set as for 8 weeks, which was 1 to 2 weeks shorter than usual period due to the survey schedule. It is desirable to ensure about 10 weeks for recruitment in

² The Special Program is a combination of the "Contract Research" established in the old system and the "Research Activity Facilitation" set in the new system, conducted with additional fees provided to Accepting Universities apart from the tuition fees. The "Contract Research" 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 Activity Facilitation" 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 approval by the government of the target country.

³ In the first phase, the average number of valid applicants in the four years was 96 per year; however, 190 applications were received for 2013 recruitment. The average number of applicants from employees at priority organizations was about 80 for the first phase, and 158 applications were received for the 2013 recruitment.

view of the time required to prepare application documents and research plans, as well as to obtain necessary documents required for application, and the considerable time required to share information and complete approval procedures within the ministries and agencies⁴.

During the recruitment for this year, we received applications that numbered six times the maximum acceptance of 30 participants. New measures were implemented to encourage recruitment, such as sending out a press release for recruitment with cooperation from the JICA Vietnam Office and Vietnam International Education Development of MOET (hereinafter referred to as “VIED”), and posting recruitment web-link on the website of the Embassy of Japan in Vietnam⁵, and posting advertisements on the Internet. According to the analysis of questionnaire responses from the applicants about how they got the information, there were some who answered that they received the information through the new channel, such as two-week advertisement campaign on the Internet; however most applicants got the information in the same manner as the first phase, getting the JDS information through their belonging organizations or the Internet (JDS Vietnam recruitment information website, VIED website, etc.). Generally speaking, most applicants responded that they obtained JDS information through multiple information sources, such as information provided by Priority Organizations, returned participants, the JICA Vietnam Office and JICA experts, and through articles posted on the Internet⁶, which showed that diversification of access channels for JDS recruitment information compared with last year had been effective.

A total of 13 explanatory meetings were held in the Priority Organizations and other venues in 5 cities, including Hanoi and Ho Chi Minh City, and 89 of 196 applicants had attended these meetings, which showed that many who had actually attended the explanatory meetings applied for the project. An explanatory meeting was held in Can Tho in Mekong Delta for the first time, which resulted in increased applicants from Can Tho.

It seems important that to obtain more applicants, access channels should be diversified and cooperation should be obtained from Priority Organizations, returned participants and Japan’s relevant parties (JICA Vietnam Office, JICA experts, Embassy of Japan in Vietnam) and recruitment methods best suited for Vietnam should be established.

(3) Application qualifications

In the preparatory survey, Vietnamese side made the following proposal: TOEFL ITP score of 500 points is the minimum requirement for other scholarship programs offered by the Vietnamese government. Individuals who have scored 550 points on the TOEFL ITP are able to study at universities in Japan. Other scholarship programs set 500 points as the minimum score. In order to

⁴ Recruitment period set for scholarship program by New Zealand government is 5 months and Vietnam Education Fund (VEF) in the USA is 4 months, which allows candidates much more time to prepare application documents. Scholarship program by Australia (AAS) begin its promotional activities before the recruitment period.

⁵ According to the interview with VIED, “Most Vietnamese candidates seek scholarship information from Embassies.

⁶ Analysis of the questionnaire response showed that 133 of the 196 applicants obtained Vietnam JDS information through websites. As of the application deadline in November 12, 2013, there were 8,288 viewing of the JDS Vietnam recruitment website and 653 requests were received for download password.

maintain the quality of JDS participants and to maintain the good reputation of JDS, Vietnamese side proposed that the TOEFL ITP 500 score continue to be the minimum requirement for candidates.

It was also decided at the First Operating Committee meeting held in September 2013 that candidates for final screening that have not fulfilled the above requirement are to score 500 points or higher by the end of March of the year scheduled to arrive in Japan.

The final candidates must fulfill all requirements before coming to Japan. JDS project office has kept recommending all applicants to prepare well for the English examination at the explanatory meetings in the past years. Furthermore, it is important that the English requirement should be explained during the recruitment activities and that JDS project office facilitate candidates good preparation for the examination with sharing TOEFL structure and sample questions. It is also important to inform the result of the English score at the early stage of the selection to the candidates who have not scored 500 points on the TOEFL ITP, and to encourage them to improve their English score so that they can prepare well before the English examination.

(4) Selection of accepting universities

In regard to the selection of accepting universities, it was found that JICA had conducted impartial selection in accordance with the clearly established evaluation guidelines through the preparatory survey conducted this year. Vietnam side expressed understanding regarding validity of the selection method and stated its basic agreement to the proposal made by the Japan side. From the 13 years of experience in the execution of the project, students from Vietnam will be accepted with an understanding of the status of Vietnamese students, development issues of and human resources needs of Vietnam, and accepting universities that offer training systems required to fulfill the needs of the Vietnam side were selected.

As a future measure for the project, the selection process in the project framework including the selection of accepting universities, direct communication and strengthened cooperation is expected among accepting universities, local parties involved and the target organizations. It is, therefore, desirable for the accepting universities to offer effective education through consistent sub-programs with the objective of resolving development issues provided to students before their arrival in Japan, during the study program and after their return.

(5) JDS implementation system within the Vietnamese side and its procedures

In the discussion of this preparatory survey held in Hanoi, from the point of view of the balance of the Vietnam side and the Japanese side of the Operating Committee members, the preparatory survey team has proposed that Vietnam side would streamline the members of the Operating Committee. As a result, at the first Operating Committee in 2013, the members of the Vietnam side were considered again and streamlined. Based on the discussion, as it is mentioned at “2-1-1. Implementation system of the JDS”, Japanese side (1 organization: JICA Vietnam Office), Vietnam side (4 organizations: Vietnam International Education Development, International Cooperation Department, Department of

Planning and Finance of MOET, Ministry of Planning and Investment) are set as the Operating Committee members.

It is only VIED, however still, to participate in the Operating Committee from Vietnam side. The other members are not much involved into the project. On the other hand, International Cooperation Department of MOET is responsible for the arrangement of EN (Exchange of Note) and GA (Grant Agreement), and Department of Planning and Finance is responsible for AP (Authorization to Pay). In the same ministry, the responsible departments of JDS are divided into several and cooperation and coordination between departments is not necessarily done smoothly. For these issues, the survey team also requested MOET to assist accelerating the implementation procedures. It is indispensable to keep encouraging the cooperation and coordination between relevant departments within the ministry, to implement smoothly the various procedures in the future.

Table of Contents

Summary

Chapter 1. Background of the Japanese Grant Aid for Human Resource Development

Scholarship (JDS)	1
1-1. Present Situations and Issues of JDS.....	1
1-2. Background and Overview of the Grant Aid.....	15
1-3. Trend of the Japanese Official Development Assistance (ODA)	16
1-4. Trend of Other Donor's Aid	19

Chapter 2. Contents of the JDS

2-1. Outline of JDS.....	23
2-2. Four-year Project Scale Design	35
2-3. Obligations of Recipient Country	35
2-4. JDS Implementation Schedule	36
2-5. Follow-ups of the Project	37

Chapter 3. Evaluation of the JDS and Recommendations.....

3-1. Evaluation by JDS Participants in Vietnam and the Accepting Universities.....	39
3-2. Expected Effect of JDS	46
3-3. Implementation of Supplementary Surveys for Evaluation at the End of the Project.....	48
3-4. Recommendations	51
3-5. JDS and Development Issues, and Conformity with the Country Assistance Policy	56
3-6. Conclusion.....	57

[Appendix]

1. Member List of the Survey Team
2. Flowchart of the Preparatory Survey for JDS
3. List of Contact Persons during the First Survey in Vietnam
4. Minutes of Discussions
5. The numbers of JDS participants to be accepted for the next four years under the JDS project in Vietnam
6. Basic Plan for the Sub-Programs
7. Summary of the Result of Supplementary Survey of Priority Organizations
8. Selection and Recruitment of the First Batch of Candidates Coming to Japan in fiscal 2014 (Socialist Republic of Vietnam)

ABBREVIATION	DESCRIPTION
AAS	Australian Awards Scholarship
ADB	Asian Development Bank
AusAID	The Australian Agency for International Development
DAC	Development Assistance Committee
EPA	Economic Partnership Agreement
GDP	Gross Domestic Product
GNI	Gross National Income
HCMA	Ho Chi Minh National Academy of Politics and Public Administration
IELTS	International English Language Testing System
IMF	International Monetary Fund
JDS	Japanese Grant Aid for Human Resource Development Scholarship
JICA	Japan International Cooperation Agency
JICE	Japan International Cooperation Center
MEXT	Ministry of Education, Culture, Sports, Science and Technology
MDGs	Millennium Development Goals
MOET	Ministry of Education and Training
NGO	Non Governmental Organization
ODA	Official Development Assistance
OECD	Organization for Economic Co-operation and Development
PRS	Poverty Reduction Strategy
SEDP	Socio-Economic Development Plan
SEDS	Socio-Economic Development Strategy
TOEFL	Test of English as a Foreign Language
UNDP	United Nations Development Programme
WTO	World Trade Organization
VIET	Vietnam International Education Development, Ministry of Education and Training
YLP	Young Leader's Program

Remarks:

In this report, JDS project before introduction of the new system (system which accepts 4-batch participants under the same field, Priority Organization and Accepting University) is mentioned as “JDS old system”. In addition, it is distinguished acceptance of 4-batch participants since Preparatory Survey in 2009 as “the first phase of the new system” and acceptance of another 4-batch participants since this Preparatory Survey as “the second phase of the new system”.

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 (hereinafter referred to as “JDS”) Project⁷ was first launched in Uzbekistan and Lao People’s Democratic Republic (hereinafter referred to as “Laos”) in fiscal 1999 as part of the “100,000 International Students Plan” of the Japanese government. JDS aims to develop human resources who can play key roles in formulating and implementing social and economic development plans in developing countries. The project has later been introduced to other countries as well, and the number of target countries has reached 14 countries⁸ by fiscal 2013. The total number of JDS participants who had come to Japan exceeded 2,900 by fiscal 2013.

Relevant Government peoples in the target countries highly evaluate the overall achievements that the JDS Project has made in the past 14 years, stating that “JDS participants contribute significantly to the development of their own countries, taking advantage of what they have acquired through their studies in Japan in various ways.” At the same time, however, they recognize the need to review the following items for further effectiveness and efficiency:

- Narrowing down of target fields of study based on the needs of a targeted country and the Country Assistance Policy by the Japanese government
- Selection of target candidates and target organizations to be developed
- Continuous acceptance of JDS participants by the same universities to improve the quality of education and provide the curriculum taken in consideration of the needs of a targeted country.

This is the background against which it was decided that a new system for JDS (hereinafter referred to as “the new system”⁹) would be introduced. The Preparatory Survey for the introduction of the new system was conducted first in Uzbekistan, Laos, Mongolia and Tajikistan¹⁰ in fiscal 2008, and then in Vietnam, Cambodia, Bangladesh and Sri Lanka¹¹ in fiscal 2009. In fiscal 2010, Kyrgyz and the

⁷ Japanese Grant Aid for Human Resource Development Scholarships (JDS) Project: A human resource development (overseas education) scheme provided to currently 12 countries through Japanese grant aid.

⁸ 14 countries: Uzbekistan, Laos, Vietnam, Cambodia, Bangladesh, Mongolia, Myanmar, China, the Philippines, Indonesia, Kyrgyz, Tajikistan, Sri Lanka and Ghana. The Project terminated with the dispatch in 2006 in Indonesia and the dispatch in 2012 in China.

⁹ New system: Under the new system, Sub-Programs/Component are established in each target country based on Japanese ODA policy (target priority areas, etc.), 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 universities which are suitable for the efforts for the Sub-Programs/Components. While the prime purpose of the JDS Project was originally to improve the abilities of individual international students, the new system aims to develop human resources who will be able to formulate policies to resolve issues facing their countries in the future, by making the administrative capacity enhancement of each country as its major purpose since 2009. In the new system, four years are regarded as one package. JDS participants are dispatched under the same schemes, with the same Sub-Programs/Components, Target Organizations and Accepting Universities for four years. This results in improvement in the core human resources’ abilities to make policies and manage projects, which leads to improvement of Target Organizations’ ability in policy-making. In addition, Accepting Universities can provide education through programs suitable for target countries through the acceptance of JDS participants from the same countries and Target Organizations for four years.

¹⁰ Tajikistan joined JDS in 2008.

¹¹ Sri Lanka joined JDS in 2009.

Philippines also became target countries of the new system. In fiscal 2011, Ghana became the first in Africa to participate in the JDS Project, and the Preparatory Survey was implemented in the country.

In Vietnam, Cambodia, Bangladesh, and Sri Lanka, to which the new system was introduced in 2009, the dispatch of participants to Japan in 2013 marked the completion of the dispatch of JDS participants in the six-year project cycle. Under such circumstances, this Preparatory Survey was decided to be conducted with the aim of verifying the appropriateness of continuing with this project, reviewing the needs of the Vietnamese government, and properly reflecting the Country Assistance Policy for Vietnam, relevant JICA programs, etc. in the formulation of the project.

As of January 2014, a total of 394 JDS participants from Vietnam have been sent to Japan since 2000, in which the JDS Project was launched in the country (Table 1).

Table 1: Number of JDS participants from Vietnam (As of February 2014)

Batch	Year	Field of Study	Number of Participants	No. of participants who returned to work or were reemployed (*1)	
				At the time of return to Vietnam	Current
1st Batch	2001	Law, Economics, Business Administration, Agriculture, IT	20	9	5
2nd Batch	2002	Law, Economics, Business Administration, Agriculture, IT	30	18	13
3rd Batch	2003	Law, Economics, Business Administration, Agriculture, IT	30	16	11
4th Batch	2004	Law, Economics, Business Administration, Agriculture, IT, Environmental Policy	30	23	14
5th Batch	2005	Law, Economics, Business Administration, Agriculture, IT, Environmental Policy	30	19	15
6th Batch	2006	Law, Economics, Business Administration, Agriculture, IT, Environmental Policy	33	26	10
7th Batch	2007	Law, Economics, Business Administration, Agriculture, IT, Environmental Policy, International Relations	34	19	17
8th Batch	2008	Law, Economics, Business Administration, Agriculture, IT, Environmental Policy, Public Policy, International Relations	35	18	17
9th Batch	2009	Law, Economics, Business Administration, Agriculture, IT, Environmental Policy, Public Policy, International Relations	35	19	16
10th Batch	2010	Law, Economics, Agriculture, Environment, Public Administration, Transport	28	27	26
11th Batch	2011	Law, Economics, Agriculture, Environment, Public Administration, Transport	29	26 ¹²	25
12th Batch	2012	Law, Economics, Agriculture, Environment, Public Administration, Transport	30	Studying in Japan	
13th Batch	2013	Law, Economics, Agriculture, Environment, Public Administration, Transport	30	Studying in Japan	
Total			394	220	169

(*1) Calculation based on the available information

In order to achieve the “capacity development of young government employees” which is the objective of the JDS, appropriate candidates must apply and be selected during the recruitment and selection of JDS participants. Vietnam has limited its target to government employees since 2009 by

¹² With regards to 3 of 26 participants who are in the 11th Batch, as of February 2014, they are continuing their studies at Nagoya University (expected to graduate in March 2014).

introducing the new system and has been recruiting and selecting with a focus on the development of young government employees. In addition, from the view point of producing more effects of the project, basically for four years placements in the same fields and of the same numbers should be continued, with the participants from the 10th batch to the 13th batch being carried out in 6 fields such as “law,” “economics,” “agriculture,” “environment,” “public administration,” and “transport.”

In addition, since 2009 it has been recognized between the Operating Committee members that “it is necessary to aim at the production of effect by creating a ‘critical mass,’ meaning a group of graduates with similar background without subdividing the fields of study to be targeted by this project, in order to effectively utilize the limited number of 30”. And in order to achieve a higher effect of the project, sub-programs were set up (see Figure 1).

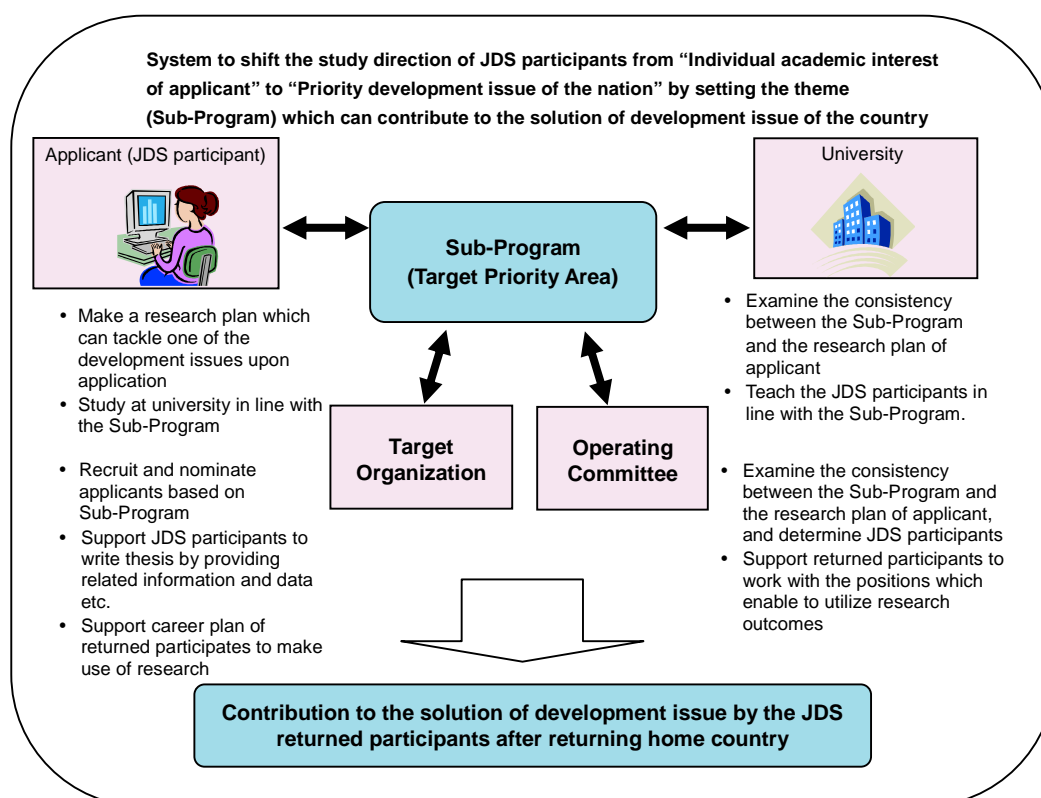


Figure 1: Structure of Sub-Program

In addition, it has been discussed among the Operating Committee members that how to improve the retention rate after returning home which becomes a necessary condition in order for the young government employees who receive a training to contribute to solve the challenges of the social and economic development of their home countries. Efforts have been made by signing a pledge between JDS participants and their belonging organizations which shall be made to Ministry of Education and Training (the executing agency of the JDS project in Vietnam, hereinafter referred to as “MOET”) before coming to Japan so that JDS participants will be able to return to work at their belonging organization after returning home.

On the other hand, the following challenges have been recognized: securing applicants with the qualities that match the field of acceptance and with enough English proficiency to study in the

master's program; securing applicants who will be able to contribute with a high degree of probability after returning home (government officials at central ministries which formulate and implement policies); strengthening the function of matching between the accepting universities and the research plans of the applicants; personnel allocation with which returned participants can take advantages of study abroad experience; and utilization of JDS returned participants within an organization.

1-1-2. Development Plan

The government of Vietnam has aimed to industrialize by the year 2020 as a government goal in the “Ten-Year Socio-Economic Development Strategy 2011-2020 (SEDS 2011-2-2020)” and the “Five-Year Socio-Economic Development Plan 2011-2015 (SEDP 2011-2015)” as approved by the National Congress of the Communist Party in 2011. These emphasize strengthening the abilities of government officials in order to bring about sustainable growth through the strengthening of international competitiveness, international integration, and social stability.

(1) Ten-Year Socio-Economic Development Strategy 2011-2020 (SEDS 2011-2020)

SEDS 2011-2020 is the basic strategy for national development, and was established in January 2011. It is based on three pillars, with twelve social and economic development strategies and has industrialization by 2020 as its goal. This strategy concerns the necessity of leaving the current economic model which is based around cheap labor, and of intensive investment aimed at improving efficiency and productivity, and enhancing competitiveness.

SEDS 2011-2020 is predicated on Vietnam becoming a modern industrial nation, and sets the education, training, and scientific technology that contribute to national modernization and industrialization as one of its goals, and achieving the creation of high quality human resources as one of its major goals. In line with this, it proposes economic and social development indicators that are to be reached by the year 2020.

Table 2: Indicators in SEDS 2011-2020

Indicators		Targets
Economy	Annual average GDP growth rate	7–8%
	Nominal GDP per capita	USD 3,000
	Economic structure: rate of GDP for industry and construction and service sector	85%
	In the above mentioned 85%, rate of high-tech products or products using scientific technology in the GDP	45%
Society	Average annual population growth rate	1.1%
	Life expectancy	75 years old
	Trained labor rate in total labor	55%
	Average poor household rate	2%
Environment	Forest coverage rate	45%
	Rate of access to safe water	100%
	Ensuring and spreading corporate compliance with environmental regulations (new companies)	100%
	Ensuring and spreading corporate compliance with environmental regulations (existing companies)	80%

Source: Edited based on SEDS 2011-2020

To achieve its goals, SEDS 2011-2020 provides the following three action policies in addition to its directions for encouraging development, innovating a growth model, and reforming the economy:

- 1) Improvements to the socialist oriented market economy institutions
- 2) Rapid training of quality human resources
- 3) Development of a modern infrastructure

(2) Socio-Economic Development Plan 2011-2015 (SEDP 2011-2015)¹³

In SEDP 2011-2015, the major achievement goals related to social and economic development and the environment over the five-year period until 2015 are set, and the details of implementing the three pillars set in SEDS 2011-2020 are noted. Of the achievement goals set in SEDP 2011-2015, those related to human resources development are shown in Table 3.

Table 3: Indicators for Human Resources Development in SEDP 2011-2015

Indicators	Targets
Average annual growth rate in number going on to university	7%
Average annual growth rate in numbers going on to vocational training schools	8%
Number of university students per 10,000 populations	300

Source: Edited based on SEDP 2011-2015

The average economic growth rate for the five-year period that is the target period for SEDP 2006-2010 was 7%, and the GDP for 2010 was twice that of 2000, making Vietnam now a member of the middle-income countries group. With the exception of “Goal 7: Ensure environmental sustainability,” Vietnam has largely reached all of its Millennium Development Goals.¹⁴ However, of the 24 goals in SEDP 2006-2010, ten have yet to be reached.¹⁵ The speed of transformation of the economic structure into an industrialized or modern one remains slow, and as distribution is not done rationally, the gap between rich and poor, and between regions, is widening. There are weaknesses in economic competitiveness, labor productivity, the quality of human resources (especially in the science and technology fields), and infrastructure development, which are hampering development. As a direct factor behind these, there are the limitations on knowledge of the government and various industries regarding the socialist oriented market economy institutions, slow and inconsistency of innovation.¹⁶

In SEDP 2011-2015, creating a foundation for becoming a modern industrialized nation by 2020 is the overall goal, and while the first two or three years will be focused on stabilizing the macro economy, the second half will be aimed at harmonizing and stabilizing growth goals, the macro economy, and

¹³ The World Bank recognizes SEDP 2006-2010 as a strategy for Vietnam’s Poverty Reduction Strategy Paper (PRSP). <http://www.worldbank.org/en/country/vietnam>

¹⁴ See the UNDP website: <http://www.vn.undp.org/vietnam/en/home.html>

¹⁵ For example, GDP growth rate, the ratio of the mining, construction, and service industries in the economic structure, the export growth rate, the ratio of population with access to safe water, and lack of waste water processing systems that meet environmental standards in export processing zones and industrial estates have yet to be reached.

¹⁶ See the provisional translation of the original by JETRO (2011) and the website of the embassy of Japan in Vietnam http://www.vn.emb-japan.go.jp/index_jp

social security. The economic goal is to increase the GDP by an annual average of 6.5% to 7%, and the social goal is to increase the income of citizen will be increased to 2 or 2.5 times higher than 2010.

In terms of education and training, drastic reforms will be carried out, enhancing the quality of human resources, and studies will be carried out regarding human resources for science and technology, cultural technology, and corporate management

1-1-3. Socio-economic Situation

In the 2000s, Vietnam achieved high economic growth, averaging over 7% per annum. With the effects of the Lehman Bankruptcy on the world economic slump, this dropped to 5.3% in 2009, but has been recovering, with 6.8% in 2010 and 5.9% in 2011.¹⁷ The per-capita GDP topped USD 1,000 in 2009, reaching USD 1,523 in 2012

Major Industries: Agriculture, forestry, fisheries, mining,
light industry

GDP: Approx. USD 137.7 billion (2012: IMF)

Per capital GDP: USD 1,523 (2012: IMF)

Economic (real GDP) growth rate: 4.9% (first half of 2013)

Source: MOFA website

<http://www.mofa.go.jp/mofaj/area/vietnam/data.html>

as Vietnam joins the ranks of the Middle Income Country.¹⁸ According to the announcement by the Directorate of Population and Family Planning, of Ministry of Health, the population of Vietnam topped 90 million in November 2013,¹⁹ making it the third-most populous country in Southeast Asia after Indonesia and the Philippines, and it is predicted to reach 100 million in 2030. However, with this increase in population, there has not been a commensurate increase in the quality of workers that the labor force increase would suggest, and the gradual increase of an aging, low-fertility society are causing issues. In Vietnam, the younger generation, people under 30, is more than 50% of the population, and at present this wealth of low-wage labor is a strength in attracting foreign direct investment. The unemployment rate for 2012 was 3.3% overall.²⁰

Since the introduction of the Doi Moi (Renovation) Policy in 1986, Vietnam has developed its market economy and strengthened its active integration with the global economy, joining the World Trade Organization (WTO) in 2007. In 2009, Vietnam launched its first bilateral economic partnership agreement (EPA) with the Japan-Viet Nam Economic Partnership Agreement. International trade and foreign direct investment have been even more vitalized, but in order to adapt many of Vietnam's economic systems to international rules and standards, and not just for increasing the speed of growth, changes are required in a wide range of areas such as politics, and not just the development of legal systems and administrative procedures.

On the other hand, Vietnam still lacks infrastructure development to cope with the demand for an economic infrastructure in areas such as transport and shipping, and energy, which are increasing as the economy rapidly expands. Large-scale development needs are expected in this area. In addition,

¹⁷ JETRO website: Information on Countries and Regions: Basic economic indicators for Vietnam.

¹⁸ Ditto.

¹⁹ Vietnam market report <http://www.asianavi-jas.com/visit/2014/01/21>

²⁰ Ditto.

the income levels in rural areas remain low, and there are poor households, especially among the regional minority groups. The flip side of this rapid economic growth has meant that issues of environmental pollution and destruction, regional gaps, and the lack of development of medical and social insurance systems are becoming serious problems. In addition, one common issue with these problems overall is the requirement for strengthening the governance.²¹ There is an even greater need to work on training human resources for government and administration organizations to deal with these problems, while taking into account the balance between economic stability and growth in order to grow the Vietnamese economy sustainably.

1-1-4. Situation of Higher Education and Human Resource Development of Government Officials

(1) Situation of Higher Education

The educational system in Vietnam has gone through a number of repeated changes over its history, from the days it was a French colony, to when it was divided into North and South, the 1976 unification and socialist era. The Third Educational Reforms in 1981 established a “5-4-3” 12-year system, with five years of primary education, four years of intermediate (lower secondary) education, and three years of higher secondary education.²² The first nine years of primary and lower secondary education are compulsory. Universities are between four and six years.

The higher education system in Vietnam has been heavily influenced by the former Soviet Union, with institutes (specialist universities) for areas like industry, agriculture, forestry, fisheries, education, and medical science predominating.²³ However, after the Vietnamese government introduced the Doi Moi Policy in 1986, the emphasis on national modernization and industrialization has led to a massive expansion of higher education, with increased number of students and education budgets as the government has worked to promote higher education. In 1987 there were only 101 institutes of higher education, but by 2009 that number had increased to 376 (150 universities, 226 junior colleges),²⁴ with more than 1.5 million students.

Most university faculty members have obtained their degrees either in the Soviet Union or in Vietnam during the period when the country was influenced by the Soviet Union, and the pedagogy places an emphasis on the theoretical aspects, based on understanding and memorizing textbooks, so students do not have enough ability to apply what they have learned. Research in scientific fields is one of the major issues faced by universities in Vietnam, but the lack of research facilities and equipment means that it is hard to carry out high-level research.

In order to deal with the various problems caused by the move to a market economy, they need the

²¹ Support Policies by Nation: Socialist Republic of Vietnam (December 2012)

²² Miho ITO, “The Development Process of Higher Education in Vietnam and Changes in the Labor Market” (Japan Institute for Labour Policy and Training, *Survey Research on Industry-Academia Links and the Transition to Careers by Engineering Students in Vietnam*, 2013)

²³ JASSO “Vietnam Overseas Study Information: Survey of Higher Education Institutes by JASSO for fiscal 2005”

²⁴ Vietnam Ministry of Education and Training, “Report on the Development of Higher Education System, The Solutions to Ensure Quality Assurance and Improve of Education Quality” (Oct, 29, 2009)

ability to adapt Western systems and techniques to Vietnam, in harmony with its domestic situation. Therefore the Ministry of Education and Training aims to increase the number of universities with international levels of education and research ability, create a model university, improve the quality of faculty members, and increase the number of faculty members with Master's or Doctoral degrees. To attain these goals will be difficult using only Vietnamese resources, so support from other countries is vital.

In addition, according to a report of MOET, 63% of new graduates failed to secure a job before graduation in 2011. The job situation for new graduates is becoming serious.

Note that public universities in Vietnam are broadly divided into three types. The first are the "National Universities" in Hanoi and Ho Chi Minh City. These national universities have a wide range of academic disciplines and are given names that suggest they are national comprehensive universities, with special status, and they are given special treatment for the distribution of research funds, university administration, and other areas. One major difference is that the university president of national universities is appointed by the Prime Minister, but the presidents and chancellors of other universities are appointed by MOET. National universities are best thought of as one organ of administration. There are a number of universities under national universities, and these universities are ranked the same as the universities under the umbrella of MOET.

The second, "Regional Comprehensive Universities," were created when specialist universities were all reorganized and integrated in April 1994. These are cases such as Huế University, Thai Nguyen University, and the University of Da Nang.

The third is the "Institutes" that are a legacy of the Soviet higher education system and still form the core of higher education in Vietnam. More than half of these are concentrated in Hanoi.²⁵ Institutes are under the jurisdiction of the various ministries. For example, the Academy of Finance is under the Ministry of Finance, Hanoi University of Law is under the Ministry of Justice, Vietnam Forestry University and Water Resources University are under the Ministry of Agriculture & Rural Development. Of the 53 institutes, 21 (39.6%) are under the umbrella of MOET.²⁶

MOET, which is the central educational administration organ, has Departments of Education and Training (DOET) in the provinces (the equivalent to prefectures in Japan) and Bureaus of Education and Training (BOET) in the districts (the equivalent to municipalities in Japan) under that, so that directives and orders from the central government can be passed down right to the lowest level.²⁷

²⁵ Masahiro CHIKADA, *A History of Higher Education Policies in Modern Vietnam*, Taga Shuppan, 2005

²⁶ Op. cit. (Chikada)

²⁷ Yoshitaka TANAKA, *Educational Reform in Vietnam*, Akashi Shoten, 2008

(2) System of Public Administration/Government Employees

Following its independence in 1945, Vietnam initially introduced a modern civil servants system, but the strength of national management under Communist Party control, and the length of the war, meant that not enough attention was paid to the development of the civil servants system. However, from around the Sixth National Congress of the Communist Party in 1986, the low abilities of officials in national organs, administrative organs in particular, their inefficiency, and their bureaucratism came under fire with monitoring by the citizen, so more efforts were made to develop the civil servants system. In addition, under Doi Moi, with the work done to develop the economy and society, there was a rapid expansion of administrative work both internally and externally, and an increased need for civil servants with enough knowledge and ability to deal with this. At the same time, the citizen monitoring of corruption and bribery is intensified. This all meant that more efforts were paid to developing the civil servant system in Vietnam.²⁸

The scope of civil servants can be understood either in the narrower sense, limited to personnel working for central government administration bodies, or in the wider sense, expanding to cover the military, the police, the judiciary, local government officials,²⁹ public enterprise employees, national and public school teachers, and so on.

The Council of Ministers (equivalent to the current Cabinet) published the protocols related to state civil servants in 1991. In these protocols, state civil servants were defined as “Citizens of Vietnam who are selected, assigned a grade for payment from the national coffers, and appointed to specific permanent posts in central or local state offices in Vietnam or foreign countries,” with the scope of civil servants, and the obligations for creating regulations for civil servants in government organizations and human resources committees defined.³⁰

The 1991 Council of Ministers Protocol defined the scope of state civil servants as those hired for the following: central or regional state administrative agencies, embassies, consulates, national schools, national hospitals, national research institutes, state-run newspapers, national radio and television stations, administrative staff of the Ministry of National Defense, the People’s Court, People’s Procuracy, Office of the National Assembly, the National Council, and the People’s Council.³¹

In 1993, work on drafting laws related to the civil servants system started, and in 1998 the Senior Management and Civil Servants Law (hereafter, the “Civil Servants Law”) was adopted. An amendment of the law in 2003 revised and clarified the definitions of civil servant. This meant that members of the People’s Council and the People’s Committee, and some staff of the People’s Committee in local government agencies at the municipal level which had not previously been considered as civil servants now were. The Senior Management and Civil Servants Law following its revision broadly divides civil

²⁸ This is taken from Isao KISHI, “The Civil Service” (Masaya SHIRAISHI, *State Apparatus of Vietnam*, Akashi Shoten, 2000)

²⁹ There is no concept of “local government” in Vietnam, and all local administrative bodies are considered to be “state organs in the regions.” (Yoshiaki TSUBOI, *Vietnam’s New Era*, Iwanami Shoten, 2008)

³⁰ Op. cit. (Kishi)

³¹ Op. cit. (Kishi)

servants into (1) those elected through elections as senior management of state institutions, political organizations, and political and social organizations at the central, provincial, and district levels and (2) those employed or appointed by the above. In addition, it also covers (3) prosecutors of the People's Procuracy and judges of the People's Court, (4) those employed or appointed by People's Army agencies (with the exception of military officers, professional soldiers, and military laborers), those employed or appointed by People's Public Security agencies (with the exception of People's Public Security officers and non-commissioned officers), and, as noted above, (5) those appointed through elections as members of the People's Council and the People's Committee, the General Secretary of the Communist Party and Deputy General Secretary, and the heads of political and social organizations at the municipal level, and (6) those employed as senior management-level civil servants of the People's Committee at the municipal level.

Vietnam does not use a unified civil service recruitment examination.³² Each ministry holds its own exams, but even these are not qualifying exams through public recruitment. They are mainly based around individual interviews. The reason for this is the emphasis given to elements that are not part of the ability to administrate, such as political stances regarding whether the candidate is a member of the Party or not, or their class, such as the family they come from.

The central government of Vietnam has 18 ministries, with an additional four agencies that ranked equal to ministries and eight agencies directly administered by the government.

³² Op. cit. (TSUBOI)

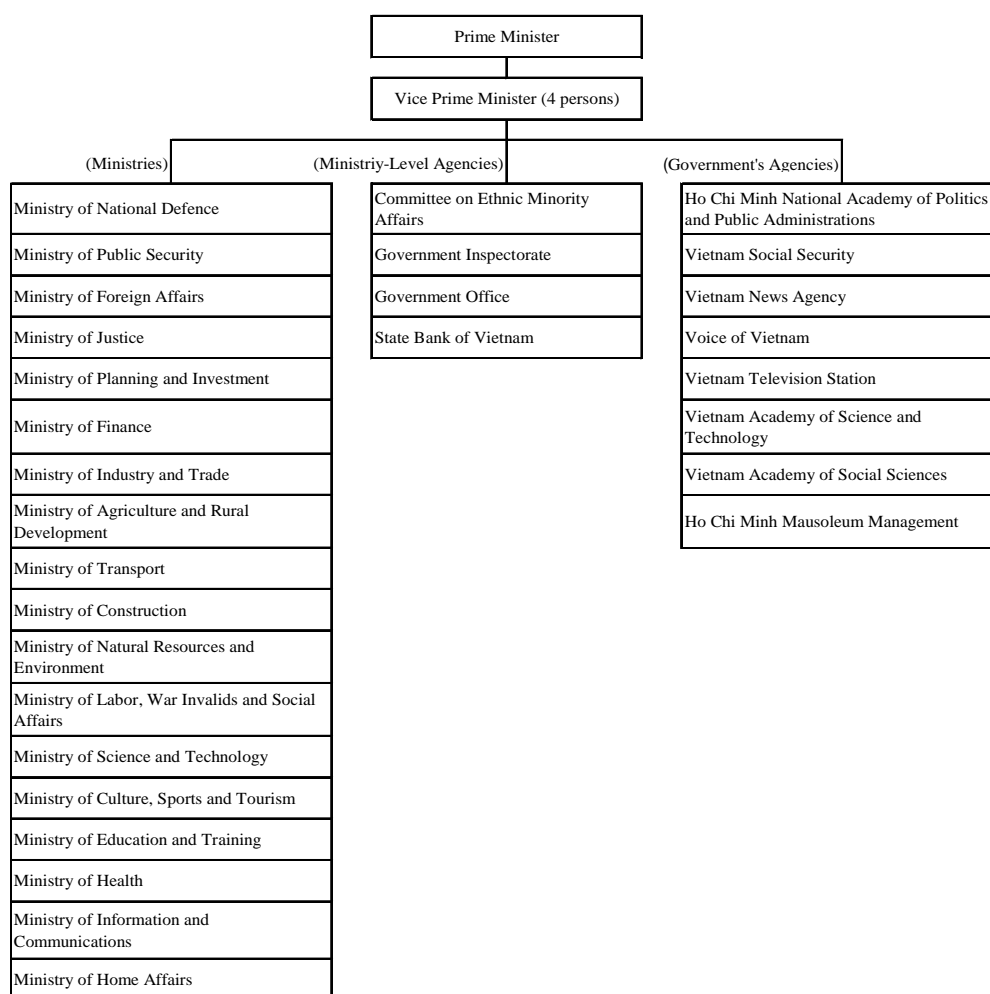


Figure 2: Government Organizations of Vietnam³³

(3) Situation of Target Priority Area/Development Issues and Human Resource Development in the Administrative Organizations

For government agencies, the Doi Moi Policy that was brought in in 1986 gave them a role in supporting the smooth operation of society and the economy, carrying out laws appropriately with regard to the diverse individuals and organizations working under the market economy, replacing their former role of carrying out economic planning.³⁴ What was needed with this transformation in state functions was administrative reform.

The “2001–2010 Public Administration Reform Master Program” published in 2001 notes that the current state of public administration “retains much of a centralized, bureaucratic, state-centered system, which does not respond to the demands of new management systems or to the demands of citizens under the new conditions, and suffers from ineffective and inefficient management.”

Based on this Master Program, administrative reform in Vietnam appears to proceed slowly but surely.

³³ Created from op. cit. (Tsuboi) and the website of the Office of the Prime Minister, Government Portal <http://chinhphu.vn/portal/page/portal/English/ministries>

³⁴ Futaba ISHIZUKA, “Administrative Reform,” (Teruo IMAI, Misaki IWAI, *Sixty Chapters to Understand Modern Vietnam*, 2012)

However, the quality of civil servants has been focused on in recent years. Since the 1990s, the Vietnamese government has brought in and strengthened elements of meritocracy to the civil service, and has invested a great deal of resources in training civil servants. However, at present, nepotism remains common in the hiring and promotion of civil servants.³⁵ While incompetent workers cannot be fired, management-level people are deserting to the private sector due to the low wages and lack of chances for advancement.

In SEDS 2011-2020, “Civil service reform” has been included as a key issue, and its emphasis is on increasing the efficiency of state management and administrative procedures, trimming the bloated number of bureaucrats³⁶, improving civil servant employment and training systems, and enhancing their executive abilities. In terms of human resources training in particular, the Human Resources Strategy (2011-2020) that was approved in April 2011 has set the training of highly specialized public officials that can adapt to the changes in the global environment as one of its goals, and considers that administration, policy-making, and international law are areas that need to be strengthened.

Based on this strategy, the Human Resources Development Master Plan (2011-2020) formulated by the Ministry of Planning and Investment presents the current status of vocational training, the demand forecast of the working population, the attainment targets of vocational training in each field, and forecasts for investment in human resources development. Based on these, the ministries and agencies, local government, and organizations are responsible for creating and implementing a long-term strategy for the Human Resources Development Master Plan and the Human Resources Strategy.³⁷

In addition, the New Administration Reform Master Plan 2011-2020, which sets out the general goals and specific plans for overall administrative reform, sets as its general goals the “modern administration with modern administration with integrity by 2020” and the “development of civil servants with sufficient quality and ability.”

In March 2010, a law related to the education and training of civil servants was established. That September, as an administrative agency to carry out the training and education of management-level employees (including managers of state-owned enterprises), senior management, and senior specialists³⁸ nationwide, the Ho Chi Minh National Academy of Politics and Public Administration (HCMA) was directed to “improve the education and training program” by Prime Ministerial decision.³⁹ The HCMA carries out training for management jobs at the level of section chief or higher for public bodies, including local government, based on the relevant laws and this decision. There are more than 15,000 trainees a year, and the HCMA plays an extremely large role in spreading Vietnam’s

³⁵ Op. cit. (Ishizuka)

³⁶ In February 2014 the Vietnamese Ministry of Home Affairs created a proposal for restructuring that would see the number of public officials reduced by about 100,000 over the six years from 2014 to 2020 through dismissing workers or early retirement (Electronic edition of the VN Express, a Vietnamese newspaper, February 12, 2024)

³⁷ JICA, “Collection of Information and Confirmation Survey on Human Resources Training Fields in Vietnam (September 2012).

³⁸ Civil servants include Senior Deputy Directors, Chief Deputy Directors, Deputy Directors, Executive Secretaries, and Staff (Office). Deputy Directors are those who have passed a one-year trial period. Chief Deputy Directors are those who have worked for at least nine years as Deputy Directors, and taken the training for Mid-Level Deputy Directors.

³⁹ JICA, “Ex-ante Evaluation of Civil Service Training Ability Enhancement Support Project”

basic policies. In addition, its training content is changing from the older focus on learning political theory and Party policies to more practical and specialist training that matches their work.

As part of this, the HCMA is scheduled to carry out es, including local government, based on the relevant laws. In addition, a newf three years for 500 candidates who will be selected for the Central Committee members at the Twelfth Party Congress in 2016. In addition, a new Graduate School of Public Policy program will be created with the goal of training human resources who can respond to actual policy issues, targeted at researchers, university faculty members, and public officials who are section chiefs or candidates for section chiefs related to the proposal or implementation of direct public policies.⁴⁰

Moreover, the Vietnamese government has a number of programs for training younger and senior public officials, national and public university faculty members, and so on, including “Program 911,” “Program 599,” “Program 165,” “Mekong 1000,” and “MARD Biotech.”^{41,42} However, while these types of training are run by the Vietnamese government, one issue is that they lack the abilities and management structures of policy and administrative agencies in comparison to the issues they need to tackle.

⁴⁰ In order to improve training program quality by the overall improvement of training methods for these training projects, policy research methods and the reflection of their results and contents into training projects and the setting of content for the Graduate School of Public Policy program and support for preparing core teaching materials, and to contribute to the improvement of HCMA abilities, JICA provides its Civil Service Training Ability Enhancement Support Project to the HCMA. If HCMA teaching staffs are trained in the JDS Project, then a synergistic effect for assistance and a ripple effect following the end of the overseas study can be expected.

⁴¹ The MARD Biotech program is a scholarship program for students to gain Master’s or Doctoral degrees in the field of biotechnology at foreign universities, and is targeted at technicians and researchers in the Ministry of Agriculture and Rural Development.

⁴² Based on hearings from VIED.

Table 4: Principal Scholarship Programs with the Vietnamese Government Budget⁴³

Project Name	Program 911	Program 599	Program 1558	Program 165
Project Period	From 2010 to 2020	From 2013 to 2020 * Passed the National Assembly in April 2013, but the Ministry of Education and Training has not yet notified regarding recruitment and selection.	From 2010 to 2020	From 2009 to 2018 (tentative)
Targets	- Faculty members of universities, graduate schools, high schools, etc. (full-time teachers) - Those who hope to teach at a university or high school following their return home for up to twelve months from the university graduation date to the recruitment deadline.	- Master's Program: teachers at higher educational institutions, staff of government agencies such as research institutes and ministries - Bachelor's Program: students with superior track records at the International Olympic Competitions, students who have very special talent in some typical fields of studies	1. Personnel required in nuclear power plants 2. Personnel required to manage, research, apply, and ensure safety in nuclear science fields 3. Personnel connected with training jobs in nuclear power educational institutions	- Management, executives, and officials of central and regional government organizations, unions, and state-owned enterprises. - Young potential civil servants who have Bachelor's degrees and several years of experience.
Degree	Doctoral	Master's, Bachelor's * There are two types: (1) long-term study overseas, and (2) study half overseas and half in Vietnam.	Bachelor's, Master's, Doctoral	- Doctoral and Master's from one to four years - Overseas language training from three to twelve months - Short-term training from two weeks to two months - "Sandwich program" between Vietnamese university and overseas university
Field	Science and technology, natural sciences, agriculture, and humanities and social science fields will be given priority.	Basic science, technology, economics, agriculture, forestry, fisheries, environment, administration, social science, and human science will be given priority. * Of these, those fields which have urgent needs and are not being taught in Vietnam. Fields that are already being taught enough in Vietnam will not be eligible to apply.	Nuclear physics, nuclear engineering, radioactive waste management, reactor engineering, nuclear power generation, automation and nuclear power plant operation, various related fields (civil engineering, electrical systems), nuclear power plant construction, automated information management and processing systems, radiation biology-related fields (including human), radiation safety science, inorganic chemistry, energy science, electrical systems, electrical machinery installation, applied radiation, radioactive waste disposal, various related fields (training field of each ministry)	- Administrative management, economics, environment, urban management, human resources management, international law, justice, public services, information technology, and other fields where domestic resources are limited in Vietnam - Language study - Leadership, management skills
Quota	Scheduled to select about 1,000 people per year (plan to train 10,000 people in the ten years until 2020)	1,800 people (breakdown): - Master's: About 1,650 people (an annual average of about 330 people from 2013 to 2017). Of this number, 60% will be from educational institutions, 10% from the army and public security, and 30% will be from research institutes, ministries, and other government organizations. - Bachelor's: About 150 (an annual average of about 30 people from 2013 to 2017) * About 400 people were selected each year for Program 322, but Program 599 is scheduled to dispatch around 360 people per year.	1. Personnel required in nuclear power plants Bachelor's: 240 persons a year (20 persons overseas), 2,400 persons by 2020 (200 persons overseas) Master's, Doctoral: 35 persons a year (15 persons overseas), 350 persons by 2020 (150 persons overseas) 2. Personnel required to manage, research, apply, and ensure safety in nuclear science fields Bachelor's: 65 persons a year (30 persons overseas), 650 persons by 2020 (150 persons overseas) Master's, Doctoral: 35 persons a year (17 persons overseas), 250 persons by 2020 (100 persons overseas) 3. Personnel connected with training jobs in nuclear power educational facilities Master's, Doctoral: 100 persons 4. Overseas short-term training: 500 persons	Undisclosed
Dispatch destination	United Kingdom (50 persons), Australia (50 persons), New Zealand (25 persons), United States (125 persons), Russia (70 persons), China (150 persons), France (190 persons), Germany (180 persons), Japan (90 persons), Singapore (40 persons), South Korea (60 persons), Canada (40 persons), other countries (30 persons)	United Kingdom, Canada, Germany, United States, Australia, New Zealand, Japan, France, Netherlands, Belgium, Russia, South Korea, China, Hong Kong, Taiwan, India, Singapore, and other countries known for training. * Dispatch destinations will prioritize higher educational institutions that have high levels of educational quality and have signed memorandums with the Ministry of Education and Training for sponsorship.	Vietnam, Russia, Japan	Europe, North America, Oceania, Russia, East Asia, etc. (including Japan)
Qualifications	(1) Must be in good health. Sign a pledge to return to the dispatching educational institute following graduation. (2) Must be less than 45 years of age as of 2013. (3) The applied-for educational major must match the major at the university or Master's program. (4) Must have a letter of recommendation from the workplace. (5) Must have high foreign language abilities. (6) Must have a GPA of at least 70%.	Undisclosed	Undisclosed	Depends on the training type.
Provision content	Learning expenses, living expenses, medical insurance, travel expenses, passport/visa issue fees, round-trip airfare	1. Tuition, living expenses, transportation expenses, passport/visa issuance fees, minimal medical insurance 2. Round-trip airfare 3. Expenses related to application 4. Research aid 5. Miscellaneous expense 6. Training of foreign language and political theory prior to departure 7. Management fees, etc.	Undisclosed	All expenses related to training. Daily allowance will differ by training type and destination.
Provision period	Up to four years	Undisclosed	Undisclosed	From two weeks to four years
Remarks	- In the same schemes to the above, sandwich programs with overseas universities are planned to train about 300 persons per year, 3,000 persons over ten years, and about 1,000 persons per year and 10,000 persons over ten years in Vietnamese graduate schools. - Started in 2001 as the successor to the Vietnamese Government Scholarship Programs 322 and 356 that were designed for lecturers at universities to obtain Ph.D. The fact that even when returning students resumed their jobs, they were not given positions where they could utilize the knowledge and experience they had gained overseas was noted as an issue. - Can also get the degree in Japanese language.	- Program 599 is a further development of Program 322 and the other governments' scholarship programs, and focuses on those areas which are not covered by other programs. - Program 599 requires candidates to have financial assurance, covering the problem noted in Program 322. If scholarship recipients do not return to their jobs at their organizations on their return, or their organization does not rehire the scholarship recipients, the recipient or the organization must return the fees used in foreign study. With this regulation, dispatching organizations will need to select candidates more carefully, and sign an agreement with the government. The Ministry of Education and Training has been appointed by the Prime Minister to monitor and superintend the hiring of government budget scholarship recipients.	- Scholarship based on the scheme on training and development of human resources in the filed of Atomic Energy 2010-2020. Foreign dispatch destinations are Japan and Russia only. Host universities will need to sign a memorandum with the Ministry of Education and Training. - Master's and Doctoral students will be dispatched using the budgets for 911 and 599.	- This human resources development program is run by the Central Committee of the Communist Party of Vietnam, which controls human resources and personnel training for management levels (Overseas Training Program for Senior Government Officials) - There are short-term and long-term foreign training programs. The long-term training program sends students all around the world, especially to Europe and the United States. There is a nine-month English language training period before dispatch. It appears that if students do not get at least the reference score (about IELTS 6.5), they will not be sent to study abroad. - JICA has carried out a country focused training course over the three years from 2009 in cooperation with this program.

⁴³ Created Based on hearings from VIED.

1-2. Background and Overview of the Grant Aid

In 2013, Vietnam and Japan celebrated the 40th anniversary of diplomatic relations, which began in September 1973. Under such relations, the connection between Vietnam and Japan has been quickly strengthened. For instance, the Japan-Vietnam Joint Initiative has been implemented since 2003 as a framework between governments and private sectors for improving an investment environment (the fourth phase has been underway since July 2011), and the Japan-Vietnam Economic Partnership Agreement (EPA) became effective in 2009 as the first bilateral EPA for Vietnam. From the standpoint of expanding trade and investment in ASEAN and the Mekong Region as well, Vietnam has been recognized as a key economic partner for Japan⁴⁴ as many Japanese companies have made inroads into Vietnam, backed up by diligent nationality of Vietnamese; abundant labor force, resources, and energy; and the market of more than 90 million population.

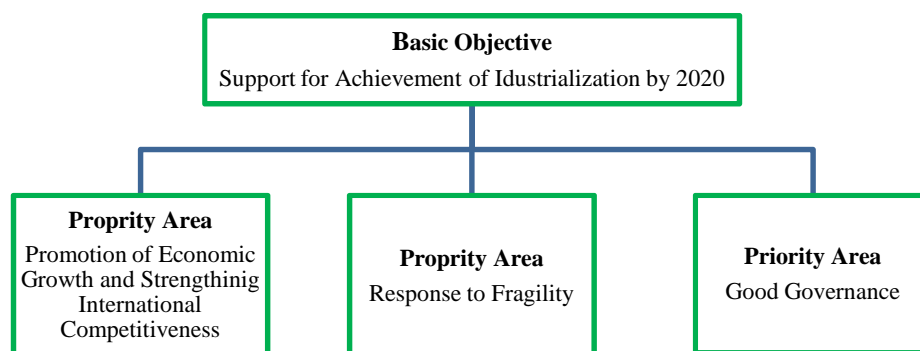
Vietnam, located at the east side of the Indochina peninsula, shares a long border with Cambodia, Laos, and China, and faces the Philippines across the South China Sea. Vietnam is also a part of East-West and South Corridors of the Mekong Region playing a key role in the economic development of the region, and its importance as a driver of the development of the region is increasing so that integration and collaboration of the regional economy will be enhanced.

As previously mentioned, the Government of Vietnam has set the industrialization by the year 2020 as a government goal in the SEDS 2011-2020 and SEDP 2011-2015, and emphasizes strengthening the abilities of government officials in order to realize sustainable growth through the enhanced international competitiveness, global integration, and social stability. Furthermore, the “Human Resources Strategy (2011–2020)” has placed importance on the training of government officials who can adapt to global changes so that global integration will be facilitated, and included administration, policy-making, and international law as key areas that need to be strengthened. Under current circumstances, the abilities and systems of policy-making and administrative organizations are insufficient relative to issues to be addressed in a comprehensive manner, and this project is expected to contribute to the training of government officials who will perform a key role in improving administrative abilities and establishing the systems.

Country Assistance Policy for the Socialist Republic of Vietnam (December 2012)⁴⁵ have set the “Promotion of economic growth and strengthening international competitiveness,” “Response to fragility,” and “Good governance” as priority areas under the basic policy of assistance (basic objective) described as the “Assistance towards the achievement of industrialization in 2020.”

⁴⁴ See the “Data Book by Nation” by MOFA http://www.mofa.go.jp/mofaj/gaiko/oda/shiryo/kuni/12_databook/pdfs/01-07.

⁴⁵ Country Assistance Policy: Socialist Republic of Vietnam by MOFA
<http://www.mofa.go.jp/mofaj/gaiko/oda/seisaku/houshin/pdfs/vietnam-1.pdf>



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

Japan suspended economic cooperation for Vietnam in 1979 as the result of the Vietnamese army's invasion to Cambodia at the end of 1978. However, Japan restarted its full-scale support to Vietnam in 1992 after the Cambodia peace settlement was signed in October 1991.

Japan has been a top donor for Vietnam since 1995 in terms of bilateral support. The actual amount of economic cooperation provided from Japan to Vietnam was \$1,013 million in 2011, far exceeding that of France (in second place) and other donors.

The amount of support provided to Vietnam during the five years from fiscal 2007 to fiscal 2011 was accumulated to \$8,109.44 million in government and other loans, \$1,031.84 million in grant aid, and \$1,364.54 million in technological cooperation. The actual amount of support to Vietnam in fiscal 2012 was \$1,646.71 million, and Vietnam is the country to which Japan is providing the largest amount of support. The types of support are as follows: a total of \$168.65 million in donations and a total of \$1,478.05 million in government and other loans⁴⁶.

The country assistance program for Vietnam formulated in July 2009 has set the “promotion of economic growth and strengthening international competitiveness,” “improvements in living and social conditions and corrections of disparities,” “environmental conservation,” and “strengthening of governance” as priority areas for support⁴⁷. As a succession to the above assistance program for Vietnam, the country assistance policy for Vietnam formulated in December 2012 has set the “assistance towards the achievement of industrialization in 2020” as the basic objective, and sought to provide support for attaining sustainable growth through the enhanced international competitiveness, overcoming vulnerabilities, and developing fair country and society, so that the industrialization will be realized by 2020 as pursued in the SEDS 2011-2020 and the SEDP 2011-2015. Furthermore, “promotion of economic growth and strengthening international competitiveness,” “response to

⁴⁶ Japan's ODA White Paper 2013

http://www.mofa.go.jp/mofaj/gaiko/oda/shiryo/hakusyo/13_hakusho_pdf/pdfs/13_hakusho_020203_1.pdf

⁴⁷ Country Assistance Policy for Vietnam (July 2009) <http://www.mofa.go.jp/mofaj/gaiko/oda/seisaku/enjyo/viet.html>

fragility,” and “good governance” have been set as priority areas⁴⁸.

Table 5: Disbursements of Japanese Official Development Assistance to Vietnam⁴⁹

Unit : million dollar

Type of Support	2007	2008	2009	2010	2011	Total
Loan Aid	547.71	518.15	1,082.29	649.12	861.24	8,109.44
Grant Aid	18.48(0.08)	26.29(0.22)	22.82	51.84(0.05)	26.74	1,031.84(0.42)
Technical Cooperation	73.85	74.59	86.24	106.84	125.07	1,364.54

Source : MoFA website

Note:

- 1 . Parts of grants through international organizations are included in the category of bilateral Grant Aid after 2006 when the grants are earmarked for specific recipients. A wider range of multilateral grants has been categorized as bilateral ODA since 2011, in accordance with the direction of OECD/DAC. The figures in the brackets indicate the amount of multilateral grants within the sums of Grant Aid.
- 2 . The annual figures for Loan Aid and Grant Aid indicate the sums of funds actually disbursed within the calendar year out of the amount committed with exchanged notes. The figures of Loan Aid show the balances after subtracting repayments from recipients.
- 3 . Accumulated totals of Loan Aid may be minus figures depending on fluctuations in exchange rates.
- 4 . Technical Cooperation includes projects implemented by relevant ministries and local governments in addition to those by JICA.

The following are similar projects for studying abroad targeting Vietnam by the Japanese government.

(1) Japanese Government (MEXT⁵⁰) Scholarship

This scholarship program was established in fiscal 1954 and students have been accepted from Vietnam since 2004. There are six categories⁵¹, and “research students” is at the postgraduate level. Most students from Vietnam mainly fall into the categories, “research student” or “Japanese studies student.” The details about “research student” are the followings;

- 1) Objectives: To promote the international cultural exchange between Japan and other countries, promote mutual friendship and goodwill, while contributing to the development of human resources in other countries.
- 2) Field of study: Even though it is targeted social science, art and science, and natural science, there is no limit for the number of students in each study field. In recent years, Vietnamese students tend to choose agriculture and engineering.
- 3) Language used: English, Japanese
- 4) Length of study: standard course period (the time required to complete the standard course of studies)

⁴⁸ Country Assistance Policy and Rolling Plan for Vietnam <http://www.mofa.go.jp/mofaj/gaiko/oda/seisaku/houshin/pdfs/vietnam-1.pdf>

⁴⁹ MOFA, Country Data Book for Vietnam <http://www.mofa.go.jp/policy/oda/data/pdfs/vietnam.pdf>

⁵⁰ Ministry of Education, Culture, Sports, Science and Technology

⁵¹ Six categories are: 1) research student; 2) undergraduate student; 3) college of technology student; 4) special training college student; 5) Japanese studies student; 6) teacher training student.

5) Main qualifications and requirements:

(Age): 34 or younger

(Academic background): At least Bachelor degree (or equivalent and above) is required

(Work experience): No experience required. Military personnel are not eligible.

6) How to select candidates: System of recommendation by Japanese diplomatic establishments abroad, system of recommendation by universities

7) How to recruit candidates: Based on a request from the embassy of Japan in Vietnam, Ministry of Education and Training sends application information to relevant organizations and universities in Vietnam. Also, the Ministry puts advertisements in their homepage as well as newspapers.

8) Number of accepted participants: The total number of the participants of MEXT scholarship is about from 90 to 100 per year. Of these, about 30 participants are research students. The total number of participants in the past ten years is 291 (see Table 6 for details).

**Table 6: Number of participants from Vietnam
in the Japanese Government (MEXT) Scholarship program**

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Total
Participants (No. of Persons)	25	25	26	26	24	37	39	34	30	25	291

Source: Information received from the Embassy of Japan in the Vietnam

(2) Other Scholarship Program of MEXT

Another common scholarship program provided by MEXT is Young Leaders Program (YLP). YLP was established in the year of 2001, and the government of Japan has accepted students from Vietnam since the first year, 2001. There are five courses in YLP⁵². The duration of all the courses is one year, and a participant obtains a master's degree. Although all five courses are available in Vietnam, the accepted number of participants in business and law is higher than the other courses. The details of YLP are the followings;

1) Objectives: To invite young government officials, etc. that are expected to play an active role as future national leaders in Asian countries to Japan, to create a human and intellectual networks of leaders, etc. of countries throughout the world by deepening the understanding of Japan, and to contribute to the construction of friendly relations between countries including Japan and the improvement of policy formulations functions.

⁵² 5 courses started from 2001, such as (1) Government Course (National Graduate Institute for Policy Studies (GRIPS)), (2) Business Administration Course (Hitotsubashi University, Graduate School of International Corporate Strategy), (3) LAW (Kyushu University, Graduate School of Law which was added since 2003), (4) Local Governance (Kobe university till 2007, National Graduate Institute for Policy Studies (GRIPS)), Healthcare Administration Course (Department of Healthcare Administration, Nagoya University Graduate School of Medicine.).

- 2) Fields of study: Public Administration, Business, Law, Local administration, Health administration
- 3) Language used: English
- 4) Length of study: 1 year (Master's course)
- 5) Main qualifications and requirements:

(Age): under 40 [targeted for footnote (1), (3), (4), and (5)], under 35 [targeted for footnote (2)]

(Academic background): At least Bachelor degree (or equivalent and above) is required

(Work experience): Those who have actual work experience, and young governmental officials, etc.
- 6) How to select candidates: System based on recommendations from the recommending institutions of the target country
- 7) How to recruit candidates: Based on a request from the embassy of Japan in Vietnam, Ministry of Education and Training sends application information to relevant organizations and universities in Vietnam, and puts advertisements in their homepage.
- 8) Number of accepted participants: The total number of the participants of YLP is about from one to four persons per year. The total number of participants in the past 13 years is 24 (see Table 7 for details).

Table 7: Number of accepted participants in the YLP from Vietnam

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Total
Participants (No. of Persons)	1	1	1	1	3	1	2	1	4	4	2	2	1	24

Source: Information received from the Embassy of Japan in the Vietnam and MEXT

1-4. Trend of Other Donor's Aid

According to an interview survey conducted to Vietnam International Education Development of MOET (hereinafter referred to as "VIED"), more than 40 foreign governments and international organizations offer Vietnam scholarship programs for study in foreign countries, and the number of scholarship recipients exceeds 1,500 every year.

Major donors are Russia, Australia, India, China, and Japan according to the number of recipients dispatched to each country as shown in Table 8. Most recipients dispatched to Russia (top donor in terms of the number of recipients) are enrolled in undergraduate programs of specific areas, especially shipbuilding, fire protection, nuclear power, and other engineering fields. These are grant

aids provided to students, government officials, college faculties, and private sector personnel.

Many scholarship programs are provided from donors to Vietnam, and people who desire to study abroad have a number of options. In order to attract highly capable candidates, donors compete fiercely with each other; therefore, JDS needs to emphasize its advantages compared to other donors when promoting applications. It is important to continue to cooperate with other donors by exchanging information on effective promotion tool and common issues including follow-up while utilizing the information in an effective manner and making it useful to improve the JDS Project⁵³.

Table 8: Number of Scholarship Program Participants by Country⁵⁴

Provider	Scholarship	No. of Scholar per year
Russia	Government Scholarship	400
Australia	AAS, Endeavour Scholarship	175
India	Government Scholarship	165
China	Government Scholarship	150
Japan	MEXT Scholarship including (YLP), JDS	130 ⁵⁵

As indicated in Table 9, major competitive donors offering scholarship programs similar to JDS include Australia, Belgium, and New Zealand. The Australian Awards Scholarship (AAS) offered by the Australian Government is confirmed to be similar to JDS in the point that it has a framework to offer a master's program specifically for government officials. According to an interview survey conducted to the Australian Embassy, AusAID, and Coffey International to which operations are outsourced, AAS has reduced the maximum number of recipients from 250 to 175 since 2014⁵⁶. As in the case of JDS, it appears that AAS receives many applications from private sectors, but not many from central ministries and agencies committed to the formulation and implementation of policies. With regard to the reason why applications are not many from central ministries and agencies, Coffey International pointed out that many government officials have already acquired a master's degree before entering the ministries and agencies so that they can receive better treatment and promotions. According to an interview survey conducted to JDS returned participants who have returned home from their study, AAS is attractive because of its flexibility. There are no detailed regulations as seen in JDS, and recipients can not only temporarily return home at their own discretion, but also drive

⁵³ According to a JICA expert responsible for cooperation of support between donors at the Foreign Economic Cooperation Department of the Ministry of Planning and Investment, many highly capable candidates in the ministry tend to apply for Australian and European programs, attracted by the flexibility of Australian and other scholarship programs that have less detailed regulations compared to JDS, as well as such conditions as a right that allows recipients to reside in Australia after study. It is important to be committed to the scholarship market with a focus on superiority of JDS in comparison with other competitive scholarship programs by grasping advantages and attractiveness of each program.

⁵⁴ Created based on materials provided by the Ministry of Education and Training, as well as materials acquired from the Embassy of Japan in Vietnam.

⁵⁵ Students are accepted from Vietnam under the Higher Education Support Project (IT Sector) (with yen loans) provided for Hanoi University of Science and Technology, but the number of relevant students is not included. Likewise, the number of students accepted from Vietnam under the ASEAN University Network/Southeast Asia Engineering Education Development Network Project Phase 2 (SEED-Net) is not included.

⁵⁶ The number of recipients dispatched under the program has been reduced due to a cutback in ODA budgets decided in November 2013 by the new cabinet of the Australian Government. Accordingly, a framework reserved for NGO was canceled. Approximately 1,300 applications were received last year, and promotion activities were actively conducted via newspaper advertising, explanatory meeting, visit to ministries and agencies, etc. The reduction in the maximum number of recipients of the program may affect the status of applications among JDS candidates.

cars and work part-time within the range authorized by the immigration system of the Australian Government. On the other hand, AAS does not specify universities accepting scholarship recipients; therefore, applicants have to make their own research on universities for which they apply. Furthermore, AAS has no system of supporting recipients' study life, including regular monitoring of recipients studying under the AAS program.

VIED, the implementing agency of JDS, is mainly involved in scholarship programs of seven donors (Ireland, South Korea, Laos, Japan, New Zealand, Australia, and Canada). Other than the seven scholarship programs, recruitment of candidates for some scholarship programs is informed on the VIED website, but each country's embassy or related organization conducts recruitment and selection for their own scholarship programs. Among scholarships in which VIED is involved, those offered by Australia, Japan, New Zealand, and Ireland⁵⁷ are in a large scale.

VEF⁵⁸ and the Fulbright Program provided by the U.S. Government conduct recruitment and selection in their own way, and VIED is not involved in the recruitment and selection process. As for each of the above-mentioned seven scholarship programs in which VIED is involved, the Operating Committee is organized by a relevant company and Vietnam as in the case of JDS, and final candidates are selected through documentary screening and interview. VIED participates in the interview and is involved in the assessment of final candidates, but donors have a right to decide final candidates. It is what is different from JDS in which a right to decide final candidates is given equally to both Vietnam and Japan.

Table 9: Programs for human resource development programs by other donors

Program/Project	Provider	Outline
Australia Awards Scholarship (Former Name: Australian Development Scholarship)	Australia	<ul style="list-style-type: none"> (1) Outline: Assist Vietnam to achieve the MDGs and become an industrialized country by 2020. Since 1974, over 4,000 Vietnamese students have studied abroad under this scholarships (2) Target: Officials or staffs from local government, local NGOs, provincial enterprises, central governmental agencies, educational institution and research institutes (total 175 persons) (3) Qualifications: Have at least two years' relevant recent work experience in Vietnam, and commit to return to work in Vietnam for at least two years after graduation. (4) Acquisition of Degree: Master's, PhD (5) Field of Study: Agriculture, community and inclusive development, construction, economics, education, environmental studies, governance and financial management, human resources development, human rights and public policy, transnational crime, gender equality <p style="text-align: center;">Ineligible course; MBA, IT, medicine, pharmacy, journalism</p>

⁵⁷ VIED has been involved in the South Korean scholarship, but not actively recently. VIED is involved in a part of Laotian scholarship.

⁵⁸ VEF: Vietnam Education Foundation Fellowship Program. It is a scholarship program for master's and doctor's degrees provided by the U.S. Government to develop human resources who can contribute to the development of Vietnam in the fields of natural science and scientific technology.

Program/Project	Provider	Outline
New Zealand ASEAN Scholars Awards	New Zealand	<ol style="list-style-type: none"> (1) Outline: Empower future leaders with the knowledge, skills and qualifications to contribute to economic, social and political development within ASEAN nations. (2) Target: public and private sector including NGOs (total 30 persons per year) (3) Qualifications: Must be and under 40 years of age for Master's degree, and must be and under 45 years of age for PhD. (4) Acquisition of Degree: Master's, PhD (5) Field of Study: Agriculture and rural development, environment, education, trade and business development, tourism, governance, human right, gender
Belgium Bilateral Scholarship (BBS)	Belgium	<ol style="list-style-type: none"> (1) Outline: Reduce poverty and achieve sustainable development, and contribute to the long-term growth and stability of Vietnam, (2) Target: all categories, including public and private sector, civil groups, and NGOs. (Total 40 participants per year) (3) Qualifications: Must be and under 35 years of age for Masters, and under 40 years of age for PhD. Have at least two years' relevant recent work experience (4) Acquisition of Degree: Master's, PhD (5) Field of Study: Not restricted but priority will be given to the areas of intervention of the Belgian development cooperation in Vietnam, notably: water and sanitation management, climate change, urbanization, engineering, and governance.
Vietnam Education Foundation (VEF) Fellowship Program	USA	<ol style="list-style-type: none"> (1) Outline: Develop human resources who can contribute to the development of Vietnam in the field of natural science, science and technology. (2) Qualifications: Have a Bachelor's degree with GPA over 7.0 out of 10. (3) Degree: Master's, PhD (4) Field: Science, mathematics, pharmacy, engineering, IT, bio-chemistry, physics, climate change, nuclear-engineering (5) Number of Participants: About 40 /year
Japan-IMF Scholarship Program for ASIA	IMF (Japan)	<ol style="list-style-type: none"> (1) Outline: Contribute to institutional capacity building of key macroeconomic management agencies in Asia. (2) Qualifications: Have at least 2 years work experience, and bachelor's degree. Have the TOEFL score higher than 550. (3) Degree: Master's (4) Field: Economics, finance, planning and investment, development studies, trading, tax administration, statistics (5) Destination: Japan (GRIPS, Hitotsubashi, IUI, University of Tokyo) (6) Selection: Priority is given to applicants (A) whose age is and under 40; and (B) who have not yet obtained a master's degree from a university outside of their own country.

Table 10: Main Scholarship Programs Used in Priority Organizations

Priority Organization	Available Scholarships	Priority Organization	Available Scholarships
Ministry of Planning and Investment	1. AAS 2. KOICA 3. IMF	Ministry of Natural Resources and Environment	1. Fulbright 2. AAS 3. GIZ
Ministry of Finance	1. AAS 2. IMF 3. ADB	Ministry of Justice	1. AAS 2. New Zealand Government Scholarship 3. Belgium Bilateral Scholarship
The State Bank of Vietnam	1. AAS 2. Belgium Bilateral Scholarship 3. Ly Scholarship	Supreme People's Court	1. AAS
Government Office	1. AAS 2. Endeavour Scholarship 3. IMF	Supreme People's Procuracy	1. AAS 2. Program165
Ministry of Agriculture and Rural Development	1. MARD Biotech Scholarship 2. AAS	HCMA	1. AAS 2. Program165 3. Program911

Chapter 2. Contents of the JDS

2-1. Outline of JDS

As stated in Section 1-1-1, the Japanese Grant Aid for Human Resource Development Scholarship Project is the project for acceptance of international students by grant aid and was launched in fiscal 1999 as part of the “100,000 International Students Plan” of the Japanese government, with the aim of developing human resources who can play core roles in the formulation and implementation of social and economic development policies in developing countries.

At the beginning of the JDS project, the project focused mainly on capacity development of individual participants. However, since 2009 as the JDS new system, the project aimed at administrative capacity development of each country and targeted those who have potential to be policy-maker to solve issues of each country. Therefore, the feature of the new system is focusing on development of human resources whose duties are closely related to the target propriety areas (called Sub-Programs in the second phase as well as the first phase of the new system) determined by the target country based on discussion with related organizations of Japanese side, differing from former scholarship programs that support individuals for overseas study.

On the basis of the above mentioned aim and features of the JDS into consideration, the Preparatory Survey team investigates human resource development needs corresponding to concerned Sub-Programs established based on the national development plan of the target country and Country Assistance Policy by Japanese government, and availability of potential candidates at identified Priority Organizations and others. Further, based on the result of said Survey, the Survey team formulates the scale of the JDS set as four-year package, and program plan of each Sub-Program (the Basic Plan for the Sub-Program).

As the demand for electric power drastically increases, there is a great need for the human resource who are engaged in the stable supply of electric power by strengthening the capability of power supply, and diversifying the power source. In the context of this fact, a new component, “Stable Supplies for Energy”, was introduced based on a request from the government of Vietnam (see Table 11)⁵⁹

⁵⁹ There is a request to the Counselor of the Japanese Embassy in Vietnam from Deputy Minister Mr. Ga of Ministry of Education and Training which was to include the nuclear field into JDS framework of Vietnam as a new component. With respect to this matter, it has been explained to Ministry of Education and Training from the survey team that it cannot be made available to the graduate course of nuclear power in the project as part of the official grant aid under the OECD guidelines. And Vietnamese side agreed on the matter and replied that there is no problem to set the component as “Stable Supplies for Energy”.

Table 11: Comparison of the Frameworks for the First Phase and Second Phase of JDS New System in Vietnam

The first phase of the JDS new system

Sub-Program	Components	Priority Organizations
1 Economic Growth Promotion/ Enhancement of International Competitiveness	1-1 Institution Building for Growth Promotion	<ul style="list-style-type: none"> • Ministry of Planning and Investment • Ministry of Finance • The State Bank of Vietnam • Ministry of Industry and Trade • Vietnam Academy of Social Science • Government Office • Ministry of Education and Training
	1-2 Transport/ Urban Development	<ul style="list-style-type: none"> • Ministry of Transport • Ministry of Construction • Hanoi City People's Committee • Ho Chi Minh City People's Committee • Ministry of Education and Training

Newly established component

2 Improvement and Disparity of Living/ Social Conditions	2-1 Agriculture and Rural Development	<ul style="list-style-type: none"> • Ministry of Agriculture and Rural Development • National Institution of Agricultural Planning and Projection • Ministry of Education and Training
3 Environment Conservation	3-1 Environment	<ul style="list-style-type: none"> • Ministry of Natural Resources and Environment • Ministry of Planning and Investment • Vietnamese Academy of Science and Technology • Ministry of Agriculture and Rural Development • Ministry of Industry and Trade • Ministry of Education and Training
4 Governance Reinforcement	4-1 Development of Legal Framework	<ul style="list-style-type: none"> • Ministry of Justice • Supreme People's Court • Supreme People's Procuracy • Ministry of Industry and Trade • Ministry of Education and Training
	4-2 Public Administration Reforms	<ul style="list-style-type: none"> • Ministry of Home Affairs • Government Inspectorate • People's Committee in Provinces • Office of the National Assembly • Ho Chi Minh National Academy of Politics and Public Administration • Government Office • Ministry of Finance • Ministry of Education and Training

The second phase of the JDS new system

Sub-Program	Components	Priority Organizations
1 Promotion of Economic Growth and Strengthening of International Competitiveness	1-1 Strengthening of Market Economy System	<ul style="list-style-type: none"> • Ministry of Planning and Investment • Ministry of Finance • The State Bank of Vietnam • Ministry of Industry and Trade • Vietnam Academy of Social Science • Government Office • Ministry of Education and Training
	1-2 Network Development for Transportation and Communications, Urban Development	<ul style="list-style-type: none"> • Ministry of Transport • Ministry of Construction • Hanoi City People's Committee • Ho Chi Minh City People's Committee • Government Office • Ministry of Education and Training
	1-3 Stable Supplies for Energy	<ul style="list-style-type: none"> • Ministry of Industry and Trade • Ministry of Science and Technology • Government Office • Ministry of Education and Training
2 Countermeasure against the Vulnerabilities	2-1 Agriculture and Rural Development	<ul style="list-style-type: none"> • Ministry of Agriculture and Rural Development • National Institution of Agricultural Planning and Projection • Government Office • Ministry of Education and Training
	2-2 Environment, Climate Change, Disaster Prevention	<ul style="list-style-type: none"> • Ministry of Natural Resources and Environment • Ministry of Planning and Investment • Vietnamese Academy of Science and Technology • Ministry of Agriculture and Rural Development • Ministry of Industry and Trade • Government Office • Ministry of Education and Training
3 Strengthening of Governance	3-1 Strengthening of the Legal System	<ul style="list-style-type: none"> • Ministry of Justice • Supreme People's Court • Supreme People's Procuracy • Office of the National Assembly • Ministry of Industry and Trade • Government Office • Ministry of Education and Training
	3-2 Strengthening of the Admin	<ul style="list-style-type: none"> • Ministry of Home Affairs • Government Inspectorate • People's Committee in Provinces • Office of the National Assembly • Ho Chi Minh National Academy of Politics and Public Administration • Government Office • Ministry of Finance • Ministry of Education and Training

2-1-1. Implementation System of the JDS

(1) Operating Committee

As for the implementation system of the JDS, the implementation system, functions and roles of the Operating Committee were explained at the on-site meeting of the Preparatory Survey, which started September 2013, and approved by the government of Vietnam. At the meeting, it was agreed that VIED would assume the role of the Operating Committee Chair because it performed the main role of recruitment and dispatch of JDS participants⁶⁰ for the past years, and there is an expectation of active participation of VIED (see Figure 3). VIED is a department in Ministry of Education and Training which handle all the scholarship programs provided by other countries

The Operating Committee consists of Vietnamese committee members (VIED, International Cooperation Department, Department of Planning and Finance of MOET, Ministry of Planning and Investment), and Japanese committee members (JICA Vietnam Office: the Operating Committee Vice Chair), and it was agreed that the Operating Committee would discuss on implementation and operation of JDS.

The functions and roles of the Operating Committee are, based on the JDS Operating Guidelines, as follows:

- (a) Participation in the conference for the formulation of this project plan in the Preparatory Survey:
 - To set the priority areas (Sub-Programs) and development issues (Components) based on the Vietnamese national development plan, policies of Japan's Country Assistant Project for Vietnam.
 - To select the organizations/agencies which are deeply related to each Component and expected to directly contribute to solution of the issues as Priority Organizations, and to encourage them to cooperate in the formulation of the Basic Plan for the Sub-Programs (four-year plan of JDS).
 - To formulate the Basic Plan for the Sub-Programs through the discussion among Priority Organizations and Accepting Universities.
- (b) To select JDS participants from the candidates:
 - To cooperate for smooth selection after deciding the selection policy in the Operating Committee.
 - To implement the 3rd selection (Comprehensive Interview) and decide/approve the final successful candidates in the Operating Committee.
- (c) To encourage the recipient country in utilization of JDS returned participants and following up them:
 - To consider how to utilize the JDS returned participants effectively and follow them up to make full use of the program.
- (d) To review other matters related to the management and implementation of this project:
 - To consider other matters necessary for operating and managing the project

⁶⁰ MOET is the responsible ministry for JDS and VIED of this ministry concludes the agent contract with the consultant. VIED is a department of MOET and it has been the member of the JDS operating committee since 2009. VIED is responsible for the implementation of JDS as the chair of the operating committee except the EN and GA since 2012 February taking over the responsibility from the International Cooperation department which used be a responsible for the implementation of JDS.

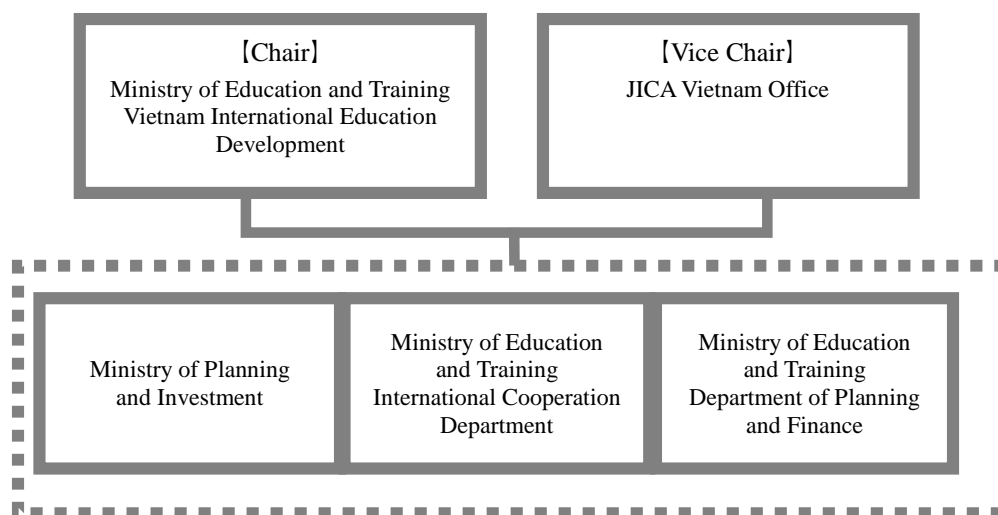


Figure 3: Operating Committee of Vietnam

(2) Priority Organization

Under the new system, the administrative agency which is deeply related to the relevant development issue is set as Priority Organization in each Sub-Program/Component. In order to obtain the competent applicants from a wide range of organizations, although all government employees can apply for JDS, officials of the Priority organizations are set as the main target for recruitment activities to promote the application of the Central Government officials. JDS is aimed to attain the improvement of the achievements by giving a certain direction at the stage of recruitment, the entrance of project.

The definition of a Priority Organization continuously follows the one which was set in the year of 2010 when a Priority Organization was established. Therefore, it is confirmed that a Priority Organization is one of the central ministries or government organizations which is expected to play main roles to solve development issues in priority areas.

And also, the Supplementary Survey of the Priority Organizations was conducted with the questionnaires shown below, in order to find actual situation [necessity of human resource development in priority area/development issue in the Priority Organization, the roles, number of employees (breakdown by job class) of the Priority Organization, the number of potential JDS candidates in the Priority Organization (e.g., number of employees who meet qualifications and requirements, such as English proficiency) and others] of Priority Organizations in each Sub-Program/Component selected as shown in Table 7.

(a) Method of Supplementary Survey

After the Preparatory Survey started, the questionnaires were sent in the middle of August 2013 to the organizations which were considered as candidate Priority Organizations and asked for responding to the questionnaires. The hearing on (b), collection of questionnaires and follow-ups were also carried out by individual visits and/or by telephone to Priority Organizations during the period of recruiting candidates.

(b) Contents of Supplementary Survey

- 1) Roles of organization, issues, needs of human resource development
- 2) Possibility of potential candidates (e.g., number of permanent employees, number of employees who meet age requirements)
- 3) Possibility that a person can come back to the former position after returning home, and expected level of contribution, availability of opportunities for training and scholarship by other donors
- 4) Comment and request for the JDS

(c) Organizations Surveyed

The Supplementary Survey was conducted targeting 22 Priority Organizations with questionnaires and by individual visit. Among 22 concerned organizations, 14 organizations responded to the questionnaires and the results of hearing were obtained from 16 organizations through individual visits.

(d) Summary of the Results of Supplementary Survey

- 1) Roles of organization, issues and needs of human resource development

As shown in Appendix 7, the roles/requirements of each Priority Organization, the development issues and the needs of human resource development and others were clarified, and it was found that many Priority Organizations share the development issues in the organization and that the needs of human resource development for the solution are clearly shown.

As for the setting of Sub-Programs/Component, the range was found broad enough to cover the development issues and the needs of human resource development of each Priority Organization, and the relevance of its setting was confirmed.

- 2) Availability of Potential Candidates

The results of the survey indicate that young officials aged 24 to 39, target of JDS, account of the majority of officials in each of the priority organizations⁶¹. Average age of Vietnamese is 28.7⁶², and it has been confirmed that there are many potential candidates.

On the other hand, according to an interview survey conducted to JDS returned participants, it has been indicated that middle-class officials aged late 30s or older may lose an opportunity of promotion and existing network within their organizations if they participate in the two-year scholarship program.⁶³

⁶¹ According to a questionnaire survey, the percentage of officials aged 24 to 29 was 24% in average; 30 to 34 was 19% in average; and 35 to 39 was 22% in average.

⁶² CIA the World Factbook (dated January 28, 2014) <https://www.cia.gov/library/publications/the-world-factbook/geos/vn.html>

⁶³ Starting fiscal 2013 in the second phase of the new method, the Office of the Prime Minister was set as a Priority Organization for all components, but there were actually no applicants. According to an interview survey conducted to a responsible person in the Office of the Prime Minister, the duties of the Office are performed by middle-class officials temporarily transferred from each ministry, and a limited number of personnel conduct duties although the Office plays an important role in deciding the policies of the Vietnamese Government. Therefore, the number of potential candidates for JDS is small, and the need for short-term training (less than one year) is high.

The number of applicants by age in fiscal 2013 indicates that the percentage of young officials aged 24 to 33 was the highest among applicants⁶⁴, and above all, those aged 24 to 26 accounted for approximately half of applicants. JDS continues to accept government officials aged up to 39, but the real target will be young officials aged 24 to 33.

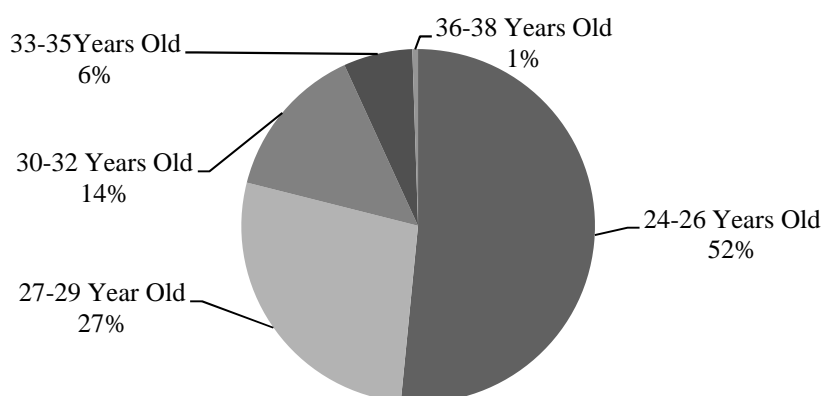


Figure 4: Age Breakdown of Qualified Applicants 2013

With regard to English proficiency, although results vary widely depending on the organization, according to a response to the questionnaire survey, the number of officials who have a TOEFL ITP score of 550 or IELTS score of 6.5 or higher was 238 at the Ministry of Planning and Investment, 372 at the Ministry of Finance, and 450 at the State Bank of Vietnam. Even in a response from the Supreme People's Court and Supreme Procuracy Office, the percentage of officials who have a TOEFL ITP score of 500 or IELTS score of 5.0 or higher was more than half. Based on the fact that many applicants in fiscal 2013 have already acquired a TOEFL ITP score of 500 or IELTS score of 5.0 or higher, it can be said that the level of English proficiency among government officials in Vietnam is high compared to other countries for which JDS is provided⁶⁵.

In the above-mentioned (page 14) Program 165 budgeted by the Vietnamese Government, a nine-month English training course is provided for relevant personnel (civil servants and members of the communist party). If they acquire an IELTS score of 6.5 or higher during the course, they can apply for overseas universities. The JDS project Office has provided explanatory meetings for the course participants of Program 165. As a result, the number of course participants applying for JDS has increased in the past two years. The course participants meet the English proficiency to apply for JDS, and it is important to continue to strengthen the cooperation and acquire candidates who have strong English proficiency.

⁶⁴ In fiscal 2013, 98% of applicants belonged to the age bracket of 24 to 33. The number of applicants aged 22, 23, and 39 was zero.

⁶⁵ In fiscal 2013, the average TOEFL ITP score of successful candidates from Vietnam was 501 while the average score of all candidates was 457. With regard to other JDS countries, the average English score (fiscal 2012) of successful candidates from Laos was 416, and those from Cambodia was 470.

Australia's AAS provides a three-to-six-month English training course in Vietnam depending on the English level of scholarship recipients before they leave for study, so that they can obtain necessary English proficiency. The training course is implemented in cooperation with Royal Melbourne Institute of Technology (RMIT) that has their campuses in Hanoi and Ho Chi Minh City⁶⁶.

- 3) Job and contribution opportunity after returning home/ training and scholarship opportunity provided by other donors

According to a questionnaire survey conducted to JDS returned participants, the percentage of JDS returned participants who have stayed in the previous job was less than 50% in the old system, but exceeded 90% in the new system in Vietnam (as of January 2014). In the old system, some JDS participants from private sectors quit the job before study in Japan, and the percentage of those who have stayed in the previous job was low in comparison with government officials. On the other hand, some JDS returned participants from the public sector acquired a doctor's degree in Japan by using the Japanese government scholarship program, provided by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Japan. Some other JDS participants entered GRIPS⁶⁷, Kobe and other universities in Japan or overseas universities in the U.S. and other countries because they could not acquire a doctor's degree in English at original universities they entered under the JDS project. Another case is that some JDS participants acquired a doctor's degree in Australia and other countries, because JDS requires its participants to work for two years after they return home; therefore, JDS participants cannot enter to a doctor's course immediately after finishing master's course. Among JDS returned participants who have stayed in the previous job, there is an associate professor of National Economics University who has become a leading expert in Vietnam in the field of aging and social security study (selected in 2012 as the youngest associate professor in Vietnam). In addition, another JDS returned participant has promoted to the Vice Director of the International Cooperation Department of the Supreme People's Court.

As described after in the "3-1-1. Evaluation by JDS Returned Participants", in interviews to JDS returned participants, some of them noted that they wished to continue studying even after returning to Vietnam but these opportunities were limited. If there is a system or mechanism for them to continue their study after return, such as holding seminars through the follow-up or short-term trainings, it would be more effective.

In order to increase the opportunities or possibilities of contribution by returning participants, the understanding and cooperation of their belonging organizations is essential. It would be necessary for the Operating Committee to share the summary of the research results of

⁶⁶ IELTS score of 6.5 or higher is required to enter a graduate school in Australia.

⁶⁷ GRIPS: National Graduate Institute for Policy Studies

participants, which were used in the Reporting Session, with their belonging organizations and to recommend proper placement where the duties should be linked to the research content of the returned participants.

At the discussion with the Operating Committee, it was agreed that the Government of Vietnam is the one who has responsibility for actively conducting monitoring and evaluation of the JDS returned participants and especially it is expected that the Operating Committee of Vietnam will keep following up with the belonging organizations of the returned participants and conduct the monitoring on updates/situation of the JDS returned participants.

And also, as described in “2-5 Follow-ups of the Project” later on, it is important for the concerned parties on the JDS (including the Operating Committee, Accepting Universities and JDS returned participants) to work on the follow-up of the JDS returned participants effectively.

To improve the retention rate of the students who have returned from study abroad, the government of Vietnam issued a decree on scholarship and training costs reimbursement in October 2013. Reflecting the fact that students studying abroad on the government budget tend to remain in their destination countries and do not return to Vietnam, the decree mandates that recipients of Vietnamese or foreign government scholarships who do not return to work at their belonging organizations, or belonging organizations which do not employ the students after their return to Vietnam, must reimburse the expenses incurred during their period of study abroad⁶⁸. The decree also stipulates that people who study in graduate or doctoral programs work in their belonging organizations for a period three times the length of the period of their study abroad. As a result, the belonging organizations of the candidates for study abroad programs need to carefully conduct selection. MOET, which is assigned by the prime minister to implement the decree, will strengthen the monitoring and supervision of the students’ return to work.

Although the training and scholarship opportunities by other donors vary depending on agencies and ministries, Priority Organizations generally show high understanding and interest in the human resource development of their staffs, and have needs for it. For example, in the Ministry of Natural Resources and Environment, the training needs for climate change measures are high among the eight priority areas, and 25 staff participated in a two-month training program in Australia. Moreover, they are looking for other short-term training opportunities as there are around 1,000 staff engaged in this area. During the technical interviews, the project conducted consultation meetings with the Priority Organizations and Accepting Universities to share views on this issue. The Ministry of

⁶⁸ Decree on Scholarship and Training Costs Reimbursement (No 143/2013/ND-CP)

Natural Resources and Environment requested the University of Tsukuba, which is an accepting university in the environmental area, to hold a short-term training/seminar in either Vietnam or Japan. It is meaningful to meet the requests from the ministry through the JDS special program, because this can promote JDS project as well as the university among the potential candidates and reinforce a connection with follow-up on JDS returned participants.

(3) Accepting Universities

In the new system, Accepting Universities are expected to play a role to achieve the project objective as partners on the project implementation from the technical point of view by participating in the Preparatory Survey and implementing the Special Program described later. Therefore, the selected Accepting Universities are fixed for the next four years in principle and expected to tackle the concerned development issues continuously and systematically.

(a) Determination of Accepting Universities

Prior to the Preparatory Survey, JICA presented proposed target priority areas/development issues⁶⁹ of JDS of Vietnam to the universities having previously accepted the JDS participants or other universities wishing to accept the participants, and asked each university to submit the questionnaires regarding the concerned country or issues which they wish to be involved. As a result, 58 questionnaires in total were submitted from 38 graduate schools of 28 universities.

JICA headquarter and Vietnam office evaluated the contents of the questionnaires from respective universities and the experience of accepting international students including the JDS participants and others based on the evaluation guideline⁷⁰. After that, in the Preparatory Survey, JICA presented the proposals (short list) of the universities in each Component to the government of Vietnam and the Accepting Universities were finally agreed after discussion between the survey team and the Operating Committee (see Table 12).

Table 12: Accepting Universities in Vietnam

Sub-Program	Component	Accepting University	Graduate School
1. Promotion of Economic Growth and Strengthening of International Competitiveness	1-1.Strengthening of Market Economy System	Hitotsubashi University	School of International and Public Policy Degree: Master of Public Policy (Public Economics)
		International University of Japan	Graduate School of International Management Degree: Master of Business Administration
	1-2.Network Development for Transportation and Communication, Urban Development	Hiroshima University	Graduate School for International Development and Cooperation Degree: Master of Engineering
		Nagoya University	Graduate School of Environmental Studies Degree: Master of Environmental Science, Master of Engineering

⁶⁹ They are a list of the background of issues, associated JICA programs and identified needs in the JDS corresponding to the target priority areas of the target countries determined based on the result of the discussion between JICA and the target country.

⁷⁰ Evaluation guideline of Questionnaire for Accepting Universities: Scoring the evaluation points by the item of the questionnaire, Embassy of Japan, JICA Headquarters (Training Affairs and Citizen Participation Department), and JICA Vietnam Office evaluated the questionnaires. The contents of Questionnaire submitted by the university include: (1) Maximum number of acceptable JDS participants per year; (2) Principle policy of the program; (3) Contents of the program/Curriculum; (4) Support and teaching system in the university/course; (5) Achievements and lessons learned from past acceptance for JDS participants; (6) Accepted foreign students other than JDS; and (7) Research/Cooperation performance on the development issues, etc.

Sub-Program	Component	Accepting University	Graduate School
1. Promotion of Economic Growth and Strengthening of International Competitiveness	1-3.Stable Supplies for Energy	International University of Japan	Graduate School of International Relations (International Development Program) Degree: Master of Arts in International Development, Master of Arts in Economics
		Kyushu University	Graduate School of Engineering Degree: Master of Engineering
2. Countermeasure against the Vulnerabilities	2-1.Agriculture and Rural Development	Kyushu University	Graduate School of Bioresource and Bioenvironmental Sciences Degree: Master of Science
		Tokyo University of Agriculture and Technology	Graduate School of Agriculture Degree: Master of Agriculture
	2-2.Environment, Climate Change, Disaster Prevention	University of Tsukuba	Graduate School of Life and Environmental Sciences Degree: Master of Environmental Sciences
3.Strengthening of Governance	3-1.Strengthening of the Legal System	Nagoya University	Graduate School of Law Degree: Master of Laws
		Kyushu University	Graduate School of Law Degree: Master of Laws
	3-2.Strengthening of the Administrative Capacity	International University of Japan	Graduate School of International Relations (Public Management and Policy Analysis Program) Degree: Master of Arts in Public Management
		Meiji University	Graduate School of Governance Studies Degree: Master of Public Policy

(b) Discussion and Exchange Views with Government of Vietnam

In the new system, Accepting Universities are expected to arrange the acceptance system and curriculums/programs suitable for the issues which the target country is confronting and direct the research toward one based on the actual situations and needs of the country by actively and positively taking part in the JDS from the stage of planning and survey. And they are expected to increase possibility to give the outcomes of research/study back to society in the future and further to promote the effectiveness of the JDS. To select JDS participants, therefore, faculty members of Accepting Universities will be dispatched to Vietnam to interview candidates and at the same time it is planned to have opportunity to exchange opinions with the concerned parties on the JDS including the Operating Committee, Priority Organizations. The following are the objectives of exchanging opinions:

- To share perceptions of the issues and the measures for human resource development of the target country through the exchange of opinions with the concerned parties
- To reflect perception of Accepting Universities to the Basic Plan for the Sub-Programs through selection of the first batch candidates in the second phase (the 14th batch) and exchange of opinions with the concerned parties

- 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 Program⁷¹) specially organized for the Sub-Programs/Components of the country.

Through the exchange of views between the Accepting Universities and the concerned parties on the JDS, Accepting Universities will be able to understand the issues and the needs of human resource development under the Sub-Programs/Components, and the background of the Priority Organizations and candidates, which allows the Accepting Universities 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 Priority Organizations.

(c) Acceptance of JDS Participants and Support for Utilization after Return Home

In the new system of the JDS where universities accept the JDS participants under the single Sub-Program/Component from the target country for four years, Accepting Universities are expected not only to guide/teach the participants based on the existing curriculum and programs but to offer the Special Program appropriate for the concerned issues of the country consistently at three stages of before/during/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 corresponding to the Sub-Program/Component of the country
- Through the activities offered as the Special Program, to allow the JDS participants or the Priority Organization to establish the network with Japanese and foreign researchers and/or organizations that contributes for future activities.

2-1-2. Basic Plan for the Sub-Programs

Through the discussion of the Preparatory Survey, target priority areas (Sub-Programs) and development issues (Components) on the JDS were selected, sufficiently considering the consistency with Vietnam national development plan, Japan's Country Assistance Policy, and ongoing JICA's projects. Based on the Supplementary Survey of Priority Organizations in the Preparatory Survey and questionnaires submitted from those Accepting Universities, the Sub-Program Basic Plan for three Sub-Programs and seven Components (draft) were respectively formulated (see Document 6). The final plan for the Basic Plan will be formulated after the discussion between faculty members of

⁷¹ The Special Program is a combination of the "Contract Research" established in the old system and the "Research Activity Facilitation" set in the new system, conducted with additional fees provided to Accepting Universities apart from the tuition fees. The "Contract Research" 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 Activity Facilitation" 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 approval by the government of the target country.

Accepting Universities and the Priority Organizations in Vietnam during the Technical Interview in the selection process.

In the Basic Plan for the Sub-Programs, a four-year program (four batches included), which consists of the Priority Organizations to nominate JDS candidates, Japanese Accepting Universities, the number of JDS participants and expected outcomes on the Sub-Programs/Components, is formulated as package. It is expected to improve the abilities of the core human resource in policy-making and project management, and further to improve the abilities of the Priority Organization in policy-making by dispatching the JDS participants for four years under the same Sub-Programs/Components, Priority Organizations and Accepting Universities based on said Plan.

In addition, each Accepting University is expected to provide Special Programs to try to tackle the issues in each Sub-Program/Component of Vietnam exclusively and promote the development of the relationship with organizations of the government of Vietnam. The Basic Plan for the Sub-Programs formulated based on the discussion in the Preparatory Survey will be the guideline for Accepting Universities to educate/guide JDS participants for the next four years and will be the base for the program evaluation to be conducted four years later.

The Main Items of the Basic Plan for the Sub-Programs

1. Outline of the Sub-Program/Component

- (1) Basic Information
- (2) Background and Needs (Positioning of the JDS Project in the Development Policy of Vietnam)
- (3) Japan's and JICA's ODA Policy and Achievement (including the JDS)

2. Cooperation Framework

- (1) Project Objectives (2) Project Design (3) Verifiable Indicators (4) Number of JDS Participants and Accepting Universities (5) Activity (6)-1 Inputs from the Japanese Side (6)-2 Input Duration and the Number of JDS Participants (7) Inputs from the Vietnamese Side (8) Qualifications and Requirements

After the consultation with the Operating Committee, the “Qualifications and Requirements of JDS Applicants” described in the above-mentioned Basic Plan for the Sub-Programs were set as shown below. The recruitment and selection process for the 1st batch has been completed as of March 2014.

<Qualifications and Requirements of JDS Applicants>

- 1) Nationality: Must be citizens of the socialist republic of Vietnam and residing in Vietnam at the time of application
- 2) Age: Between 24 and 39 years old⁷² as of April 1, in the year of dispatch
- 3) Occupation:
 - Government employees (including People's Committees in provinces, State-owned enterprises under ministries, National/Public universities)
 - Has at least 2 years of full-time work experience in government organizations at the time of application (has at least 6 months of work experience at the current organization)

⁷² Since the establishment of the new system, the number of Vietnamese applicants has shown a significant drop, resulting in the average competition level being three times. In view of this drop, the age limitation, set at 35 years of age and younger, till 2012 recruitment was changed to 39 years old of age and younger.

- 4) Should have a bachelor's degree
- 5) Other:
 - Should have a sufficient English ability to study at a graduate school
 - Has never received a scholarship from the Japanese and other governments in order to acquire a master's degree.

It was confirmed that those Sub-Programs and Components are associated with the Vietnam's development issues and the Country Assistance Policy (see "3-5 JDS and Development Issues, and Conformity with the Country Assistance Policy" for details), and these were officially agreed as priority areas/issues to be tackled on the JDS during the discussion on the local survey conducted in September 2013 (see Appendix 4 for details).

2-2. Four-year Project Scale Design

2-2-1. Outline

After considering the maximum number of JDS participants in each of the four consecutive years from fiscal year 2014 onwards proposed by the Japanese government in April 2013 (30 participants per year), the maximum number of acceptable participants by Accepting Universities proposed on their questionnaires, and the most appropriate program to solve the issues of each Component, the accepting number (proposal for four years) in each Sub-Program/Component was decided through the survey as shown in Appendix 5. Based on it, the first batch candidates in the second phase (the 14th batch) were recruited and selected.

The accepting number of participants per Sub-Program/Component is set for each fiscal year. However, like in the previous cases, it was confirmed that, if the prescribed number is not achieved and there is a vacant slot for certain Component or Accepting University through recruitment and selection, another university in the same Component (only if plural universities are placed in the same Component) or another Component would accept an alternative candidate for the vacant slot to fulfill the maximum number of 30 per year.

2-3. Obligations of Recipient Country

During the period of recruitment and selection of JDS participants, VIED takes a main role in planning, implementation, management and supervision of the JDS as the Operating Committee Chair; cooperates in promoting the applications for the JDS through the collaboration on promotion seminars and test seminars operated by the agent; encourages the cooperation for the JDS to the Priority Organizations set for each Component; and conducts the consultation and discussion between the Accepting Universities and the Priority Organizations for formulating the Basic Plan for the Sub-Programs.

While the JDS participants study in Japan, the government of Vietnam monitors the participants via the agent on a regular basis to report to JICA. They also find the updates on the progress or concerns

of the JDS on the regular report submitted by the agent to take appropriate actions in cooperation with the Operating Committee members if necessary. In addition, they provide 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 objectives of the JDS include contribution of the JDS returned participants to the solution to development issues of the country as well as the development of the human network, the government of Vietnam shall hold a Presentation Seminar after the JDS participants return home in order to acknowledge their achievements, and take necessary measures including the subsequent trend survey or the promotion of academic and cultural exchange and cooperation with Japan. At returning of JDS participants, VIED encourages relevant government ministries to provide the JDS returned participants with the same duties as before or the duties that enable them to work actively at the core of governmental administration so that the effects of the project will become apparent.

When the provision of a office space was requested to Ministry of Education and Training which is the implementing agency of JDS, the Ministry answered that they consider and check availabilities in the Ministry as well as other relevant organizations. This matter will be followed up and arranged.

2-4. JDS Implementation Schedule

When Ministry of Foreign Affairs of Japan and JICA officially make a decision to implement the JDS from fiscal 2014 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 5 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 said Preparatory Survey as the “agent” to the government of Vietnam. The agent will conclude a contract with the government of Vietnam to implement the JDS Project on behalf of the government.

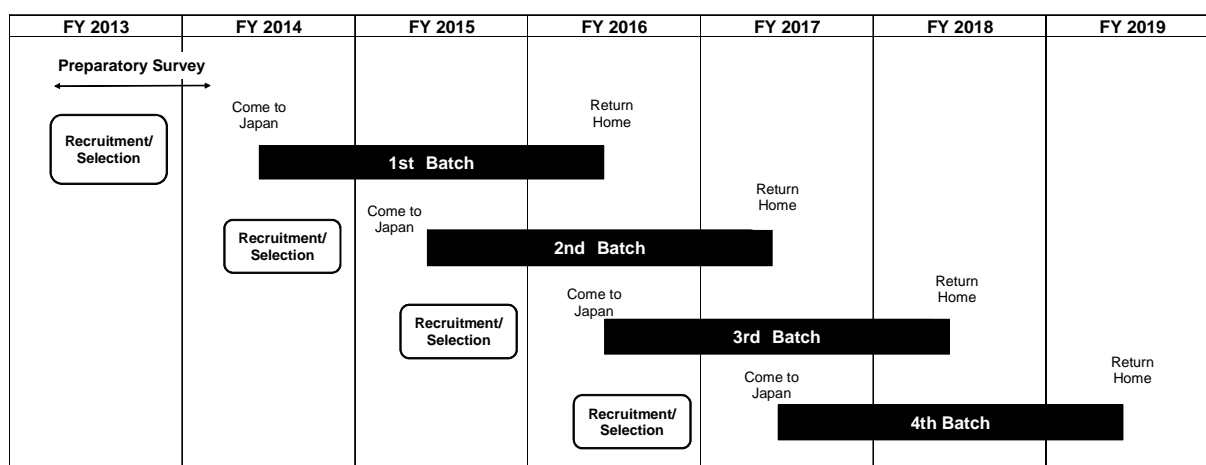


Figure 5: Implementation Process

2-5. Follow-ups of the Project

The purpose of the JDS is “to develop human resources including highly capable young governmental employees who are expected to engage in formulating and implementing socio-economic development plans and to become leaders of their countries,” and “JDS returned participants are expected to use their expertise to contribute to practically solving the socio-economic development issues that their countries are facing.” To accomplish the purpose, it is necessary to provide various follow-ups to JDS returned participants, in addition to encouraging them to study and acquire specialized knowledge and building human network in Japanese universities. The effective follow-ups will largely depend on understanding, cooperation and voluntary efforts by the government of Vietnam and the concerned parties involved in the JDS project.

Since JDS project was introduced to Vietnam in the year of 2000, more than 300 JDS participants, from the first to tenth batch, completed their study as of January 2014. From the first year of the new system, application form of JDS project has been added a new sentence which asks candidates to pledge to work for their belonging organizations for at least two years after study. Therefore, most of the JDS participants under the new system have returned to their belonging organizations after study in Japan. A reporting session has been held in Vietnam every year after all the participants return. At the session JDS returned participants have an opportunity to report if they achieved the project objective (acquisition of technical knowledge related to development issues by obtaining a master's degree), their career and action plan which include how to utilize their knowledge and skills in their career, and result of building networks in Japan. They also have had active exchanges of views with the JDS returned participants in the past years and members of the Operating Committee, other relevant people in the embassy of Japan and JICA. In the future, utilization of the JDS returned participants in the Priority Organizations and other governmental organizations is greatly expected under the supervision of VIED.

Even though the JDS alumni association in Vietnam has not yet established, JDS returned participants built up a network in facebook and it has been active since April, 2013.

Target of JDS project under the new system is only the government employees. In addition, target organization has been narrowed down by setting priorities among government organizations. Under such situation, the government of Vietnam has been required to put proactive efforts on recruiting competent number of applicants who understand and match the purpose of JDS project. Therefore, it is essential to have sufficient understanding and cooperation of the government of Vietnam towards JDS project. Particularly, it is necessary to continuously maintain the relationships with returned participants in order to promote understanding of Vietnamese government organizations by showing great success of (utilizing) returned participants at Priority Organizations.

Support from Accepting University is also expected. For instance, some of the Accepting Universities, such as International University of Japan, enhance networks with JDS returned participants by establishing an own alumni association. Also, Kyushu University conducts joint research with JDS

returned participants, as well as cooperative operations for the survey and research project with the organizations to which JDS returned participants belong.

Hitotsubashi University has conducted the JICA Project for Strengthening Capacities of the State Bank of Vietnam since 2012, and has been trying to enhance the networks with the related organizations in Vietnam, by organizing an alumni gathering with the related persons of the project as well as the JDS returned fellows who studied at Hitotsubashi University. Furthermore, JICA Vietnam office held a reunion of JDS returned participants in March, 2013. As just described above, it is expected to realize further achievement of the project by actively conducting follow up activities between the both sides of those who sent JDS participants and those who have accepted the JDS participants.

Chapter 3. Evaluation of the JDS and Recommendations

3-1. Evaluation by JDS Participants in Vietnam and the Accepting Universities

3-1-1. Evaluation by JDS Participants in Vietnam

As described below, the questionnaire survey was conducted to all the JDS participants including the first who came to Japan in 2001 up until thirteenth batch who returned to Vietnam in 2013. Questionnaires were distributed and collected and, in addition, interviews were conducted in order to learn the reasons for applying to the JDS, the awareness of the development issues, the methods for determining their research topics, and the application (planned application) of their research results in Japan after returning to their home country. As a result, 57 out of 331 JDS returned participants answered questionnaires

Those in the position of Division Chief or higher were targeted and the interviews were conducted for eight of JDS returned participants living in Hanoi, Ho Chi Minh, and Da Nang. Most of the interviewees are in the early 40s and play active roles in their organizations by utilizing their experiences in Japan. The eight interviewees are the following:

Table 13: List of JDS returned fellows interviewed on this survey

Year of Arrival	Name	University	Graduate School	Current Organization	Title, Position	Career Path
2001 1 st batch	Mr. Giang Thanh Long	Hitotsubashi University	Asian Public Policy Program	Institute of Public Policy and Management, National Economics University	Associate Professor, Director	
2002 2 nd batch	Mr. Nguyen Nhu Quynh	Hitotsubashi University	Asian Public Policy Program	Ministry of Finance	Assistant to Standing Vice Minister (Vice Head of Division)	
2002 2 nd batch	Mr. Nguyen Thanh Son	International University of Japan	Graduate School of International Relations	The State Bank of Vietnam	Assistant to Vice Governor (Vice Head of Division)	
2003 3 rd batch	Mr. Hoang Van Long	Kyushu University	Graduate School of Bioresource and Bioenvironmental Science	Da Nang Institute for Socio-Economic Development	Head of Mechanism and Policy Research Department	

Year of Arrival	Name	University	Graduate School	Current Organization	Title, Position	Career Path
2003 3 rd batch	Mr. Phan Quoc Tuan	Ritsumeikan Asia Pacific University	Graduate School of Management	Hanes Brands Vietnam	Plant Manager	
2004 4 th batch	Mr. Nguyen Vu Linh	Tokyo University of Agriculture and Technology	Graduate School of Agriculture	Bach Ma National Park, VNFOREST, MARD	Vice Director	
2009 9 th batch	Mr. Nguyen Van Son	University of Tsukuba	Graduate School of Humanities and Social Sciences	Regional Security Office , US Consulate General HCMC	Specialist	
2010 10 th batch	Mr. Do Ngoc Kien	Hitotsubashi University	Asian Public Policy Program	Foreign Trade University	Lecturer	

The eight returned fellows the JDS project interviewed were categorized into the following four types.

Table 14: Type of Career Path

Type	Career Path
	Government organization JDS Government organization
	Private sector JDS Government organization
	Government organization JDS Private sector
	Private sector JDS Private sector

The interviews were conducted after checking the information about respective interviewees' details before arrival and during their period of study in Japan, which has been compiled in JICE, so that it would be easier to facilitate them to respond. The interviews aimed to obtain specific responses from them about their present status and assigned tasks, job promotion (if any) after they returned to Vietnam, good practices of what they learned in Japan, and the achievements and advantages of the JDS. In addition, questions related to how they decided on their research theme in terms of the relevance between development issues and their work were answered. (including the availability of advice or pre-approval from their belonging organizations, relevance with the development issues, etc.)

Reason for applying to JDS

All eight of the JDS returned participants interviewed in this survey voluntarily applied to the JDS. Six of the eight fellows applied with the aim of not only developing their personal capability but also contributing to the socio-economic development of Vietnam. There was no internal selection at their respective organizations, but the Ministry of Finance mandated the applicants to have a certain level of work experience.

Many of the returned fellows collected information on scholarship programs sponsored by other donors in addition to JDS, and actually applied to them. Some of them passed the selection of JDS after trying several times. In response to the question of why they chose JDS (Japan), one of the fellows answered that he applied for JDS because of the long relationship and cultural similarity

between Japan and Vietnam, as well as the benefits of the education program at the accepting university.

For example, Mr. Son (second batch) of the State Bank of Vietnam (SBV), who graduated from the International University of Japan (IUI), talked about his reasons for applying to JDS as follows: “SBV has a connection with the IMF and ADB, so most of the SBV staff apply to them. The reason I chose JDS (Graduate School of International Relations of the IUI) was that it offers not only economics but also development economics and a wide range of other programs, which is useful for SBV, the central bank of Vietnam.”

Mr. Tuan (third batch), who applied from the private sector, said, “When I worked at a Japanese company (Honda Vietnam), I realized that the quality of the Japanese manufacturing was the best. The Japanese engineers at Honda did not have any theoretical certificates or degrees, but they demonstrated excellent ability as engineers and developed the internal system. In order to know how to change an organization and achieve good results, Japan was the best model.”

Mr. Kien (10th batch) of the Foreign Trade University, who graduated from Hitotsubashi University, selected JDS in spite of the fact that he passed the selection for the AAS (Australia Awards Scholarship) before being notified of the result of his JDS application. The reasons he chose JDS were: the attraction of the accepting university, which is ranked as the top in Japan in the area of public policy, and a feeling of security created by the agent’s cordial support during the period of study.

How to decide a research theme

The eight returned fellows responded that they had chosen their research themes by themselves in line with their work before coming to Japan. In addition, many of them consulted with their academic advisors during their period of study in Japan to make the theme more specific, detailed, technical or directly linked to their work.

Utilization of the research achievements obtained through JDS

All of the eight returned fellows said that they are utilizing the knowledge, negotiation techniques, discussion strategies, presentation skills, and English writing skills which they obtained in Japan in their current work.

Mr. Quynh (second batch) of the Ministry of Finance, who graduated from Hitotsubashi University, responded as follows; “I could gain a deeper knowledge into economics at Hitotsubashi University. I learned from my academic advisors not only about my area of specialization but also presentation techniques, thesis writing and reading skills, analysis techniques and modeling methods. There is no Vietnamese institution where we can study them in the undergraduate program. This knowledge and experience can be applied in practice. I am currently working at the Minister’s Secretariat, and receive many documents from various departments to be submitted to the vice-minister. What I studied in Japan has enabled me to grasp the important points in each document more easily.”

Mr. Son (second batch) of SBV, a graduate of the International University of Japan, said, “I learned how to solve issues in a competitive environment where due dates must be strictly observed. Regarding knowledge, I deepened my understanding on macro-economics, quantitative analysis, and mathematics. I found the quantitative analysis course particularly useful.”

Three out of the eight fellows interviewed in this survey obtained their doctorates at Japanese universities using the government-funded scholarship program provided by MEXT or other scholarships after completing the JDS project. Mr. Long (first batch) of the National Economics University obtained his doctorate at GRIPS⁷³ using the MEXT scholarship program after studying at Hitotsubashi University under JDS. In 2012 he was promoted to associate professor, the youngest in the country. He maintains strong ties with Japan and conducts joint research with GRIPS and other universities. Mr. Long found his future path when he was at Hitotsubashi and become a leading expert in the area of aging and social security.

Utilization of personal connections obtained in Japan

Three out of the eight returned fellows have established strong networks with the respective universities where they studied and implemented joint projects after they returned to Vietnam.

On the other hand, the returned fellows mainly engaged in internal coordination at the minister’s secretariats of the central ministries responded that they have almost no direct contact with Japan in their course of work.

Mr. Long (third batch), a graduate of Kyushu University, is working on a project proposal on the recycling of organic waste in cooperation with Kyushu University where he studied in the environmental management area, and is planning to apply for technical cooperation with JICA. He is also planning a project focused on the “Fukuoka Method,” an industrial waste disposal method utilized in Fukuoka City, in which Kyushu University participates.

Mr. Linh (fourth batch), who graduated from Tokyo University of Agriculture and Technology (TUAT), applied for the JICA Grassroots Technical Cooperation Project jointly with his academic advisor at TUAT, and was engaged in the implementation of the Technical Cooperation Project for Improving Rural Living and Nature Conservation by Multipurpose Use of Charcoal and Wood Vinegar in the Bach Ma National Park, with which he is associated⁷⁴. He said, “I could obtain both knowledge and personal connections at TUAT. I try to continue and develop the network I gained in Japan and contribute to improvement of the bilateral relationship between Japan and Vietnam⁷⁵.”

⁷³ GRIPS: National Graduate Institute for Policy Studies

⁷⁴ The project officially launched in 2008 and completed in March 2013 with the first phase and the second phase (follow-up). It is also called “charcoal project,” with the aim of charcoal making and effective use of charcoal in order to preserve the nature of the national park while improving the living of the surrounding villages. According the project’s blog, TUAT is preparing for the project proposal for the next three years.

⁷⁵ Bach Ma National Park (BMNP) accepts the on-site field research exercise of the JICA field study program for international cooperation of university students. TUAT serves as coordinator for acceptance. According to JICA’s website, this program well reflects the purpose of the Global Human Resource Development Strategy (prepared by the Global Human Resource Development Committee) formulated by the government in June 2012, which set the objective of establishing the world-class university education system as well as promotion of international development of higher education. This project is to embody the knowledge on developing countries JICA owns and the field work is one of the best settings to enhance the qualities required in global human resources. This program support university students to

Advantages and merits of JDS project

All of the eight returned fellows said that JDS is a wonderful project, which provides opportunities to meet both Japanese and other people of various cultures and backgrounds and to receive a world-class quality education. The advantages of JDS, which they found particularly attractive compared to other scholarship programs, include; (1) provision of all expenses including tuition, living, travel, etc., which greatly assists people from countries like Vietnam who would otherwise find it very difficult to study abroad at their own expense, and (2) careful and detailed support before and after the program through introductory and post-study training, periodical monitoring, report meetings, follow-up after return to the country, and so on.

The returned fellows said that what they have obtained is not limited to the academic knowledge; they learned a lot from the Japanese mindset toward work and daily behavior. For example, Mr. Linh (fourth batch) responded as follows: “I also learned a lot about daily behavior in Japan. I realized the importance of the communication in establishing and developing cooperation and partnership with others.” He further commented that he learned not only specialized knowledge but also how he should act to achieve desired outcomes.

In response to the comment about the fact that many people in Vietnam want to study in the English-speaking countries, Mr. Kien (10th batch, described above) addressed his idea that he does not think studying in an English-speaking country necessarily ensures the improvement of English ability.

In addition, Mr. Kien answered the question about the benefits of studying economics or public policy in Japan as follows: “The advantage is that we can learn not only the theory but also practice in Japan. Japan faces a lot of economic, financial and budget problems. We can learn practical examples as well as theoretical economic knowledge. For example, Japan first introduced a zero-interest rate policy. Then, after the world economic crisis in 2008, the US, which learned from Japan’s experience, introduced the policy. We can learn a lot from the financial policies set by the Japanese government.”

3-1-2. Evaluation by Accepting Universities

Regarding the merits, impact, etc. of accepting JDS participants, we conducted hearings with the eight schools at the eight universities which have accepted JDS Vietnamese participants, in accordance with the first phase of the new system since fiscal 2010.

Changes in enrollment status of JDS Vietnamese participants since the introduction of the new system

Responses from the surveyed universities are as follows: “The new system focuses on government employee applicants. The JDS participants based on the new system have substantially higher motivation and commitment to their research theme, as it is directly linked to the issues of their

develop global perspective and ability to find and solve problems through on-site field survey exercise. The field survey in Vietnam is planned in February to March 2014. The Development Association of Youth Leaders is commissioned by JICA to implement the overall survey. The study tour for students is assumedly also planned by the US and other countries than Japan. TUAT plans to have foreign students from Cambodia, Myanmar, Indonesia, etc. participate in the field survey, but faces the problem of bearing travel expense. The cooperation team had been dispatched to the visitor center at BMNP from February 2010.

workplace, compared with those under the former system.” “The new system enables us to cooperate directly with the governments, research institutions, universities, etc., which the participants belong to through them. As a result the university can implement education and research which reflects the needs of their belonging organizations or the problems to be solved in their countries.

In addition to the above, another respondent pointed out the following: “The outcome of the research on the theme determined by the participant’s superior or ministry is often utilized by that ministry. The content of our guidance, then, is directly linked to achievement, which is a great incentive for those of us here at the universities who guide the JDS participants.”

Another noted that the JDS participants obtain references from leading organizations before coming to Japan and are ensured of their employment after returning to the country, so they can focus on study without worrying about looking for jobs after returning home.

On the other hand, there was a comment that the old system also targeted people in the public sector, and the universities accepted participants from various organizations, which enabled them to conduct joint-research in diversified fields. The new system has less flexibility to some extent in this regard.

Merits and impact of accepting JDS participants after the new method was introduced

Regarding the impact on the organization, such as the ‘globalization’ of the university, the accepting universities, including Kobe University Graduate School of International Cooperation Studies (GSICS), responded that acceptance of JDS participants since the old system has been very helpful, not only for the respective school and the entire university but also for the promotion of community globalization and mutual understanding.

The Graduate School of Bioresource and Bioenvironmental Sciences, Kyushu University, responded as follows: “The Faculty of Agriculture has a program which accepts overseas undergraduate students in accordance with the Global 30 program, including many applicants from Vietnam. The reasons why there are many applications from Vietnam are; 1) the international graduate program which accepts JDS participants under the new system, which allows the students in the undergraduate program to pursue further education within the same university, 2) the existence of the JDS participants (in the graduate program) from Vietnam under the new system, who are the workplace seniors of the applicants, and 3) enhanced name recognition of Kyushu University, which has had accepted many JDS participants.” They also mentioned that the brand of “Kyushu University” has been established particularly in Vietnam as it has accepted many JDS participants, which contributes to increased applicants from Vietnam.”

Regarding the increase of joint research with the governments and the university staff affiliated with the participants or returned participants, the Graduate School of Bioresource and Bioenvironmental Sciences, Kyushu University, responded as follows: “Some excellent JDS participants have pursued a doctorate program. They have returned to Kyushu University to conduct research in cooperation with

foreign special research fellows⁷⁶ after completing the doctoral program. One example is the JDS returned participant (third batch) who became the director of DISED (Da Nang Institute for Socio-Economic Development). He contributed to the execution of a sister city agreement between Fukuoka City and Da Nang City and is currently applying for a JICA project through a proposal utilizing the Fukuoka Model for industrial waste management in which Kyushu University participates. He has been active in contributing to the establishment of a new relationship.”

In addition, GSICS, Kobe University, responded that their faculty members are conducting joint research with the returned participants. The survey confirmed that acceptance of JDS participants has provided an opportunity for many accepting universities to launch joint research, etc. with the returned participants and their belonging organizations.

Regarding the impact on human networks, common responses on the benefits to the accepting universities were; (1) the enhanced local network has strengthened the local support system for field surveys, (2) the alliance with various policymakers and research institutions can be strengthened based on the local network centered on the returned participant, through the planning and implementation of research projects.

The Graduate School of Life and Environmental Sciences, University of Tsukuba, responded: “Acceptance of JDS participants has provided us the opportunity to execute an interuniversity exchange agreement with our Vietnamese counterpart. It has also developed into mutual interaction among students. At the end of fiscal 2012, the university held a conference on environmental science at the VNU University of Science (VNU-HUS). In fiscal 2013, the university accepted seven exchange students from Vietnam and conducted two study tours in Vietnam. Currently we are preparing for an agreement on the acceptance of students on a Vietnamese government scholarship with the VIED (the Vietnam International Education Development).

Merits and impact of special program

The merits common to the universities are as follows:

- Have become able to reinforce the students’ skills for preparing and presenting a thesis in English as well as their mathematical ability.
- Have become able to launch special lectures by inviting part-time lecturers, to hold symposiums with invited public citizens, and to implement intensive courses by leading overseas scholars, who would be generally difficult to invite otherwise.
- Have achieved various outcomes, such as local training and guidance by academic advisors, local guidance before arrival in Japan, follow-up seminars, etc.
- Implementation of the domestic survey has enabled us to know the actual status of the policy implementation in local areas. Conducting a wider range of activities has had a positive influence on the entire school.

⁷⁶ JSPS (Japan Society for the Promotion of Science) implements the program to provide the opportunity for young researchers immediately after obtaining the foreign doctorate to conduct joint research at the universities in Japan under supervision of the researchers at the accepting universities, etc.

- Helpful in purchasing books and data.

The Graduate School of Bioresource and Bioenvironmental Sciences, Kyushu University, commented that they were able to provide deeper guidance, particularly through many events which they could not have held by themselves or under the old system.

The Graduate School of Life and Environmental Sciences, University of Tsukuba, responded as follows: “We are now financially able to send academic advisors to visit the relevant Vietnamese ministries and agencies or the universities and institutes of the JDS participants in association with the research themes of the participants. The spillover effect of the Special Program is significant.”

Comparison with other scholarship programs

When compared with the other scholarship programs, the accepting universities pointed out the following merits in common:

- Sufficient budget allows them to support research expenses, participation in academic conferences, and field surveys in the participants’ countries, etc.
- Detailed support system is available from applicant selection, prior to dispatch, and after their return to the country.
- Able to accept JDS participants with peace of mind thanks to the reliable selection process, including local interviews.
- The program provides sufficient support financially as well as mentally to the participants during their period of study in Japan, which reduces the burden on the participants and faculty staff. (The support for their daily life is also solid.)
- Building of a network with government organizations is facilitated.

On the other hand, the Asian Public Policy Program, School of International and Public Policy, Hitotsubashi University, responded as follows: “The support for the participants is extensive and sufficient, but there are many restrictions on the use of special education expenses such as Special Programs compared to other scholarships including that of the IMF, ADB, etc., from which the university also accepts students. It is troublesome that the services provided to other scholarship students, such as Japanese language lessons, cannot be offered to JDS participants.”

3-2. Expected Effect of JDS

As already stated, the JDS aims to develop human resources including young government employee who will have technical knowledge to offer practical solutions to the issues of socio-economic development and will actively contribute to resolving the issues. To implement the JDS effectively to achieve the objective, Project Design (consisting of Overall Goal and Project Purpose) has been established for each Sub-Program and Component (see Appendix 6). The effect of the human resource development program is expected to manifest itself in the long term. Therefore, the Project Design, particularly the Project Purpose which defines the performance target at the time of project completion,

can only refer to the acquisition of knowledge necessary to solve the development issues and the resulting increase in the competence of the personnel involved in policy-making in the Target Organizations. Nevertheless, it is expected that JDS participants will ultimately “contribute to solving development issues in their countries” by applying the acquired knowledge effectively and being given responsibilities and opportunities to do so in the Priority Organizations.

The following indicators are used to measure the achievement of Project Purposes, and in light of the above perspective they are applied to all Components:

- Ratio of JDS participants who obtain Master’s degree
- Ratio of JDS participants assigned to a workplace which has good relevance to their research/expertise after their return from Japan

With respect to the indicator, “Ratio of JDS participants who obtain Master’s degree,” a high completion rate has been achieved as a result of the steady implementation of the following: 1. Encouraging applications by appealing to persons in charge of personnel in the Priority Organizations of each Sub-Program and Component as well as the human resources that match the intent of the program at the time of recruitment; 2. Selecting JDS participants on the basis of, among others, academic knowledge, relevant work experience, basic training, and potential for contribution after returning home; and 3. Offering various types of support and periodic monitoring (namely, managing and advising on academic, lifestyle, and health issues in the form of interviews) to JDS participants in Japan.

This time, the adequacy of the new JDS system, which was introduced in 2009, will be evaluated on the basis of this survey, and its continued application in Vietnam will eventually be reviewed by the Japanese government. It is, however, necessary for the government of Vietnam and government organizations dispatching JDS participants to provide support during their study and, in addition, for the Accepting Universities to offer a curriculum that make ever-greater contributions to solving the development issues of the country. It is, therefore, expected that the achievement of the Project Purpose, which is measured by the first indicator, will continue to be promoted.

In terms of the second indicator, “ratio of JDS participants assigned to a workplace which has good relevance to their research/expertise after their return from Japan,” as described in “2-5 Follow up of the Project,” it can be said that their return to the organizations to which they belonged at the time of application is guaranteed to a certain degree. From the year when the new system was introduced, the words which pledge that JDS participants have to work at least two years at organizations to which they belonged at the time of application included in an application form. In addition, the Vietnamese version of a pledge was introduced in the year of 2013, and the efforts of Vietnamese government appears on the fact that Ministry of Education and Training, JDS participants as well as their organizations sign on a pledge which stipulates that JDS participants go back to the organizations in which they were working before they came to study in Japan, and they are obliged to work as government employees for at least two years.

Moreover, at the first Operating Committee in 2013, JICA Vietnam Office mentioned that the former ambassador of Japan addressed the importance of human resource development in his speech when he left Vietnam in September 2013. In addition to the speech, JICA Vietnam Office also mentioned that the last message of the former ambassador was that human resource development is the most important from the long-term view point in Vietnam although Vietnam needs a massive infrastructure development, and JICA Vietnam Office is also aware of the importance of human resource development.” Considering these remarks, it can be concluded that the importance of human resource development is widely recognized in Vietnam.

As it has been 14 years since JDS project started in Vietnam, many of JDS returned participants play active roles in the central ministries and agencies, such as the one from the third batch who was promoted to the Deputy Director General of International Cooperation Department, Supreme People’s Court and contributes to the reform of law and the improvement of judicial functions. It is expected that VIED and Priority Organizations will proactively keep monitoring JDS returned participants and provide the environments where they can effectively use their skills and abilities. Ultimately, these supports lead the whole society and economy in Vietnam to further developments.

3-3. Implementation of Supplementary Surveys for Evaluation at the End of the Project

Along with the introduction of the new system, for the purpose of a more multidimensional evaluation, new indicators were added to the two verifiable indicators, which have been already stated in the Basic Plan for the Sub-Programs since 2009, in order to supplement evaluation at the end of the JDS project.

The effectiveness of the project after the introduction of the new JDS system can be measured on the basis of various criteria, including the independence of relevant organizations and the activities of JDS participants after returning home, in addition to the management and progress of the project. Attention was, however, focused on the function of management of information about the JDS participants, or their monitoring considered characteristic of the JDS. Primarily, this was used to create indicators for evaluating the “Degree of capacity building of JDS participants” and the “Level of appropriateness of university curricula” and also to conduct a questionnaire survey. The survey respondents were principally JDS participants themselves. With respect to the “Degree of capacity building of JDS participants,” however, the managerial staff at the belonging organizations and the academic advisors at the Accepting Universities were asked to answer a questionnaire concerning changes in the abilities of JDS participants from an objective point of view.

(1) Contents of the Survey

As for the “Degree of capacity building of JDS participants,” given that the “Cultivation of young government officials” is the objective of the JDS, it was aimed to examine changes in the abilities required of government employees in the developing country as a result of the JDS. In concrete terms, the survey was conducted to measure improvements in skills and thinking abilities such as “Scientific research and analytical skills,” “Logical thinking ability,” “Problem-solving ability,” and “Leadership,”

as well as changes in attitudes including “Morality,” “Discipline,” “Sense of responsibility,” and “Aggressiveness.”

The appropriateness of university curricula for the solution of development issues, on the other hand, was already confirmed when the curricula were presented for screening before the beginning of the survey. Survey items were, therefore, created in order to check whether the proposed curricula were actually implemented and, in addition, whether the offered curricula truly produced an outcome that contributes to resolving the development issues.

(2) Survey Method

The questionnaire survey targeting JDS participants was undertaken in the following three stages: Upon their arrival in Japan, during their study, and upon their completion of study. At the time of their arrival in Japan and during their study, preliminary reports on the periodic monitoring of the JDS participants were received. At the time of the completion of their study and shortly before their return to their home country, questionnaires were distributed and collected, instead of preliminary reports on the evaluation meetings that had been convened with the JDS participants at each Accepting University and in each graduate school. As for the JDS participants who have already returned home, JICA plans to distribute and collect questionnaires every four years after they return to the home country.

As regards the questionnaire survey of the managerial staff of the belonging organizations, questionnaires were distributed and collected by the JDS Project Office in Vietnam before and after the arrival of the JDS participants in Japan.

Lastly, with respect to the academic advisors of the Accepting Universities, questionnaires were distributed along with reports on the final monitoring of the JDS participants, to whom they were offering advice, and their responses were received.

(3) Use of the Survey Results

The following questions were analyzed from the results of the questionnaire survey on the JDS participants, the managerial staff of the belonging organizations, and the academic advisors of the Accepting Universities: Of various abilities required of government employees, what skills and thinking abilities are needed in the belonging organizations, what abilities the JDS improved the most, and what attitudes it changed. The analysis was carried out to verify the validity and effectiveness of the JDS.

The suitability of the curricula, research guidance, and research environments provided by the Accepting Universities was also verified through the analysis of the results.

To turn the survey results into future improvements in the JDS, at the end of every year, the results of aggregation and analysis, including of the questionnaire surveys conducted this year⁷⁷ and, as needed,

⁷⁷ JDS regular survey: was supervised by Dr. Hiromitsu Muta, the former vice president of Tokyo Institute of Technology

in previous years, are scheduled to be shared with the Operating Committee and the Accepting Universities.

The improvements in the skills and abilities of government employees, including information gathering and processing skills, through the JDS are considered to be one of the achievements of the JDS. The participants are expected to apply these skills and abilities to make contributions to their organizations, such as the central ministries and to the issues of development in Vietnam.

The figure 6 below shows the analysis of comparisons in questionnaire which targeted on 30 JDS participants in the first year of the first phase under the new system. The questionnaires were collected at the time of arrival in Japan and graduation.

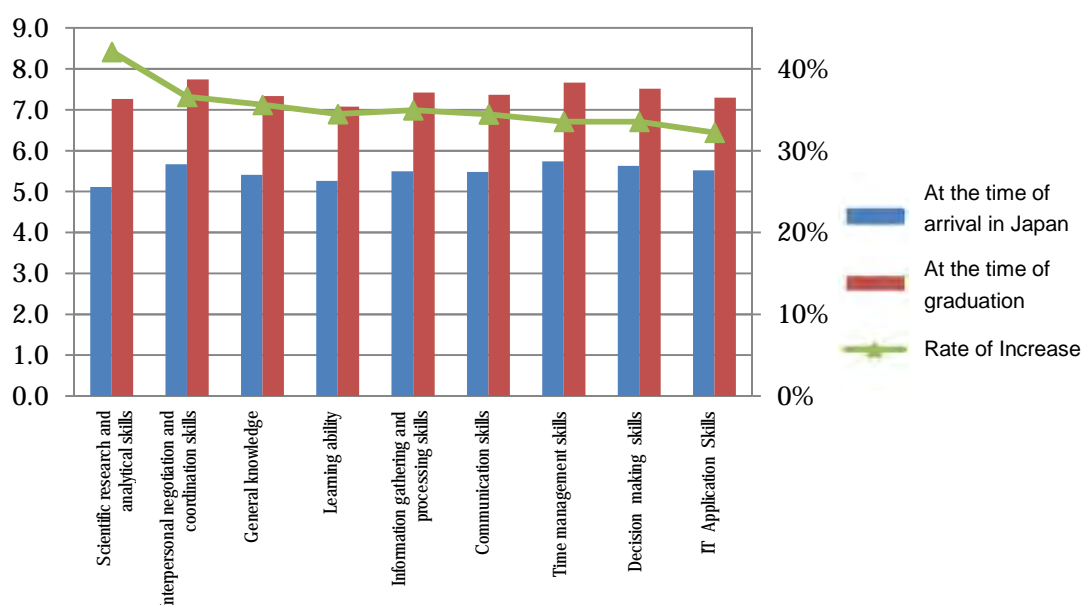


Figure 6: Ten Largest Increases in the Skills and Abilities of the JDS Participants from Vietnam during Their Study in Japan (between Their Arrival in Japan and Graduation)⁷⁸

All the skills and abilities were improved at the time of graduation, compared with the time of arrival in Japan. The analysis shows a characteristic of JDS participants from Vietnam; “scientific research and analytical skills,” “interpersonal negotiation and coordination skills,” and “general knowledge” particularly improved. Furthermore, the drastic improvement of “time management skills” was confirmed through the regular monitoring which conducted by the agent. These trends show that they achieved one of the purposes to study in Japan, to understand Japanese culture and custom.

In addition to the above questionnaires, a questionnaire was sent to the supervisors of all returned participants for fiscal 2008 and 2009 under the old system and fiscal 2010 and 2011 under the first phase of new system to confirm work reinstatement status after their return and the level of beneficial impact the participants had on the ministries and agencies to which they belong as core human resources.

⁷⁸ The questionnaire uses a zero-to-ten scale.

The results of the questionnaire were as follows: for items regarding “the reinstatement status of the JDS participants upon return,” in response to a question asking about promotion after return, about 30% answered that “returned participants were promoted.” Most of them were promoted 2 to 3 years after returning to their organizations.

To the question asking about the JDS participants’ attitude toward work, all responses stated that “improvement was seen compared to that before the study abroad program.”

Question regarding the change in ability after completing the program (multiple answers), some of the responses were that “the ability had improved compared to that before participating in the program” in “scientific research and analytical skill,” “communication skill,” and “problem-solving skill,” with results similar to the Figure 6 above.

To the items regarding “the level of beneficial impact on the belonging organization,” most responded to the questions asking if returned fellows “showed a favorable change after returning to the organization” and most responses were that “there was favorable change.” Some of the specific responses included “improvement seen in the attitude towards work of the returned participants and his/her subordinates,” and “there were increases in opportunities for interchange with Japan.”

Furthermore, to the question “Do you wish to send your staff to Japan for the study abroad in the future?” all responses were “Yes.”

Through the study abroad program in Japan, participants improved necessary abilities as government employees, by which they contribute to and beneficially influence on the other members of the organization, which is one of the outcomes of JDS project. It is hopeful that returned JDS participants make use of the ability acquired in Japan to contribute to their belonging organizations and the development of Vietnam.

3-4. Recommendations

As described in “1-4. Trend of Other Donor’s Aid,” Vietnam is provided with scholarship programs from multiple countries. In order to achieve the JDS objectives and to maximize its effects under such a situation, it is important to make more people become interested in applying for the scholarship at first and also to secure the quality of applicants.

Japanese government policies to further encourage the acceptance of students from overseas countries and unified efforts by related organizations across Japan would be desirable for securing the certain number of applicants. At the same time, as part of approaches to attract more people to the JDS project, it would be necessary to continue to advertise distinctive characteristics of the JDS project that set it apart from many other scholarship programs. Targeting government employees, the JDS is a well-designed program suitable for developing human resources who contribute to resolving development issues facing Vietnam. Relevant parties of Priority Organizations are expected to deepen

their understanding that the JDS project benefits medium- to long-term development of their country. Specifically, the JDS project has the following features that should be showcased: (i) accepting universities are positioned as project partners; (ii) a comprehensive system covering provision of advices and acceptance of students is put in place where the JDS participants can receive curriculum that meet the situation of their countries through the special programs in addition to the existing programs; and (iii) generous support including regular monitoring is provided to the JDS participants throughout their stay in Japan.

In order to increase effects of the JDS project, it would be necessary to strengthen cooperation with other JICA projects, focus more on public relations activities through establishing and utilizing continual cooperation with 331 returned participants, and recruit personnel who could be a counterpart in future projects.

The concerns and recommendations obtained through the Survey are as follows:

(1) Securing candidates from the central governmental organizations

Recruitment for the past 4 years under the first phase of the new system showed a decrease in the number of applicants and dispatches from major ministries and agencies, and there was an increase in the number of applicants and participants who were university faculty members, which has become an issue. Including the JDS 2013 participants, of the 117 JDS participants in the 4 years of the first phase of the new system, 54 were university faculty members, accounting for nearly half of the participants dispatched to Japan.

To improve the past results, active measures were taken to encourage more applicants from the Priority Organizations, and this resulted in an increase in the number of applicants from previous years, and applications from employees from the Priority Organizations of major ministries and agencies, too, increased significantly compared to the first phase⁷⁹. As a result, the number of successful candidates from the universities decreased, and of the 30 successful candidates, 23 (77%) were employees of the Priority Organizations. However, the number of applicants from major ministries and agencies who are most linked to the development issue still remains small in some components and accepting universities. JDS project's original intent was to train young government employees involved in government policy formulation and its implementation, and as with the previous phase, encouraging young government employees of relevant ministries and agencies to make use of this scholarship. This continues to be an issue which requires more effort in ensuring the number of applicants (young government officials) with the cooperation of Vietnamese government as well as further strengthening the advertisement of JDS.

(2) Recruitment period and the number of applicants

For this fiscal year, the recruitment period was set as for 8 weeks, which was 1 to 2 weeks shorter than usual period due to the survey schedule. It is desirable to ensure about 10 weeks for recruitment in

⁷⁹ In the first phase, the average number of valid applicants in the four years was 96 per year; however, 190 applications were received for 2013 recruitment. The average number of applicants from employees at priority organizations was about 80 for the first phase, and 158 applications were received for the 2013 recruitment.

view of the time required to prepare application documents and research plans, as well as to obtain necessary documents required for application, and the considerable time required to share information and complete approval procedures within the ministries and agencies⁸⁰.

During the recruitment for this year, we received applications that numbered six times the maximum acceptance of 30 participants. New measures were implemented to encourage recruitment, such as sending out a press release for recruitment with cooperation from the JICA Vietnam Office and VIED, and posting recruitment web-link on the website of the Embassy of Japan in Vietnam⁸¹, and posting advertisements on the Internet. According to the analysis of questionnaire responses from the applicants about how they got the information, there were some who answered that they received the information through the new channel, such as two-week advertisement campaign on the Internet; however most applicants got the information in the same manner as the first phase, getting the JDS information through their belonging organizations or the Internet (JDS Vietnam recruitment information website, VIED website, etc.). Generally speaking, most applicants responded that they obtained JDS information through multiple information sources, such as information provided by Priority Organizations, returned participants, the JICA Vietnam Office and JICA experts, and through articles posted on the Internet⁸², which showed that diversification of access channels for JDS recruitment information compared with last year had been effective (Figure 7).

A total of 13 explanatory meetings were held in the Priority Organizations and other venues in 5 cities, including Hanoi and Ho Chi Minh City, and 89 of 196 applicants had attended these meetings, which showed that many who had actually attended the explanatory meetings applied for the JDS. An explanatory meeting was held in Can Tho in Mekong Delta for the first time, which resulted in increased applicants from Can Tho.

It seems important that to obtain more applicants, access channels should be diversified and cooperation should be obtained from Priority Organizations, returned participants and Japan's relevant parties (JICA Vietnam Office, JICA experts, Embassy of Japan in Vietnam) and recruitment methods best suited for Vietnam should be established.

⁸⁰ Recruitment period set for scholarship program by New Zealand government is 5 months and Vietnam Education Fund (VEF) in the USA is 4 months, which allows candidates much more time to prepare application documents. Scholarship program by Australia (AAS) begin its promotional activities before the recruitment period.

⁸¹ According to the interview with VIED, "Most Vietnamese candidates seek scholarship information from Embassies.

⁸² Analysis of the questionnaire response showed that 133 of the 196 applicants obtained Vietnam JDS information through websites. As of the application deadline in November 12, 2013, there were 8,288 viewing of the JDS Vietnam recruitment website and 653 requests were received for download password.

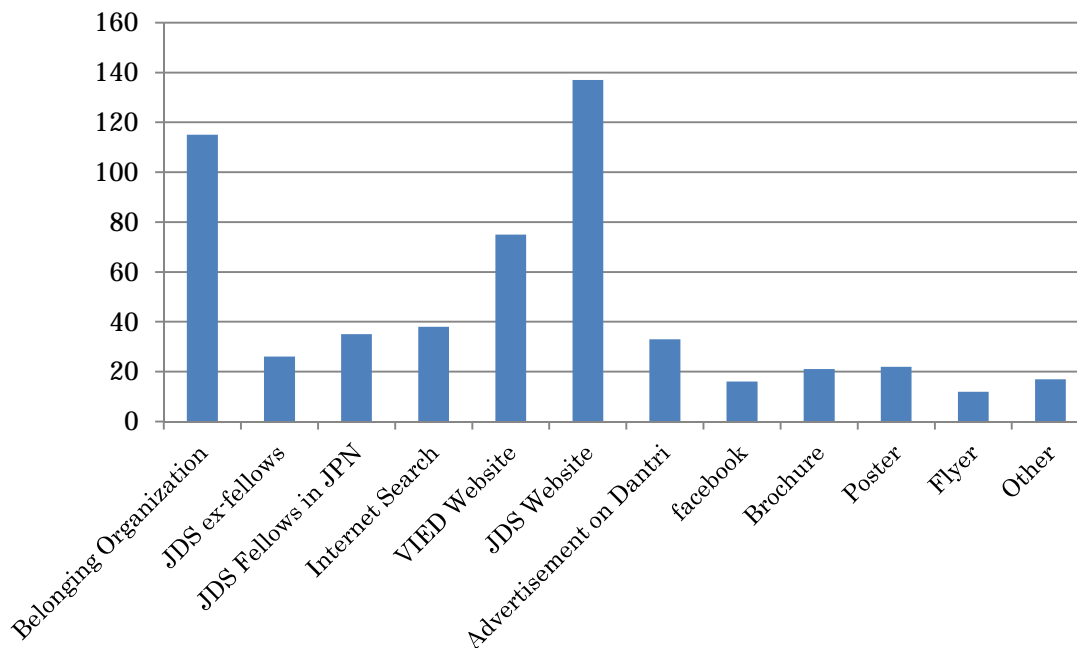


Figure 7: Information Source of Application for JDS

(3) Application qualifications

In the preparatory survey, Vietnam side made the following proposal: TOEFL ITP score of 500 points is the minimum requirement for other scholarship programs offered by the Vietnamese government. Individuals who have scored 550 points on the TOEFL ITP are able to study at universities in Japan. Other scholarship programs set 500 points as the minimum score. In order to maintain the quality of JDS participants and to maintain the good reputation of JDS, Vietnamese side proposed that the TOEFL ITP 500 score continue to be the minimum requirement for candidates.

It was also decided at the First Operating Committee meeting held in September 2013 that candidates for final screening that have not fulfilled the above requirement are to score 500 points or higher by the end of March of the year scheduled to arrive in Japan.

The final candidates must fulfill all requirements before coming to Japan. JDS project office has kept recommending all applicants to prepare well for the English examination at the explanatory meetings in the past years. Furthermore, it is important that the English requirement should be explained during the recruitment activities and that JDS project office facilitate candidates good preparation for the examination with sharing TOEFL structure and sample questions. It is also important to inform the result of the English score at the early stage of the selection to the candidates who have not scored 500 points on the TOEFL ITP, and to encourage them to improve their English score so that they can prepare well before the English examination.

(4) Selection of accepting universities

In regard to the selection of accepting universities, it was found that JICA had conducted impartial selection in accordance with the clearly established evaluation guidelines through the preparatory survey conducted this year. Vietnam side expressed understanding regarding validity of the selection

method and stated its basic agreement to the proposal made by the Japan side. From the 13 years of experience in the execution of the project, students from Vietnam will be accepted with an understanding of the status of Vietnamese students, development issues of and human resources needs of Vietnam, and accepting universities that offer training systems required to fulfill the needs of the Vietnam side were selected.

As a future measure for the project, the selection process in the project framework including the selection of accepting universities, direct communication and strengthened cooperation is expected among accepting universities, local parties involved and the target organizations. It is, therefore, desirable for the accepting universities to offer effective education through consistent sub-programs with the objective of resolving development issues provided to students before their arrival in Japan, during the study program and after their return.

(5) JDS implementation system within the Vietnamese side and its procedures

In the discussion of this preparatory survey held in Hanoi, with the point of view of the balance of the Vietnam side and the Japanese side of the Operating Committee members, the preparatory survey team has proposed that Vietnam side would streamline the number of members of the Operating Committee. As a result, at the first Operating Committee in 2013 September, the members of the Vietnam side were considered again and streamlined. As it is mentioned in “2-1-1. Implementation system of the JDS,” Japanese side (1 organization: JICA Vietnam Office) and Vietnam side (4 organizations: Vietnam International Education Development, International Cooperation Department, Department of Planning and Finance of Ministry of Education and Training, Ministry of Planning and Investment) are set as the Operating Committee members.

It is only VIED, however, still to participate in the Operating Committee from Vietnam side. The other members are not much involved into the project or the Operating Committee. On the other hand, International Cooperation Department of MOET is responsible for the arrangement of EN (Exchange of Note) and GA (Grant Agreement), and Department of Planning and Finance is responsible for AP (Authorization to Pay). In the same ministry, the implementing activities of JDS are divided into several departments and cooperation and coordination between departments is not necessarily done smoothly. For these issues, the survey team also requested MOET to assist accelerating the implementation procedures. It is indispensable to keep encouraging the cooperation and coordination among relevant departments within the ministry, in order to smoothly implement various procedures in the future.

3-5. JDS and Development Issues, and Conformity with the Country Assistance Policy

(1) Outline

As described up to this point, the JDS has been reviewed since 2009 to strengthen the Preparatory Survey in order to clarify the positioning of the JDS in line with the development issues confronting the target country, the Country Assistance Policy for Vietnam, and the programs of JICA, to identify the needs of the target country through fieldwork, and to improve the matching of the needs with the Accepting Universities that are capable of offering an educational program satisfying the needs. In view of the purposes and background of the review, the validity of the JDS will be verified in terms of its conformity with the (1) Priority Development Issues in Vietnam and also the (2) Country Assistance Policy for Vietnam.

(2) Conformity with the Priority Development Issues in Vietnam

Major donors view the SEDS 2011-2020 written by the government of Vietnam as a strategic document in planning and implementing their Official Development Assistance. With respect to the Country Assistance Policy for Vietnam, the Japanese government also formulated its aid programs based on the SEDS.

When the Preparatory Survey was conducted to implement the new JDS system in 2009, the Country Assistance Program⁸³ was consulted to define the target areas addressing the priority issues. As the JDS was reviewed this time, the priority issues in the Country Assistance Policy for Vietnam⁸⁴, which was intended to be more strategic, were also refined in accordance with the review of the JDS implementation over the past four years and the Sub-Programs were established (see Figure 8).

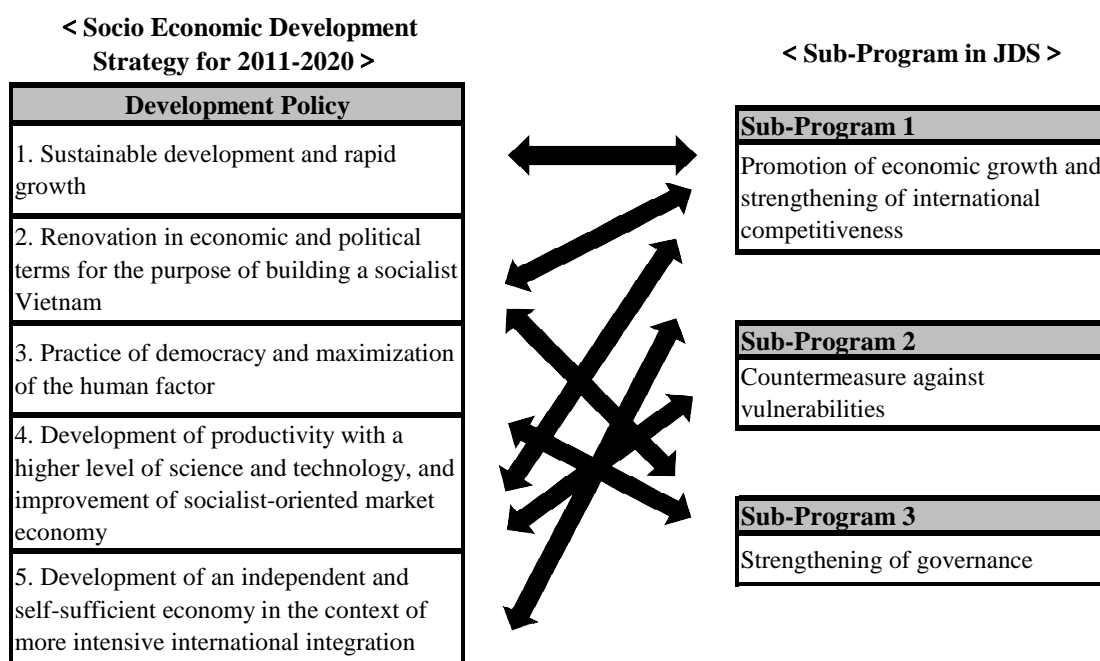


Figure 8: Position of the JDS in SEDS 2011-2020

⁸³ The Country Assistance Program for Vietnam was developed in July 2009.

⁸⁴ The Country Assistance Policy for Vietnam was developed in December 2012.

(3) Conformity with the Country Assistance Policy for Vietnam

According to the Country Assistance Policy for Vietnam (developed by Ministry of Foreign Affairs in December 2012), the government of Japan conducts comprehensive assistance focused on the above three main areas, which is already explained in “1-2. Background and Overview of the Grant Aid,” to achieve the national target of industrialization by 2020 addressed in SEDS and SEDP 2011-2015

The Sub-Programs established in the JDS match the assistance priority areas. They are intended to be human resource development programs, which contribute to the assistance priority areas (Figure 9).

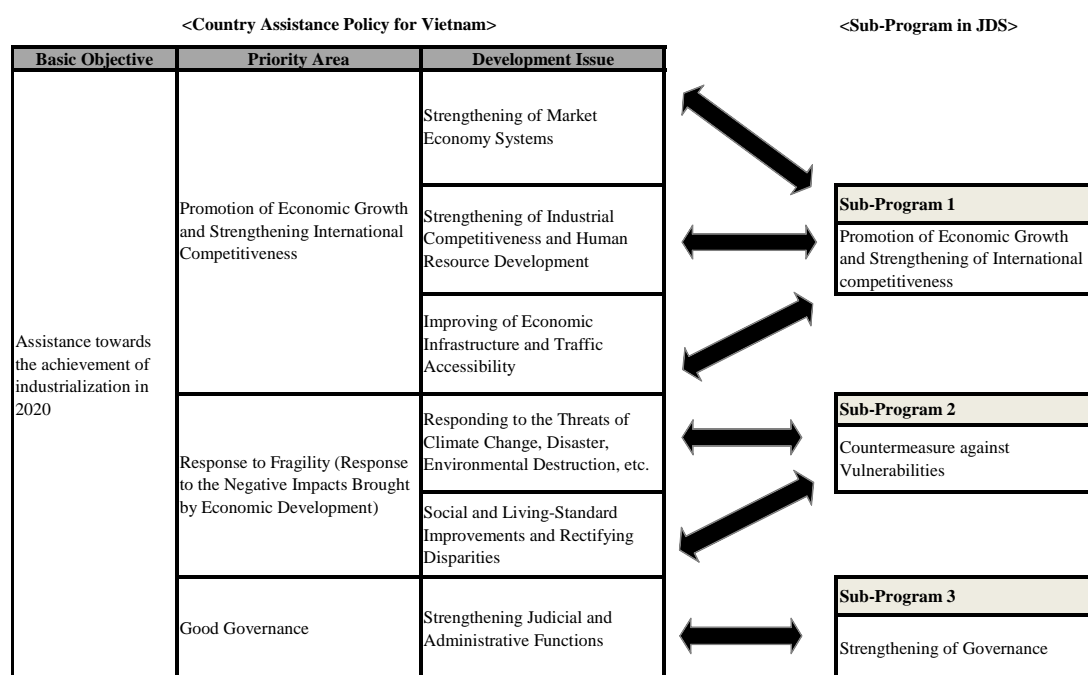


Figure 9: Position of the JDS in the Country Assistance Policy for Vietnam

3-6. Conclusion

In this Preparatory Survey, the intent and characteristics of the JDS, along with the political and social backgrounds and situation of Vietnam, were considered in organizing the priority development issues of Vietnam. These priority development issues based on the national development plan of Vietnam, the Country Assistance Policy of the Japanese government, and so forth, were selected as the Sub-Programs/Components. In addition, the Supplementary Survey aimed at the Priority Organizations that are assumed to be related to the Sub-Programs/Components was conducted to investigate the organizational roles and positions of the Organizations as well as their human resource development needs and the presence or absence of potential candidates in the Organizations. The results of the Survey served as the basis for the adoption of the scale of the JDS, which consists of four years, and the foundation for the elaboration of the Draft Project Plans for the Sub-Programs/Components (Basic Plans for the Sub-Programs). As stated in “3-4 Issues and

Recommendation,” it can be concluded that the position of the JDS is clear and highly appropriate and the continued implementation of the new JDS system in Vietnam will be very meaningful.

However, the new JDS system is in principle a four-year program, and the human development needs of Vietnam could change as a result of government policies, socio-economic conditions, and so on. In light of this possibility, it is considered necessary to ascertain the technical knowledge that should be acquired under the JDS and the types of human resources that should be developed in the Priority Organizations, while at the same time securing a certain level of flexibility by allowing discussions with those involved in the JDS in Vietnam.

Finally, under the new JDS system, the Accepting Universities offer the programs addressing the needs of the Priority Organizations in the course of four years. As a result, it can be expected that one of the purposes of the JDS, “Acquisition of Technical Knowledge by Earning of a Master’s Degree,” will be ensured. However, as stated above, with regard to the human resource development program, it is considered necessary to measure its long-term effects by monitoring the application of knowledge after the “Acquisition” and the level of knowledge returned to the society.

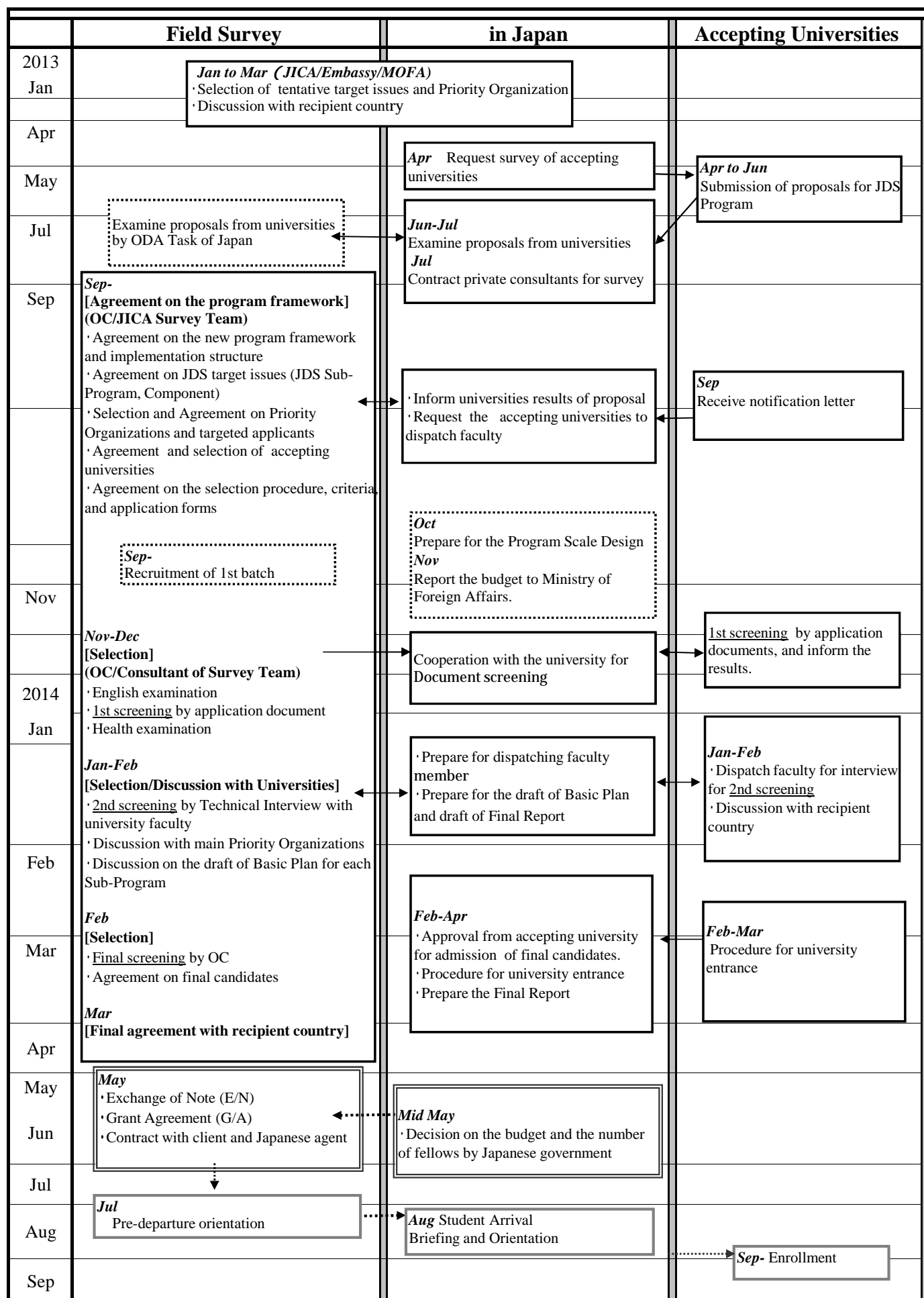
List of Appendixes

- 1 . Member List of the Survey Team
- 2 . Flowchart of the Preparatory Survey for JDS
- 3 . List of Contact Persons during the First Survey in Vietnam
- 4 . Minutes of Discussions (M/D)
- 5 . The number of JDS participants to be accepted for the next four years under the JDS Project in Vietnam
- 6 . Basic Plan for the Target Priority Area
- 7 . Summary of the Result of Supplementary Survey of Priority Organizations
- 8 . Recruitment and Selection of the First Batch of Candidates Coming to Japan in JFY 2014

Member List of the Survey Team

Fumihiko Okiura	Leader	Senior Representative JICA Vietnam Office
Atsushi Tsutsumi	Acceptance Planning (HRD Planning)	Managing Director International Students Affairs Department, JICE
Wakako Hashimoto	Acceptance Planning (Training Planning)	International Students Division, International Students Affairs Department, JICE
Kojiro Yoshioka	Recruitment/ Selection	International Students Division, International Students Affairs Department, JICE
Yayoi Watanabe	Application Procedures	International Students Division, International Students Affairs Department, JICE

Flowchart of the Preparatory Survey for JDS



List of Contact Persons during the First Survey in Vietnam

1. Discussion on the Minutes

Date	Contact Persons	Remarks
September 3 (Tue), 2013 10:05-11:05	■ JICA Vietnam Office - Mr. Fumihiko Okiura, Senior Representative - Ms. Ai Miura, Senior Project Formulation Advisor	Discussion with JDS Operating Committee members (Japanese side)
September 3, 13:30-14:30	■ Embassy of Japan in Vietnam - Mr. Atsuki Tomoyose, Second Secretary Other attendee: - Ms. Ai Miura, Senior Project Formulation Advisor, JICA Vietnam Office	Discussion with a relevant party in Vietnam
September 3, 15:30-16:10	■ Vietnam International Education Development (VIED), Ministry of Education and Training (MOET) - Ms. Nguyen Thi Thanh Minh, Deputy Director General - Ms. Dao Viet Nga, Officer	Discussion with JDS Operating Committee members (Vietnamese side)
September 4 (Wed), 09:00-09:45	■ JDS Operating Committee - Mr. Nguyen Xuan Vang, Director General, VIED, MOET - Mr. Fumihiko Okiura, Senior Representative Other attendee: - Ms. Nguyen Thi Thanh Minh, Deputy Director General, VIED, MOET - Ms. Dao Viet Nga, Officer, VIED, MOET - Ms. Ai Miura, Senior Project Formulation Advisor, JICA Vietnam Office	Discussion on the minutes

2. Visiting Priority Organizations

Date	Contact Persons	Remarks
September 5 (Thu), 2013 14:00-15:00	<ul style="list-style-type: none"> ■ Ministry of Natural Resources and Environment - Ms. Nguyen Thi Huyen, Principal Official, Department of Organization and Personnel - Mr. Do Van Man, Principal Official, Department of Organization and Personnel - Mr. Ngan Ngoc Vy, Official, Department of Organization and Personnel - Ms. Nguyen Thi Thuy, Official, Department of Organization and Personnel - Ms. Hang, Official, International Cooperation Department 	Priority Organization in the Phase 1 under JDS New System
September 5 (Thu), 16:00-16:35	<ul style="list-style-type: none"> ■ Monitoring Office of Program 165, Central Committee of Organization and Personnel - Ms. Vu Thi Thu Hang, Deputy Director, Training and Cooperation Department - Mr. Trinh Thuy Duong, Officer, Training and Cooperation Department 	Partner Organization for Promotion Activities
September 6, 2013 (Fri) 14:00-14:25	<ul style="list-style-type: none"> ■ Ministry of Transport - Mr. Tran Bao Ngoc, Deputy Director General, Department of Organization and Personnel - Mr. Linh, Officer, Department of Organization and Personnel 	Priority Organization in the Phase 1 under JDS New System

**MINUTE OF DISCUSSIONS
ON
THE PREPARATORY SURVEY
OF THE JAPANESE GRANT AID
FOR HUMAN RESOURCE DEVELOPMENT SCHOLARSHIP
TO THE SOCIALIST REPUBLIC OF VIET NAM**

In response to the request from the Government of the Socialist Republic of Viet Nam (hereinafter referred to as “Viet Nam”), Japan International Cooperation Agency (hereinafter referred to as “JICA”) decided to conduct a Preparatory Survey in respect of “Japanese Grant Aid for Human Resource Development Scholarship” (hereinafter referred to as “the JDS Program”) to be implemented in the Socialist Republic of Viet Nam.

In view of the above, JICA dispatched a Preparatory Survey Team (hereinafter referred to as “the Team”) headed by OKIURA Fumihiko, Senior Representative, JICA Viet Nam Office, to Hanoi from 3rd to 6th September, 2013.

The Team held a series of discussions with relevant officials of Viet Nam. Both parties confirmed the design of the JDS Program and the related items attached hereto.

Hanoi, 5th September 2013



OKIURA Fumihiko
Leader
Preparatory Survey Team
Japan International Cooperation Agency



TRAN Ba Viet Dzung
Director General
International Cooperation Department
Ministry of Education and Training
Socialist Republic of Viet Nam



NGUYEN Xuan Vang
Director General
Vietnam International Education Development
Ministry of Education and Training
Socialist Republic of Viet Nam

I. Design of the JDS Program

1. Maximum Number of JDS Participants

The total number of JDS participants who would be sent for the master programs for the first batch in Japanese fiscal year 2014, shall be at thirty (30) and this number would indicate the maximum number per batch, in total one hundred twenty (120) for four batches, from Japanese fiscal year 2014 to 2017, as shown in ANNEX-1 “Flowchart for Next JDS Program”.

2. JDS Sub-Program and Component

Based on the discussions held between both parties, target priority areas as Sub-Program and target development issues as Component are identified below:

(1) Priority Area as Sub-Program 1:

Promotion of Economic Growth and Strengthening of International Competitiveness

Development Issue as Component

1-1. Strengthening of Market Economy System

1-2. Network Development for Transportation and Communications, Urban Development

1-3. Stable Supplies for Energy

(2) Priority Area as Sub-Program 2:

Countermeasure against the Vulnerabilities

Development Issue as Component:

2-1. Agriculture and Rural Development

2-2. Environment, Climate Change, Disaster Prevention

(3) Priority Area as Sub-Program 3:

Strengthening of Governance

Development Issue as Component:

3-1. Strengthening of the Legal System

3-2. Strengthening of the Administrative Capacity

3. The Priority Organization and Target Group

Based on the discussions held between both parties, the priority organizations were identified as ANNEX-2 “Design of JDS Program in Viet Nam for Four Batches”.

It was agreed that all government employees would be eligible to apply and the target group would be administrative officials of the priority organizations.

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

Based on the discussion held between both parties, it was agreed that the educational programs of following universities would be suitable to the development issues in the Viet Nam.

- (1) Development Issue as Component:
Strengthening of Market Economy System
University:
Hitotsubashi University, School of International and Public Policy (3 slots)
International University of Japan, Graduate School of International Management (2 slots)
- (2) Development Issue as Component:
Network Development for Transportation and Communications, Urban Development
University:
Hiroshima University, Graduate School for International Development and Cooperation (2 slots)
Nagoya University, Graduate School of Environmental Studies (2 slots)
- (3) Development Issue as Component:
Stable Supplies for Energy
University:
International University of Japan, Graduate School of International Relations (2 slots)
Kyushu University, Graduate School of Engineering (2 slots)
- (4) Development Issue as Component:
Agriculture and Rural Development
University:
Kyushu University, Graduate School of Bioresource and Bioenvironmental Science (3 slots)
Tokyo University of Agriculture and Technology, Graduate School of Agriculture (2 slots)
- (5) Development Issue as Component:
Environment, Climate Change, Disaster Prevention
University:
University of Tsukuba, Graduate School of Life and Environmental Sciences (4 slots)
- (6) Development Issue as Component:
Strengthening of the Legal System
University:
Nagoya University, Graduate School of Law (2 slots)
Kyushu University, Graduate School of Law (2 slots)
- (7) Development Issue as Component:
Strengthening of the Administrative Capacity
University:
International University of Japan, Graduate School of International Relations (2 slots)
Meiji University, Graduate School of Governance Studies (2 slots)

5. Overall Schedule of the Preparatory Survey and Basic Plan for Each Component

According to ANNEX-3 “Flowchart of the Preparatory Survey for JDS,” the Team explained overall schedule of the Preparatory Survey. The team also explained that a Basic Plan for each component, which included the background, project objectives, summary of the activities of the project and others, would be prepared for mutual understanding of both parties during the Preparatory Survey.

The O/C confirmed that necessary meeting arrangements would be taken for preparation of the Basic Plan for each component.

6. Strategic Recruitment

The Team suggested a strategic recruitment of more appropriate participants who are expected to become leaders in the targeted areas, in such ways as utilizing networks of JICA cooperation programs including JICA experts and JICA technical cooperation projects and so on.

7. Monitoring and Evaluation

It was agreed that monitoring and evaluation of JDS graduates should be done actively by the Government of the Viet Nam.

II. Other Matters Discussed

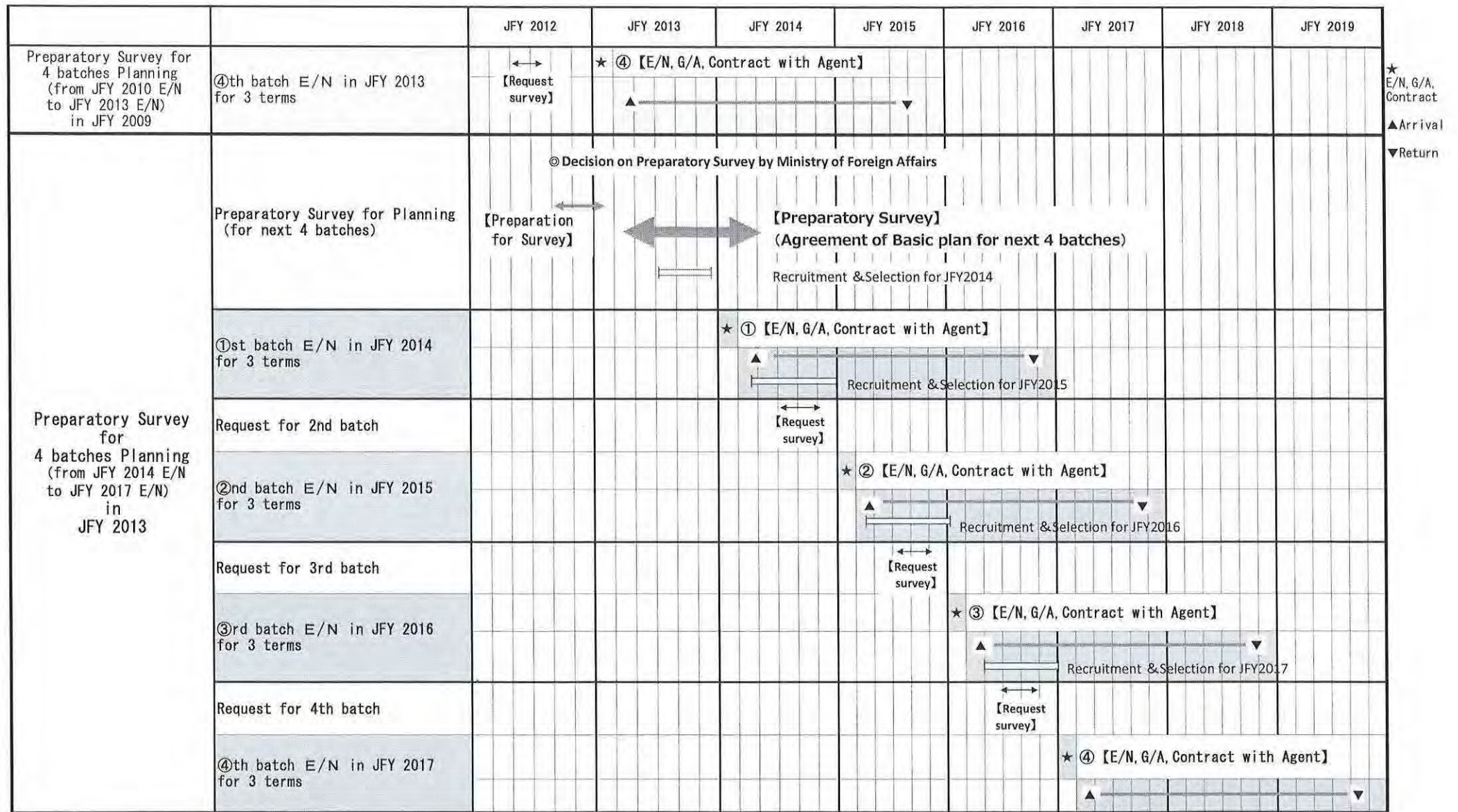
The Team requested the Viet Nam side the following matters:

- The Viet Nam side would provide a working space for a consultant during the survey and for an agent which implements JDS Program, around April 2014.
- The Viet Nam side would streamline the OC Vietnamese members.
- The Viet Nam side would support acceleration of the various approval processes of JDS projects (including Authorization to Pay).

- ANNEX-1: Flowchart for Next JDS Program
- ANNEX-2: Design of JDS Program in Viet Nam for Four Batches
- ANNEX-3: Flowchart of the Preparatory Survey for JDS

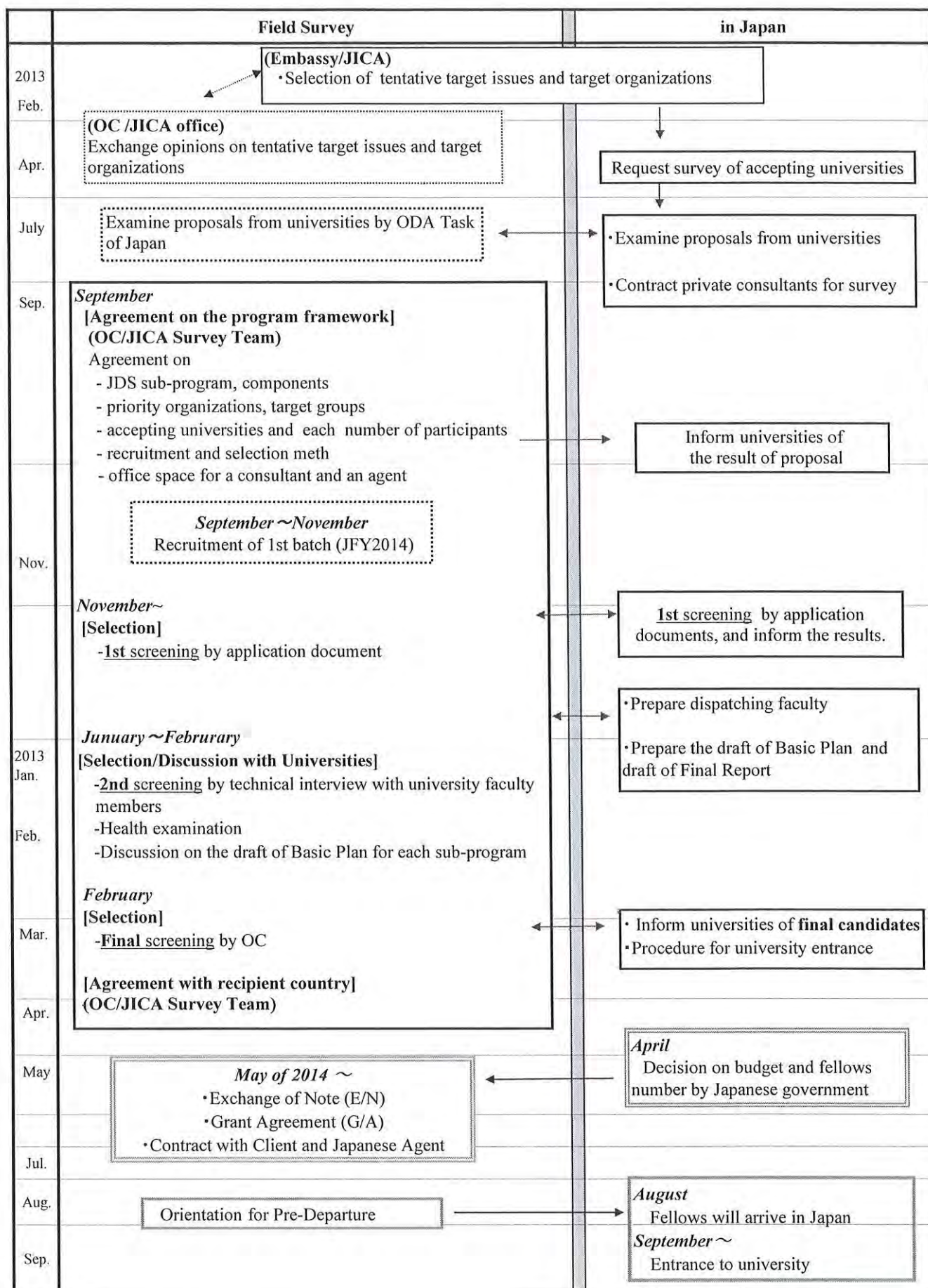
Flows for Next JDS Program

ANNEX 1



Design of JDS Program in Viet Nam for Four Batches (from JFY 2014 to JFY 2017)

Sub-Program (JDS Priority Areas)	Components (JDS Development Issues)	Expected Theme of Research / Possible Fields of Study	Priority Organization	University	Graduate School / Degree to be obtained	Slot
1 Promotion of Economic Growth and Strengthening of International Competitiveness	1-1 Strengthening of Market Economy System	Possible Fields of Study : • Economic Policy • Financial Policy • Industrial Policy Degree : Unspecified	• Ministry of Planning and Investment • Ministry of Industry and Trade • Ministry of Finance • The State Bank of Vietnam • Vietnam Academy of Social Science • Government Office • Ministry of Education and Training	Hitotsubashi University	School of International and Public Policy Degree: Master of Public Policy (Public Economics)	3
				International University of Japan	Graduate School of International Management Degree: Master of Business Administration	2
	1-2 Network Development for Transportation and Communications, Urban Development	Possible Fields of Study : • Urban Development Policy • Environment Oriented City Plan • Sustainable Urban Development Degree : Unspecified	• Ministry of Transport • Ministry of Construction • Hanoi City People's Committee • Ho Chi Minh City People's Committee • Ministry of Education and Training • Government Office	Hiroshima University	Graduate School for International Development and Cooperation Degree: Master of Engineering	2
				Nagoya University	Graduate School of Environmental Studies Degree: Master of Environmental Science, Master of Engineering	2
	1-3 Stable Supplies for Energy	Possible Fields of Study : • Energy Policy • Energy Environmental Policy Degree : Unspecified	• Ministry of Industry and Trade • Ministry of Science and Technology • Ministry of Education and Training • Government Office	International University of Japan	Graduate School of International Relations (International Development Program) Degree: Master of Arts in International Development, Master of Arts in Economics	2
				Kyushu University	Graduate School of Engineering Degree: Master of Engineering	2
2 Countermeasure against the Vulnerabilities	2-1 Agriculture and Rural Development	Possible Fields of Study : • Agriculture Policy • Food Safety • Agricultural Mechanization • Livestock Science and Diseases Degree: Unspecified	• Ministry of Agriculture and Rural Development • National Institution of Agricultural Planning and Projection • Ministry of Education and Training • Government Office	Kyushu University	Graduate School of Bioresource and Bioenvironmental Science Degree: Master of Science	3
				Tokyo University of Agriculture and Technology	Graduate School of Agriculture Degree: Master of Agriculture	2
	2-2 Environment, Climate Change, Disaster Prevention	Possible Fields of Study : • Environmental Policy • Global Environment (Policy • Economy) • Natural Resources and Ecological System Management • Environmental Ethic and Education • Countermeasures against Global Warming • Management of water supply, sewerage system and waste • Urban Environment (General Policy • Legal system) • Application of Satellite Data (Disaster Management) Degree : Unspecified	• Ministry of Natural Resources and Environment • Ministry of Planning and Investment • Vietnamese Academy of Science and Technology • Ministry of Agriculture and Rural Development • Ministry of Industry and Trade • Ministry of Education and Training • Government Office	University of Tsukuba	Graduate School of Life and Environmental Sciences Degree: Master of Environmental Sciences	4
3 Strengthening of Governance	3-1 Strengthening of the Legal System	Possible Fields of Study : • Judicial Policy Degree : Unspecified	• Ministry of Justice • Supreme People's Court • Supreme People's Prosecution • Office of the National Assembly • Ministry of Industry and Trade • Ministry of Education and Training • Government Office	Nagoya University	Graduate School of Law Degree: Master of Laws	2
				Kyushu University	Graduate School of Law Degree: Master of Laws	2
	3-2 Strengthening of the Administrative Capacity	Possible Fields of Study : • Public Policy • Training for Public Servants Degree : Unspecified	• Ministry of Home Affairs • Government Inspectorate • People's Committee in Provinces • Office of the National Assembly • Ho Chi Minh National Academy of Politics and Public Administration • Government Office • Ministry of Finance • Ministry of Education and Training	International University of Japan	Graduate School of International Relations (Public Management and Policy Analysis Program) Degree: Master of Arts in Public Management	2
				Meiji University	Graduate School of Governance Studies Degree: Master of Public Policy	2
Total						30



Sub-Program	Component	University	Graduate School	Expected Number of JDS Participants				
				1st Batch	2nd Batch	3rd Batch	4th Batch	Total
1 Promotion of Economic Growth and Strengthening of International Competitiveness	1-1 Strengthening of Market Economy System	Hitotsubashi University	School of International and Public Policy	3	3	3	3	12
		International University of Japan	Graduate School of International Management	2	2	2	2	8
	1-2 Network Development for Transportation and Communications, Urban Development	Hiroshima University	Graduate School for International Development and Cooperation	2	2	2	2	8
		Nagoya University	Graduate School of Environmental Studies	2	2	2	2	8
	1-3 Stable Supplies for Energy	International University of Japan	Graduate School of International Relations (International Development Program)	2	2	2	2	8
		Kyushu University	Graduate School of Engineering	2	2	2	2	8
2 Countermeasure against the Vulnerabilities	2-1 Agriculture and Rural Development	Kyushu University	Graduate School of Bioresource and Bioenvironmental Science	3	3	3	3	12
		Tokyo University of Agriculture and Technology	Graduate School of Agriculture	2	2	2	2	8
	2-2 Environment, Climate Change, Disaster Prevention	University of Tsukuba	Graduate School of Life and Environmental Sciences	4	4	4	4	16
3 Strengthening of Governance	3-1 Strengthening of the Legal System	Nagoya University	Graduate School of Law	2	2	2	2	8
		Kyushu University	Graduate School of Law	2	2	2	2	8
	3-2 Strengthening of the Administrative Capacity	International University of Japan	Graduate School of International Relations (Public Management and Policy Analysis Program)	2	2	2	2	8
		Meiji University	Graduate School of Governance Studies	2	2	2	2	8
Total				30	30	30	30	120

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Socialist Republic of Vietnam
2. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
3. Operating Committee: Ministry of Education and Training (Vietnam International Education Development, International Cooperation Department, Department of Planning and Finance), Ministry of Planning and Investment, JICA Vietnam Office

Itemized Table1-1

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
2. Component: Strengthening of Market Economy System
3. Priority Organization: Ministry of Planning and Investment, Ministry of Finance, The State Bank of Vietnam, Ministry of Industry and Trade, Vietnam Academy of Social Science, Government Office, Ministry of Education and Training

(2) Background and Needs (Position of JDS in Development Plan of Socialist Republic of Vietnam)

Vietnam sets a governmental target of industrialization by 2020 in its “Socio-economic Development Strategy (2011-2020)” and “Socio-economic Development Plan (2011-2015)”. These plans place a focus on sustainable growth of the nation through enhancing global competitiveness and capacity building of government officials in order to achieve an international integration and a stability of the society. Moreover, “Human Resource Development Strategy (2011-2020)” emphasizes cultivation of government officials capable of coping with changes in the world with the goal of global integration. It also focuses on strengthening administration, policymaking, and international laws as prioritized areas.

In order to achieve national target of industrialization by 2020, Vietnam needs to strengthen international competitiveness. Even though Vietnam has achieved in the development of various economic system, such as accession of WTO in 2007 as a result of transitions to open markets and market economy after introduction of Doi Moi in 1986, the system and capacity to properly implement economic reforms are necessary to be strengthened. While the international economic environment has been changing, continuous reform of the economic systems in line with internal and external economic conditions are necessary. Therefore, there is a need for capacity building of government officials who are in charge of system and policy formulations.

In this Component, JDS project aims to foster human resources of relevant ministries and state organizations to improve the capability of planning, development, and operation of financial policy, monetary policy, industrial and trading policy as well as other economic related policies which are required to accelerate market economy.

(3) Japan's ODA Policy and Achievement (including the JDS Project)

"Promotion of Economic Growth and Strengthening International Competitiveness" is set as one of the priority areas in the "Country Assistance Policies for Vietnam" which was issued in the year of 2012. Under the said policies, the government of Japan supports industrial and human resource development in improvement of market economy system, and fiscal and monetary reforms to strengthen the market economy system, in order to achieve sustainable growth of the country through enhancing global competitiveness.

In accordance with the Country Assistance Policies for Vietnam, under the "Market Economy System, and Fiscal and Financial Reforms" program, JICA supports improvement of market economy system to promote activities of private sector smoothly, state owned enterprises reform, and financial sector reform.

The JDS project of Vietnam started in the year of 2000 and dispatched 394 participants in total through the 1st to 13th batch. Among the 394 participants, 329 participants obtained master's degree and returned to Vietnam (as of November 2013); 142 participants were dispatched in the field of strengthening market economy system.

Relevant JICA Projects:

【Technical Cooperation Project】

- Vietnam Bank Restructuring Support Project
- Capacity Development for Central Banking Operation in Vietnam
- Technical Cooperation Project for Capacity Strengthening on Corporate Finance Management Contributing to Implement State-owned Enterprises (SoEs) Restructuring
- Project on Tax Administration Reform in Vietnam (Phase 3)
- Project for promoting E-customs in Vietnam
- Project for Strengthening Public Functions for Supporting Small and Medium Enterprises
- Project for the Improvement of Legal Framework for Competition Law and Policy

【Expert】

- Advisor for Foreign Direct Investment

【Loan Aid (Yen Loan)】

- Economic Management and Competitiveness Credit
- Small and Medium Sized Enterprises Finance Project ()

【Grant Aid】

- The Project for E-Customs and National Single Window for Customs Modernization

2. Cooperation Framework

(1) Project Objective

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government employees who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/partnership between Japan and Socialist Republic of Vietnam.

(2) Project Design

1) Overall Goal

To ensure that JDS project will help to enhance the institutional capacity of the relevant administrative institutions, which are engaged in planning, development, and operation of policies and systems in the field of financial policy, monetary policy, industrial and trading policy as well as other economic related policies which are necessary to accelerate market economy.

2) Project Purpose

To ensure that government employees, who are engaged in financial policy, monetary policy, industrial and trading policy as well as other economic related policies necessary to accelerate market economy, improve their capability of planning, development and operation of policies and systems.

(3) Verifiable Indicators

1) Ratio of JDS participants who obtain Master's degree

2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

School of International and Public Policy, Hitotsubashi University

3 participants / year total 12 participants / 4 years

Graduate School of International Management, International University of Japan

2 participants / year total 8 participants / 4 years

(5) Activity

School of International and Public Policy, Hitotsubashi University

Target	Contents/Programs to achieve target
1) Before arrival to Japan	
To carry out sufficient advance preparations to smoothly conduct a research.	<ul style="list-style-type: none">Before coming to Japan, JDS participants obtain basic mathematical skills necessary for economic analysis.
2) During study in Japan	
To acquire economic theory and approach in market economy that are fundamental for understanding and formulating necessary policies for strengthening of market economy system.	<ul style="list-style-type: none">JDS participants acquire economic theory and approach through the subjects in core course such as macroeconomics, microeconomics, econometrics and economics of public policy.JDS participants also take special courses and tutorials to enhance mathematics and English language skills that are essential in profiting from the courses offered.
To acquire specific skills to analyze and evaluate policies.	<ul style="list-style-type: none">Elective courses on policy-related, applied economics subjects such as tax policy, public finance, public investment, social security and monetary & fiscal policies, are offered to acquire

	necessary knowledge and skills to solve specific public policy problems.
To strengthen the ability to analyze issues and to forge a common understanding on issues, as well as to express one's ideas and to persuade others.	<ul style="list-style-type: none"> JDS participants attend a small-group seminar under an academic advisor for the duration of the program, to equip skills in thinking issues through multiple points of view and debating on them.
To gain experiences in coming up with theoretically consistent policy proposals.	<ul style="list-style-type: none"> Completing a high-quality Master's Thesis which is directly linked to the policy issues under the guidance of academic advisor, JDS participants acquire the skills to analyze and formulate policies.
To equip students with an understanding of how theory and practice interact in real-life policy settings.	<ul style="list-style-type: none"> Under Special Program, through seminars and lectures given by leading outside experts in specific policy areas, JDS participants gain a deeper understanding of real life policies. Visiting local governments and areas outside Tokyo, JDS participants understand public policy issues at the local level and exchange views with local government officials.
3) After return	
To utilize research results and maintain the network.	<ul style="list-style-type: none"> The faculty travels to Vietnam on a regular basis. And through discussions with JDS returned participants and senior officials, the university gains a deeper understanding of the country's needs and further improve the program. The Program has held annual Alumni Seminars using the World Bank's video-conferencing/distance learning facility, with a view to providing continuing education for alumni, and to develop and maintain the alumni network. The faculty has also held seminars in Vietnam, as a part of continuing education for JDS returned participants and to encourage potential applicants to apply. The Program has also opened a Facebook page for alumni to enhance networking.

Graduate School of International Management, International University of Japan

Target	Contents/Programs to achieve target
1) Before arrival to Japan	
To carry out sufficient advance preparations for smooth research after arrival in Japan.	<ul style="list-style-type: none"> Graduate School of International Management (GSIM) faculty visits Vietnam to conduct pre-arrival seminars to prepare the JDS participants prior to

	their joining the MBA program. The JDS participants will join to the seminars.
2) During study in Japan	
To acquire special knowledge applicable to their future careers.	<ul style="list-style-type: none"> • In the first year, necessary knowledge for management is acquired without placing emphasis on specific fields in order to cultivate a comprehensive outlook. In the second year, JDS participants choose one of the five areas (finance/accounting, information technology/operations management, marketing, managing strategy, and general business) to acquire special knowledge applicable to their future careers.
To acquire basics knowledge for properly conducting market-oriented economy and managing its environment, and deepen understandings.	<ul style="list-style-type: none"> • JDS participants study measures toward the issues, through understanding the difference between developing and developed countries in the context of law and economic systems, infrastructures (business environment) and industrial development as well as employment promotion.
To acquire practical problem solving skills in management strategy including investment strategies for firms and small and medium enterprises (SME).	<ul style="list-style-type: none"> • Under Special Program, GSIM plans to conduct field trips to management firms and special seminars by highest functionaries in the financial sector.
To acquire expertise and problem-solving ability through writing a master's thesis.	<ul style="list-style-type: none"> • JDS participants write a thesis on a topic relevant to practical aspects of policy making. • JDS participants obtain professional knowledge and problem-solving skills by learning crucial factors for industrialization of Vietnam, such as establishment of foreign direct investment strategies, making investment decisions for enterprises, investing in securities, and making funding decisions in the banking system.
3) After return	
To maintain and strengthen network.	<ul style="list-style-type: none"> • IUJ has held several alumni receptions for graduates in order to have strong network with them and follow up (IUJ invited many government officials and employees from private sectors in Japan to the receptions), as it helps enhance a good relationship between Japan and Vietnam.

(6)-1 Inputs from the Japanese Side

- 1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. preparatory instructions including local activities, special lectures and workshops, follow up activities after returning home)
- 2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 5 participants × 4 years = 20 participants
 From the year 2014 (Until 2016): 5 participants From the year 2015 (Until 2017): 5 participants
 From the year 2016 (Until 2018): 5 participants From the year 2017 (Until 2019): 5 participants

(7) Inputs from the Vietnam Side

- 1) Dispatch of JDS participants
- 2) Follow-up activities (e.g. providing opportunities for JDS returned participants to share/disseminate the knowledge they acquired in Japan at their organizations/ other target organizations)

(8) Qualifications

- 1) Occupation:
 - Government employees (including People's Committees in provinces, State-owned enterprises under ministries, National/Public universities)
 - Has more than 2 years of full-time work experience in government organizations at the time of application (has at least 6 months of work experience at the current organization)
- 2) Others
 - Nationality: Must be citizens as well as residences of Socialist Republic of Vietnam
 - Age: Between 24 and 39 years old (inclusive) as of April 1, in the year of dispatch.
 - Has University (Bachelor) Degree (full-time and formal training)
 - Has a good command of English (TOEFL ITP 500 (iBT 61) / IELTS 5.0 (with no sub-band under 5.0) or above is preferred)
 - Applicants must be in good health, both mentally and physically (a person in pregnancy is ineligible)
 - Persons who are; currently receiving, planning, or who have previously acquired, a master's degree after studying abroad on a scholarship awarded by other foreign assistances are ineligible.
 - Must not be serving in the military.

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country : Socialist Republic of Vietnam
2. Target Priority (Sub-Program) Area : Promotion of Economic Growth and Strengthening of International Competitiveness
3. Operating Committee: Ministry of Education and Training (Vietnam International Education Development, International Cooperation Department, Department of Planning and Finance), Ministry of Planning and Investment, JICA Vietnam Office

Itemized Table1-2

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
2. Component: Network Development for Transportation and Communications, Urban Development
3. Priority Organization: Ministry of Transport, Ministry of Construction, Hanoi City People's Committee, Ho Chi Minh City People's Committee, Ministry of Education and Training, Government Office

(2) Background and Needs (Position of JDS in Development Plan of Socialist Republic of Vietnam)

For achieving sustainable economic growth, Vietnam should deal with increasing demand for transportation and rapid urbanization. Further, it requires improvement of transportation network that contributes to smooth and safe distribution of goods as well as human mobility. This improvement should be achieved through further development of physical infrastructure such as roads, railways, seaports and airports. Moreover, Vietnam has to deal with other issues such as development and quality control of human resources to operate and maintain the increasing property for transportation, improvement of institutions to make use of private sector resources, means for traffic safety, and formulation of long-term strategy to develop transport sector.

In this Component, JDS program aims to foster human resources of relevant ministries and state organizations to improve strategically important infrastructure and urban transportation systems which support sound development of urban cities.

(3) Japan's ODA Policy and Achievement (including the JDS Project)

"Promotion of Economic Growth and Strengthening International Competitiveness" is set as one of the priority areas in the "Country Assistance Policies for Vietnam" initiated by the government of Japan in the year of 2012. Under the said policies, the government of Japan supports the country to develop arterial traffic and urban transport network in order to meet the demands for economic infrastructure which is increasing along with the economic growth.

In accordance with the Country Assistance Policies for Vietnam, in the priority area of "Improving of Economic Infrastructure and Traffic Accessibility", JICA supports following areas to improve basic

infrastructures that are strategically important and to develop urban transportation network for sound development of cities:

1. Developing arterial roads such as north-south expressway, railways including north-south high-speed railway, deep sea ports, and airports in main cities.
2. Developing and improving air navigation and safety management system.
3. Improving transportation network such as ring roads and sub-urban bypasses in Hanoi City and Ho Chi Minh City, where population density is extremely high.
4. Developing mass transportation systems (urban railways).
5. Developing transport safety measures.
6. Formulating plans to develop infrastructure for transportation and developing human resources for construction and maintenance of transport facilities.

The JDS project of Vietnam started in the year of 2000 and dispatched 394 participants in total through the 1st to 13th batch. Among the 394 participants, 329 participants obtained master's degree and returned to Vietnam (as of November 2013); 16 participants were dispatched in the field of transportation infrastructure and urban development.

Relevant JICA Projects:

【Technical Cooperation Project】

- Project for Strengthening Operation and Maintenance System for Expressway
- Project for Capacity Enhancement in Road Maintenance
- Project for Support on Set up of Operation and Maintenance Company of Urban Railways in HCMC
- Project for Capacity Enhancement in Construction Quality Assurance

【Expert】

- Advisor for management, operation, and maintenance of expressway system
- Advisor for Port and Logistic Management

【Loan Aid (Yen Loan)】

- Terminal 2 Construction Project in Noi Bai International Airport
- HCMC Urban Railway Construction Project (Line 1)
- Lach Huyen Port Infrastructure Construction Project (Port)

2. Cooperation Framework

(1) Project Objective

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government employees who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/ partnership between Japan and Socialist Republic of Vietnam.

(2) Project Design

1) Overall Goal

To ensure that JDS project will help to enhance the institutional capacity of the relevant administrative

institutions, which are engaged in strategic development planning, transportation infrastructure building and their management/ operation which are necessary for transportation infrastructure development and urban development.

2) Project Purpose

To ensure that government employees, who are engaged in strategic development planning, and transportation infrastructure building and their management/ operation necessary for transportation infrastructure development and urban development, improve their capability of planning, development and operation of policies and systems.

(3) Verifiable Indicators

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Graduate School for International Development and Cooperation, Hiroshima University

2 participants / year total 8 participants / 4 years

Graduate School of Environmental Studies, Nagoya University

2 participants / year total 8 participants / 4 years

(5) Activity

Graduate School for International Development and Cooperation, Hiroshima University

Target	Contents/Programs to achieve target
1) Before arrival to Japan	
To obtain preliminary education for acquiring basic knowledge for the enrolment.	<ul style="list-style-type: none"> · JDS participants study advanced materials in the university's course through Special Program. They are provided with textbooks on basics of development technology and are required to conduct self-study under the instruction of professors. They need to submit periodical reports by e-mail and take exams to confirm their achievements.
2) During study in Japan	
To acquire practical knowledge related to transportation infrastructure and urban development.	<ul style="list-style-type: none"> · JDS participants study the development technology course to expand their own knowledge base of sustainable urban/ regional development and enhance their practical skills for addressing technological and political issues. · Through a variety of seminars, JDS participants learn practical knowledge from professionals or specialists from other universities or institutions. · With financial supports from Special Program, JDS participants participate in academic or international

	conferences.
To conduct research with necessary materials and books.	<ul style="list-style-type: none"> · In order to smoothly conduct their researches, all JDS participants are provided with specialized books, datasets, and/or other materials necessary for their research. In addition, spatial analysis software such as Arc GIS is also provided for all JDS participants.
To conduct research with mentorship system.	<ul style="list-style-type: none"> · Under Special Program, at least one Ph.D. student is assigned to every JDS participant for two years (mentorship system). · JDS participants are able to get appropriate advice and ample support on their research from the mentor whenever they want.
Development of knowledge to write a master's thesis.	<ul style="list-style-type: none"> · Through special English language courses, "Graduate Writing I" and "Graduate Writing II.", JDS participants can obtain essential skills in writing academic papers. · In addition, they can utilize English proofreading by native speakers on their master theses.
3) After return	
To utilize knowledge and achievements.	<ul style="list-style-type: none"> · Hiroshima University holds a follow-up seminar in Vietnam after JDS participants go back to the country. Also, it provides advice and recommendations on practical issues from the academic view point.

Graduate School of Environmental Studies, Nagoya University

Target	Contents/Programs to achieve target
1) During study in Japan	
To acquire knowledge and experience in infrastructure and environmental conservation based on civil engineering.	<ul style="list-style-type: none"> · JDS participants acquire advanced knowledge and know-how on infrastructure development and environmental conservation under the supervision of academic advisors who specialize mainly in civil engineering and environmental studies. JDS participants then acquire cross-disciplinary perspectives on the programs, such as climate change, water and waste management etc. through the course works.
To acquire international communication skills.	<ul style="list-style-type: none"> · To acquire high level communication skills and knowledge for solving fundamental issues, which would be necessary for leaders who are

	<p>responsible for policy making, JDS participants take courses, such as English Communication in Environmental Issues, Sustainability and Environmental Studies, and Global Environmental Cooperation Seminar.</p> <ul style="list-style-type: none"> · JDS participants understand research contents and policy themes regarding to infrastructural development and environmental protection, conduct presentations, discuss issues and submit reports.
To learn concrete policy making skills.	<ul style="list-style-type: none"> · JDS participants design and implement internship (Global Research Internship: two credits) in private companies and international organizations in the Nagoya-Chubu region or overseas survey sites in order to explore how the advanced knowledge and technologies which have been acquired from the course works can be applied to solve actual problems in developing countries. JDS participants then compile a master's thesis under the intensive supervision of academic advisor. · Under Special Program, JDS participants participate in a domestic study tour to study planning, design and maintenance management for infrastructure (details to be decided).
To accomplish a position as a future leader and network enhancement.	<ul style="list-style-type: none"> · Students in Nagoya University Global Environmental Leaders Program (NUGELP) are highly motivated and qualified as potential future global leaders, with whom the JDS participants enjoy active interaction and give synergetic effects of learning each other. · The environment in NUGELP creates close ties among instructors and students and gives JDS participants great opportunities to enhance their global human network. · Under Special Program, lectures by invite guests from the Government of the Vietnam and local universities, and also joint workshop with the Government of the Vietnam are scheduled.
2) After return	
To establish continuous cooperation with Nagoya University.	<ul style="list-style-type: none"> · Given the fact that Nagoya University has concluded comprehensive academic agreements

	with many of universities in Vietnam, JDS participants establish a foundation for further cooperation after graduation, and expect to see joint research opportunities, human resource exchanges and advice from their academic supervisors.
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(6)-1 Inputs from the Japanese Side

- 1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. preparatory instructions including local activities, special lectures and workshops, follow up activities after returning home)
- 2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

- 1 batch 4 participants × 4 years = 16 participants
- From the year 2014 (Until 2016): 4 participants From the year 2015 (Until 2017): 4 participants
- From the year 2016 (Until 2018): 4 participants From the year 2017 (Until 2019): 4 participants

(7) Inputs from the Vietnam Side

- 1) Dispatch of JDS participants
- 2) Follow up activities (e.g. providing opportunities for JDS returned participants to share/disseminate the knowledge they acquired in Japan at their organizations/ other target organizations)

(8) Qualifications

- 1) Occupation:
 - Government employees (including People's Committees in provinces, State-owned enterprises under ministries, National/Public universities)
 - Has more than 2 years of full-time work experience in government organizations at the time of application (has at least 6 months of work experience at the current organization)
- 2) Others
 - Nationality: Must be citizens as well as residences of Socialist Republic of Vietnam
 - Age: Between 24 and 39 years old (inclusive) as of April 1, in the year of dispatch.
 - Has University (Bachelor) Degree (full-time and formal training)
 - Has a good command of English (TOEFL ITP 500 (iBT 61) / IELTS 5.0 (with no sub-band under 5.0) or above is preferred)
 - Applicants must be in good health, both mentally and physically (a person in pregnancy is ineligible)
 - Persons who are; currently receiving, planning, or who have previously acquired, a master's degree after studying abroad on a scholarship awarded by other foreign assistances are ineligible.
 - Must not be serving in the military.

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Socialist Republic of Vietnam
2. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
3. Operating Committee: Ministry of Education and Training (Vietnam International Education Development, International Cooperation Department, Department of Planning and Finance), Ministry of Planning and Investment, JICA Vietnam Office

Itemized Table1-3

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
2. Component: Stable Supplies for Energy
3. Priority Organization: Ministry of Industry and Trade, Ministry of Science and Technology, Ministry of Education and Training, Government Office

(2) Background and Needs (Position of JDS in Development Plan of Socialist Republic of Vietnam)

Energy consumption and maximum amount of electricity in past 10 years in Vietnam grew on average 13-14% per year, which was faster than its economic growth rates. Demand for electricity was 46,000GWh in 2005, and is currently estimated to increase to 257,000GWh in 2020 (5.6 times higher). It is also expected that Vietnam will shift to a net energy-importing country around 2015. In order to achieve long-term sustainable economic growth, new energy sources and electric transmission and distribution network should be developed to help promote electricity supply. It is also important to increase varieties of energy sources for stable electricity supply, develop primary energy and promote energy saving.

In this Component, JDS project aims to foster human resources of relevant ministries and state organizations to improve the capability of comprehensive energy policy development, infrastructure development for electricity generation, and development of technology as well as safety standards necessary for stable supply of electricity.

(3) Japan's ODA Policy and Achievement (including the JDS Project)

"Promotion of Economic Growth and Strengthening International Competitiveness" is set as one of the priority areas in "Country Assistance Policies for Vietnam" initiated by the government of Japan in the year of 2012. Under the said policies, the government of Japan supports the country to promote sustainable energy supply and energy saving.

In accordance with the Country Assistance Policies for Vietnam, under the "Stable Energy Supply and Energy Conservation" program, JICA supports following areas to ensure stable energy supply in order to meet the increasing energy demand needed for Vietnam's economic growth:

1. Formulating comprehensive energy policy, especially supporting the formulation of seventh

electricity master plan.

2. Developing power plants, improving power distribution and transformation network, developing infrastructure for promoting private investment, and strengthening capacity of electricity supply by formulating standards for technology and safety.
3. Implementing policy for energy saving, introducing energy-saving facilities, and fostering further energy saving by financial assistance.
4. Securing primary energy by financial assistance and others that is required to develop renewable energy.

The JDS project of Vietnam started in the year of 2000 and dispatched 394 participants in total through the 1st to 13th batch. Among the 394 participants, 329 participants obtained master's degree and returned to Vietnam (as of November 2013); in this second phase of the JDS project under the new system, the field of stable supplies for energy was introduced for the first time.

Relevant JICA Projects:

【Technical Cooperation Project】

- Electric Power Technical Standards Promotion in Vietnam
- Establishment of Energy Management Training Center

【Technical Cooperation Project】

- O Mon Thermal Power Plant and Mekong Delta Transmission Network Project
- O Mon Thermal Power Plant Unit No.2 Construction Project
- Nghi Son Thermal Power Plant Construction Project
- Thai Binh Power Plant and Transmission Lines Construction Project
- Thac Mo Hydropower Station Extension Project
- Power Transmission and Distribution Network Development Project (Loan for Electrical Sector)

2. Cooperation Framework

(1) Project Objective

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government employees who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/ partnership between Japan and Socialist Republic of Vietnam.

(2) Project Design

1) Overall Goal

To ensure that JDS project will help to enhance the institutional capacity of relevant administrative institutions, which are engaged in planning, development, and operation of policies and systems in the field of development of power plants, improvement of power distribution and transformation network and promotion of energy saving which are necessary for stable energy supply and energy saving.

2) Project Purpose

To ensure that government employees, who are engaged in development of power plants, improvement of power distribution and transformation network and promotion of energy saving which are necessary for stable energy supply, improve their capability of planning, development and operation of policies and systems.

(3) Verifiable Indicators

1) Ratio of JDS participants who obtain Master's degree

2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Graduate School of International Relations, International University of Japan

2 participants / year total 8 participants / 4 years

Graduate School of Engineering, Kyushu University

2 participants / year total 8 participants / 4 years

(5) Activity

Graduate School of International Relations (International Development Program, IDP), International University of Japan

Target	Contents/Programs to achieve target
1) Before arrival to Japan	
To carry out sufficient advance preparations before enrollment.	· To prepare new JDS participants for their graduate education, courses on such subjects as Basic Mathematics, Basic Economics and Management are offered in the summer prior to their enrollment under Special Program.
2) During study in Japan	
To acquire theoretical bases to formulate energy policy.	· In order to analyze energy policy issues within inclusive and coherent theoretical framework, the International Development Program (IDP) provides the first-year students with academic and policy-oriented training with theoretical foundations through microeconomics, macroeconomics and etc. The program also emphasizes empirical analysis and trains the scholars with the concepts of statistics and econometrics for economic analysis.

To acquire theoretical knowledge for the formation of energy policy.	<ul style="list-style-type: none"> · The course works are intended for those who need to learn energy application in various situations of energy problems. · JDS participants learn not only policy making, but also ways to manage policies as well as energy administration and governance.
To acquire knowledge to conduct administrative management and governance.	<ul style="list-style-type: none"> · As of the special lectures, IUJ invites government officials from the relevant ministries and organizations which controls energy matters in Japan and other countries to give lectures on the implementation of administrative management and governance. · Under Special Program, the IDP can provide the JDS participants with some extra-circular activities such as field trips (visit to an electric power plant) as well as a series of special lectures.
To acquire highly qualified report writing skills through policy analysis and thesis writing in English.	<ul style="list-style-type: none"> · Close supervision by faculty members of IUJ enables JDS participants to write a highly-qualified master's thesis which could meet global standards and contribute to practical as well as academic solutions for current policy issues.
To acquire international viewpoint, network and communication skills.	<ul style="list-style-type: none"> · IUJ provides a rich educational and research environment with a diversified student body coming from over fifty countries. The majority of students and faculty members live in on-campus housing, and develop international perspectives and human networks through interaction.
3) After return	
To acquire trainings after graduation, and implement follow-up activities continuously to improve knowledge, theories, and skills.	<ul style="list-style-type: none"> · IUJ provides JDS participants with follow-up training after graduation in Vietnam with the aim of continuously improving their knowledge, theories, and skills. Joint seminars inviting graduates, current students, and new JDS participants are also held concurrently so that JDS participants can enhance mutual understanding, share knowledge and experiences, and strengthen their network. Additionally, with possible cooperation from public organizations, joint research projects between graduates and faculty members are facilitated.

Graduate School of Engineering, Kyushu University

Target	Contents/Programs to achieve target
1) Before arrival to Japan	
To carry out self preparations to smoothly conduct research after enrolment.	· Before coming to Japan, JDS participants collect basic information which will be necessary for research.
2) During study in Japan	
To acquire a variety of knowledge in the field of science technology.	· With considerations of good balance, JDS participants should take 30 or more credits of the total for each Major's subjects and other related subjects, which are designated by a supervising professor. The subjects of the Graduate School of Engineering are classified into the following four categories; Advance Subjects, Advanced Specialized Subjects, Professional Skill Development, and Additional Specialized Subjects. The JDS participants should select and take courses from these subjects in good balance.
Through Master's thesis writing, to acquire accomplishments as a person who can provide broad-ranging and multidimensional thinking, flexibility and a global mindset in a specified field of energy environment.	· The research activities of a Master's course are conducted under the guidance of a supervising professor on a daily basis. JDS participants take following three lecture subjects to be included in the total credits; training of research planning, experiments, presentation training, and develop Master's thesis.
3) After return	
Through a follow-up activity for graduates, to keep improving knowledge, theory and skills and as well as maintain the network.	· Kyushu University conducts activities to follow up alumni, in order to keep improving their knowledge, theory and skills and as well as maintain the network among JDS returned participants.

(6)-1 Inputs from the Japanese Side

1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. preparatory instructions including local activities, special lectures and workshops, follow up activities after returning home)
2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.)
3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 4 participants × 4 years = 16 participants
From the year 2014 (Until 2016): 4 participants From the year 2015 (Until 2017): 4 participants

From the year 2016 (Until 2018): 4 participants From the year 2017 (Until 2019): 4 participants

(7) Inputs from the Vietnam Side

- 1) Dispatch of JDS participants
- 2) Follow up activities (e.g. providing opportunities for JDS returned participants to share/disseminate the knowledge they acquired in Japan at their organizations/ other target organizations)

(8) Qualifications

- 1) Occupation:
 - Government employees (including People's Committees in provinces, State-owned enterprises under ministries, National/Public universities)
 - Has more than 2 years of full-time work experience in government organizations at the time of application (has at least 6 months of work experience at the current organization)
- 2) Others
 - Nationality: Must be citizens as well as residences of Socialist Republic of Vietnam
 - Age: Between 24 and 39 years old (inclusive) as of April 1, in the year of dispatch.
 - Has University (Bachelor) Degree (full-time and formal training)
 - Has a good command of English (TOEFL ITP 500 (iBT 61) / IELTS 5.0 (with no sub-band under 5.0) or above is preferred)
 - Applicants must be in good health, both mentally and physically (a person in pregnancy is ineligible) Persons who are; currently receiving, planning, or who have previously acquired, a master's degree after studying abroad on a scholarship awarded by other foreign assistances are ineligible.
 - Must not be serving in the military.

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Socialist Republic of Vietnam
2. Target Priority (Sub-Program) Area: Countermeasure against the Vulnerabilities
3. Operating Committee: Ministry of Education and Training (Vietnam International Education Development, International Cooperation Department, Department of Planning and Finance), Ministry of Planning and Investment, JICA Vietnam Office

Itemized Table2-1

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Countermeasure against the Vulnerabilities
2. Component: Agriculture and Rural Development
3. Priority Organization: Ministry of Agriculture and Rural Development, National Institution of Agricultural Planning and Projection, Ministry of Education and Training, Government Office

(2) Background and Needs (Position of JDS in Development Plan of Socialist Republic of Vietnam)

Agriculture, forestry and fisheries industries are still important in Vietnam, accounting approximately 20% of the GDP and 50% of the working population, although its industrial structure has been changing because of economic growth. However, the income level of rural population which consists of approximately 70% of the nation's population remains low, and the gap of living standards between urban and rural areas is widening. Moreover, Vietnam has not achieved global competitiveness in agriculture due to inadequate quality and safety assurance for their products. Thus, innovation in farming techniques and generating additional values in their products are vital to the sustainable development of agriculture and rural areas.

In this Component, JDS project aims to foster human resources of relevant ministries and state organizations to improve the capability of modernizing farming techniques, utilizing local resources such as land and water, and vitalizing rural communities and agricultural economies necessary for sustainable development in agriculture and rural areas.

(3) Japan's ODA Policy and Achievement (including the JDS Project)

"Response to Fragility (Response to the Negative Impacts Brought by Economic Development)" is set as one of the priority areas in the "Country Assistance Policies for Vietnam" initiated by the government of Japan in the year of 2012. Under the said policies, the government of Japan supports agricultural development and rural development in order to improve the social aspects and living, reduce poverty and correct disparity.

In accordance with the Country Assistance Policies for Vietnam, under the "Agriculture and Rural Development" program, JICA supports following areas as main targets:

1. Increasing agricultural productivity based on farmers' activities.
2. Industrial development utilizing local resources and conditions of location.
3. Promoting high-value added agricultural and fishery productions through improving institutions to

secure food safety.

4. Strengthening food security by measures against cross-border infectious diseases.

The JDS project of Vietnam started in the year of 2000 and dispatched 394 participants in total through the 1st to 13th batch. Among the 394 participants, 329 participants obtained master's degree and returned to Vietnam (as of November 2013); 64 participants were dispatched in the field of agriculture and rural development.

Relevant JICA Projects:

【Technical Cooperation Project】

- Strengthening the Capacities for the Field of Management of Vietnam's Crop Production Sector for Improving the Productivity and Quality of Crop's Products
- Improvement of Extension System for Applying Better Farming System and Cultivation Techniques for Poor Farmers in the Mekong Delta
- Northwest Region Rural Development Project
- Project for Promotion of Participatory Irrigation Management for Sustainable Small-Scale Pro Poor Infrastructure Development

【Expert】

- Adviser for agriculture and rural development

2. Cooperation Framework

(1) Project Objective

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government employees who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/ partnership between Japan and Socialist Republic of Vietnam.

(2) Project Design

1) Overall Goal

To ensure that JDS project will help to enhance the institutional capacity of the relevant administrative institutions, which are engaged in planning, development and operation of policies and systems in the field of modernization of farming techniques, utilizing local resources such as land and water, and vitalizing rural communities and agricultural economies which are necessary for sustainable development in agriculture and rural areas.

2) Project Purpose

To ensure that government employees, who are engaged in modernization of farming techniques, utilizing local resources such as land and water, and vitalizing rural communities and agricultural economies necessary for sustainable development in agriculture and rural areas, improve their capability of planning, development, and operation of policies and systems.

(3) Verifiable Indicators

- 1) Ratio of JDS participants who obtain Master's degree

2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Graduate School of Bioresource and Bioenvironmental Science, Kyushu University

3 participants / year total 12 participants / 4 years

Graduate School of Agriculture, Tokyo University of Agriculture and Technology

2 participants / year total 8 participants / 4 years

(5) Activity

Graduate School of Bioresource and Bioenvironmental Science, Kyushu University

Target	Contents/Programs to achieve target
1) Before arrival to Japan	
To collect information and prepare for a research.	<ul style="list-style-type: none"> JDS participants collect fundamental data on their research topics. If necessary, professors will be dispatched to Vietnam to support their preparation.
2) During study in Japan	
To deepen knowledge by acquiring basic knowledge concerning of agricultural science.	<ul style="list-style-type: none"> JDS participants acquire basic knowledge such as research theme setting, methodology selection and statistics at Research Methodology classes. JDS participants acquire technical knowledge through studying subjects, such as international rural development, and biological resources development, utilization and soil and water environment, forestry resources production science and etc.
To understand the global food situation, learn policy development process and practice regarding to maintenance of forestry and land/ water resources.	<ul style="list-style-type: none"> JDS participants participate in common practical trainings on a farm and training sessions at rural communities such as rice-duck farming, farm training and terraced-rice field in Ukiha-city of Fukuoka prefecture. Through exchange opinion programs with farmers and local governments, the current situation, issues and trials of agriculture in Japan, these participants obtain the knowledge for theme setting and analysis skills. By using the "Global Human Resource Development Promotion Project", the JDS participants take special lectures on planning of agricultural policy, modernization of agriculture,

	<p>the efficient use of resources based on the international view of university faculty members including lecturers from abroad.</p> <ul style="list-style-type: none"> · International seminars are conducted in Japan, once in two years, and JDS participants participate in the international seminars which are carried out by inviting relevant parties, such as officials from the belonging organizations of the JDS participants. · JDS participants acquire presentation techniques and English communication abilities through attending an international conference, and other overseas experiences.
Through Master's thesis writing, to enhance the specialized and practical capacity for policy formulation for solution of issues on rural development and regional development in the agriculture/forestry/fishery area.	<ul style="list-style-type: none"> · The university provides academic writing course for the graduation thesis. · The university accumulates the research results of JDS graduates according to the countries in order to allow new JDS participants to review research results of JDS graduates. · In accordance with research topics, academic advisors provide not only academic assistance and Master's thesis writing, but also field researches at farms and trainings at other laboratories. With these complementary approaches to obtain practical knowledge and expertise, the JDS participants enhance specialized and practical capacity for policy formulation and professional problem-solving skills. · Regarding the JDS participants who are particularly good on their research, their study results will be published at the international journal and announced to the international community.
3) After return	
To participate into follow-up seminars.	<ul style="list-style-type: none"> · In order to enhance establishment of knowledge and problem-solving abilities as well as sharing the study results with relevant parties, a follow-up seminar is held in Vietnam once four years. (It was held in Can Tho university in 2012, next will be held 2 years after in Hanoi university

	of Agriculture.)
Graduate School of Agriculture, Tokyo University of Agriculture and Technology	
Target	Contents/Programs to achieve target
1) Before arrival to Japan	
To carry out sufficient advance preparations before study in Japan.	JDS participants prepare basic data and information till the enrolment.
2) During study in Japan	
To acquire high-level necessary knowledge related to the necessary technical and institutional know-how about agricultural/rural development in Vietnam.	<ul style="list-style-type: none"> JDS participants are to learn and study such Special Field Studies as agricultural, forestry and environmental sciences, and rural development policy and international development and cooperation, closely related to the improvement of agricultural technologies and productivity, agricultural/rural development policies and international cooperation.
To acquire the practical abilities to cope with and solve the various problems about agricultural/rural development in Vietnam.	<ul style="list-style-type: none"> JDS participants are to attain the ability of policy planning through a series of such General Study Lectures as rural social development and international agricultural technology, as they also participate in practical trainings and exercises, such as Communication Practice, Field Trainings, and Thematic Exercise.
To acquire the abilities to offer efficient solutions for agricultural/rural development policies in Vietnam.	<ul style="list-style-type: none"> JDS participants are to study the Exercise and Special Research at their lab level and complete their high-level master's thesis as the results of the full understanding of the efficient use of rural resources, the improvement of farming skills and the mobilizing of the whole activities of agricultural and rural development.
To brush up their practical abilities of planning and decision making in carrying out agricultural/rural development projects in Vietnam.	<ul style="list-style-type: none"> Under Special Program, Subjective Exercise, On-site Practical Exercise in Fujieda City, IEAS Field Trip, and Field Training in Tsukuba, JDS participants learn a means of survey, and the way to understand and solve issues. Under Special Program, Special Lectures and Seminars by the guest lecturers provide updated knowledge of agricultural and environmental issues and exchange opinions so that JDS participants deepen their knowledge.
2) After return	

To utilize Research Results.	<ul style="list-style-type: none"> JDS participants are to continue to keep in close touch with the department through activities like taking part in the grassroots level's projects in Vietnam of our department as counter-partners or cooperatives, aiming at brushing up their practical abilities of planning and decision making.
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(6)-1 Inputs from the Japanese Side

1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. preparatory instructions including local activities, special lectures and workshops, follow up activities after returning home) 2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.) 3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 5 participants × 4 years = 20 participants From the year 2014 (Until 2016): 5 participants From the year 2015 (Until 2017): 5 participants From the year 2016 (Until 2018): 5 participants From the year 2017 (Until 2019): 5 participants
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(7) Inputs from the Vietnam Side

1) Dispatch of JDS participants 2) Follow up activities (e.g. providing opportunities for JDS returned participants to share/disseminate the knowledge they acquired in Japan at their organizations/ other target organizations)
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(8) Qualifications

1) Occupation: <ul style="list-style-type: none"> Government employees (including People's Committees in provinces, State-owned enterprises under ministries, National/Public universities) Has more than 2 years of full-time work experience in government organizations at the time of application (has at least 6 months of work experience at the current organization) 2) Others <ul style="list-style-type: none"> Nationality: Must be citizens as well as residences of Socialist Republic of Vietnam Age: Between 24 and 39 years old (inclusive) as of April 1, in the year of dispatch. Has University (Bachelor) Degree (full-time and formal training) Has a good command of English (TOEFL ITP 500 (iBT 61) / IELTS 5.0 (with no sub-band under 5.0) or above is preferred) Applicants must be in good health, both mentally and physically (a person in pregnancy is ineligible) Persons who are; currently receiving, planning, or who have previously acquired, a master's degree after studying abroad on a scholarship awarded by other foreign assistances are ineligible. Must not be serving in the military.
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Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Socialist Republic of Vietnam
2. Target Priority (Sub-Program) Area: Countermeasure against the Vulnerabilities
3. Operating Committee: Ministry of Education and Training (Vietnam International Education Development, International Cooperation Department, Department of Planning and Finance), Ministry of Planning and Investment, JICA Vietnam Office

Itemized Table2-2

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Countermeasure against the Vulnerabilities
2. Component: Environment, Climate Change, Disaster Prevention
3. Priority Organization: Ministry of Natural Resources and Environment, Ministry of Planning and Investment, Vietnamese Academy of Science and Technology, Ministry of Agriculture and Rural Development, Ministry of Industry and Trade, Ministry of Education and Training, Government Office

(2) Background and Needs (Position of JDS in Development Plan of Socialist Republic of Vietnam)

Vietnam is one of the nations which are likely to suffer severe effects caused by climate change such as saltwater intrusions in Mekong Delta through rising sea levels and increasing typhoon damages in midland regions. Moreover, the country faces various challenges because of the recent economic growth including increased greenhouse gas emissions due to the rising energy consumption, air and water pollution, increasing waste products, and loss of biodiversity on account of inappropriate land use.

In this Component, JDS project aims to foster human resources of relevant ministries and state organizations to improve the capacity of policymaking and its operation in order to accommodate and reduce climate change, handling urban environmental issues, sustainable forest administration, conservation of biodiversity, and disaster prevention.

(3) Japan's ODA Policy and Achievement (including the JDS Project)

"Response to Fragility (Response to the Negative Impacts Brought by Economic Development)" is set as one of the priority areas in "Country Assistance Programs for Vietnam" initiated by the government of Japan in the year of 2012. Under the said policies, the government of Japan supports Viet Nam to address emerging environmental issues (urban environment, natural environment) caused by rapid urbanization and industrialization, and address threats such as disasters and climate change.

In accordance with the Country Assistance Policies for Vietnam, under the development issue "Responding to the Threats of Climate Change, Disaster, Environmental Destruction", JICA supports against issues on water contamination, air pollution, water management, and the deterioration in public sanitation caused by insufficient system of water supply, sewerage, and water waste treatment facilities.

With regard to the responses to the negative impacts by climate change, JICA supports to mitigate (adaptation) the negative impacts by climate change on society, and also to strengthen the capacity to

formulate and implement policies to mitigate (mitigation) the GHG emission which is the cause of climate change.

For disaster management, JICA supports developing measures of public administration against natural disasters such as improving infrastructure and disaster management means using ICT including satellites and sensor network and cloud computing. Japan also supports to strengthen community-based disaster management.

In order to solve issues regarding to nature convention, JICA continues to provide technical supports and help enhance the capacity of relevant institutions as it proposes convention of forest carbon stocks, and sustainable management of forests and enhancement of forest carbon stocks (REDD+).

The JDS project of Vietnam started in the year of 2000 and dispatched 394 participants in total through the 1st to 13th batch. Among the 394 participants, 329 participants obtained master's degree and returned to Vietnam (as of November 2013); 37 participants were dispatched in the field of environment, climate change, and disaster management.

Relevant Projects and Training Programs of JICA Vietnam Office:

【Technical Cooperation Project】

- Project for Capacity Development on Integrated Management of Multiple Solid Waste in Vietnam
- The Project on Capacity Development for Urban Water Supply Utilities in the Central Region
- Project for Sustainable Forest Management in the Northwest Watershed Area
- Project for Development of the National Biodiversity Database System
- Establishment of Meteorological and Hydrological Observation and Forecasting System for Early Warning and Information Dissemination

【Expert】

- Environmental Policy Advisor
- Advisor for Urban Environment (Sewerage) Policy
- Advisor for Support Program to Respond to Climate Change
- Advisor to Forestry Program

【Loan Aid (Yen Loan)】

- Support Program to Respond to Climate Change

2. Cooperation Framework

(1) Project Objective

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government employees who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/ partnership between Japan and Socialist Republic of Vietnam.

(2) Project Design

1) Overall goal

To ensure that JDS project will help to enhance the institutional capacity of the relevant administrative institutions, which are engaged in planning, development, and operation of policies and systems in the

field of urban environmental problems, threats of disaster/ climate change, and conservation of forest and biodiversity.

2) Project purpose

To ensure that government employees, who are engaged in urban environmental problems, threats of disaster/ climate change, and conservation of forest and biodiversity, improve their capability of planning, development, and operation of policies and systems.

(3) Verifiable Indicators

1) Ratio of JDS participants who obtain Master's degree

2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Graduate School of Life and Environmental Sciences, University of Tsukuba

4 participants / year total 16 participants / 4 years

(5) Activity

Graduate School of Life and Environmental Sciences, University of Tsukuba

Target	Contents/Programs to achieve target
1) Before arrival in Japan	
To help incoming JDS participants become ready to undertake course works and researches.	<ul style="list-style-type: none"> · The University of Tsukuba requires incoming JDS participants to take and pass the information literacy test through the E-learning system. · If necessary, prospective supervisors instruct the participant to learn about basic mathematics, statistics, and/or data collection methods. · The Master's Program in Environmental Sciences provides necessary information through pamphlets, websites, our JDS office and committee.
2) During study in Japan	
<ul style="list-style-type: none"> · To deepen professional knowledge about environmental problems and environmental disaster prevention by engaging in research and analysis. · To enhance the attribute, capacity, knowledge, and insights in regard to environment/disaster prevention/climate change as global leaders. · To acquire independent and matured skills for analyzing and solving problems so that the participant become capable of 	<ul style="list-style-type: none"> · In providing tailor-made education to meet each JDS participant's needs, the Master's Program in Environmental Sciences (hereunder the Program) and other programs of the University offer courses that help develop professional knowledge and research/analysis methods on such topics as environmental management, natural disaster prevention/ mitigation/ adaptation (including civil engineering), climate change, and infrastructure development/improvement.

<p>contributing to effective administrative management immediately after returning to Vietnam.</p>	<ul style="list-style-type: none"> · Responding to each JDS participant's needs, the Program undertakes internships in Japan and other countries. · The Program requires all JDS participants to enroll in the SUSTEP (Sustainability Science, Technology, and Policy) certificate program, which has incorporated four past expert certificate programs. Those who met requirements receive a global leader certificate. · The Program invites experts from universities/research institutions in Japan or from overseas and holds an annual international seminar to improve JDS participants' research areas. · If there is need, faculty members of the Program and JDS participants travel to Participant' research areas and hold seminars on data-collection research and survey. · Other than regular domestic internships for all master's students, the Program designs and undertakes field trips that meet the research interests of JDS participants each year.
<p>To develop problem-solving skills through the research and writing processes for theses and complete them.</p>	<ul style="list-style-type: none"> · Academic supervisors and instructors provide courses, guidance, and seminars that help JDS participants to learn how to find necessary documents and write master's theses. · JDS participants continuously enroll in thesis courses for two years and make thesis topic presentations several times. · The participants incorporate external opinion from experts who are invited to annual JDS international seminars.
<p>To develop human resource network</p>	<ul style="list-style-type: none"> · JDS participants develop their own international human networks through participating in or presenting at conferences and JDS international seminars. Faculty members of the Program and the participants stay in touch after graduation and contribute to the improvement of problems in Vietnam by sharing information or conducting research collaboratively.
<p>3) After returning to Vietnam</p>	

To improve the network of JDS graduates.	<ul style="list-style-type: none"> · The university continues the follow-up efforts and information sharing about our JDS special program and participants' research topics by using the JDS website under the Master's Program in Environmental Sciences, · The university hold international seminars by inviting JDS graduates, current JDS participants, and other researchers from Vietnamese universities.
To utilize the research result.	<ul style="list-style-type: none"> · The Program conducts long-term monitoring (e.g., questionnaire) and exchange in order to understand the educational effect and achievement of its JDS special program. These efforts help improve the program administration and provide useful feedback to its faculty development.

(6)-1 Inputs from the Japanese Side

- 1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. preparatory instructions including local activities, special lectures and workshops, follow up activities after returning home)
- 2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.)
- 3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 4 participants × 4 years = 16 participants
 From the year 2014 (Until 2016): 4 participants From the year 2015 (Until 2017): 4 participants
 From the year 2016 (Until 2018): 4 participants From the year 2017 (Until 2019): 4 participants

(7) Inputs from the Vietnam Side

- 1) Dispatch of JDS participants
- 2) Follow up activities (e.g. providing opportunities for JDS returned participants to share/disseminate the knowledge they acquired in Japan at their organizations/ other target organizations)

(8) Qualifications

- 1) Occupation:
 - Government employees (including People's Committees in provinces, State-owned enterprises under ministries, National/Public universities)
 - Has more than 2 years of full-time work experience in government organizations at the time of application (has at least 6 months of work experience at the current organization)
- 2) Others
 - Nationality: Must be citizens as well as residences of Socialist Republic of Vietnam
 - Age: Between 24 and 39 years old (inclusive) as of April 1, in the year of dispatch.

- Has University (Bachelor) Degree (full-time and formal training)
- Has a good command of English (TOEFL ITP 500 (iBT 61) / IELTS 5.0 (with no sub-band under 5.0) or above is preferred)
- Applicants must be in good health, both mentally and physically (a person in pregnancy is ineligible) Persons who are; currently receiving, planning, or who have previously acquired, a master's degree after studying abroad on a scholarship awarded by other foreign assistances are ineligible.
- Must not be serving in the military.

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Socialist Republic of Vietnam
2. Target Priority (Sub-Program) Area: Strengthening of Governance
3. Operating Committee: Ministry of Education and Training (Vietnam International Education Development, International Cooperation Department, Department of Planning and Finance), Ministry of Planning and Investment, JICA Vietnam Office

Itemized Table3-1

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Strengthening of Governance
2. Component: Strengthening of the Legal System
3. Priority Organization: Ministry of Justice, Supreme People's Court, Supreme People's Prosecution, Office of the National Assembly, Ministry of Industry and Trade, Ministry of Education and Training, Government Office

(2) Background and Needs (Position of JDS in Development Plan of Socialist Republic of Vietnam)

Vietnam has implemented legal and judicial reforms based on its own strategies, but the reform has not been completed yet. Not only legislation, revision of laws, and development and improvement of institutions, but also assistance to human resources training in order to build operational capabilities at field level including provinces is needed. Furthermore, there is a need for disseminating information regarding laws, and improving access to judiciary. With regard to strengthening of judicial function, it is vital to make them mutually collaborated in an organic manner.

In this Component, JDS project aims to foster human resources of relevant ministries and state organizations to improve the capability of legislative policies, planning and operating legislative and judicial agendas necessary to strengthen the judicial system in Vietnam.

(3) Japan's ODA Policy and Achievement (including the JDS Project)

"Good Governance" is set as one of the priority areas in "Country Assistance Policies for Vietnam" initiated by the government of Japan in the year of 2012. Under the said policies, the government of Japan supports the country to enhance its capacity of improving and executing the legal system.

In accordance with the Country Assistance Policies for Vietnam, under the "Strengthening Judicial and Administrative Functions" program, JICA supports legal and judicial reform combining various supports, such as formulation and revision of laws, establishing and improving institution necessary to implement laws, capacity development for implementing laws at local level, distributing relevant information, and improving access to judicature .

The JDS project of Vietnam started in the year of 2000 and dispatched 394 participants in total through the 1st to 13th batch. Among the 394 participants, 329 participants obtained master's degree and returned to Vietnam (as of November 2013); 67 participants were dispatched in the field of laws.

Relevant Projects and Training Programs of JICA Vietnam Office:**【 Technical Cooperation Project 】**

- Technical Assistance for the Legal and Judicial System Reform (Phase 2)

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

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government employees who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/ partnership between Japan and Socialist Republic of Vietnam.

(2) Project Design**1) Overall goal**

To ensure that JDS project will help to enhance the institutional capacity of relevant administrative institutions, which are engaged in planning, development, and operation of policies and systems in the field of formulation of law and judicial policy which are necessary to strengthen the judicial functions.

2) Project objective

To ensure that government employees, who are engaged in formulation of law and judicial policy necessary to strengthen the judicial functions, improve their capability of planning, development, and operation of policies and systems.

(3) Verifiable Indicators

1) Ratio of JDS participants who obtain Master's degree

2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Graduate School of Law, Nagoya University 2 participants / year total 8 participants / 4 years

Graduate School of Law, Kyushu University 2 participants / year total 8 participants / 4 years

(5) Activity**Graduate School of Law, Nagoya University**

Target	Contents/Programs to achieve target
1) Before arrival to Japan	
To prepare in advance for smoothly proceeding study after entrance.	· Trainings aiming to improve English and writing skills for writing master's thesis are available.
2) During study in Japan	
To acquire the knowledge and understanding of the principles of fair market economics, the rule of law, human rights, and democracy for sustaining a market economy system.	· JDS participants take basic subjects such as fundamental legal theory and Japanese law and the Japanese political system. · In cooperation with other schools at Nagoya University, some courses in subjects related to development and law and the mechanisms of

	<p>market economies are introduced.</p> <ul style="list-style-type: none"> · To supplement supervision by the core curriculum, special lectures and workshops are provided as part of Special Program. These special lectures are given by distinguished scholars from overseas and legal experts in the areas related to the JDS participant's selected topics. · JDS participants conduct interview research and workshops in and outside of Japan under the supervisions of academic supervisors to approach development issues through learning practical examples in other countries.
To acquire skills to conduct comparative research from multiple perspectives into their own legislations and legal systems.	<ul style="list-style-type: none"> · JDS participants learn comparisons between the legal system of their own country and other countries, including Japan.
To learn about the role of laws in Japan and the application of laws in Japanese society through their own experience doing internships at major local Japanese corporations, to know more about how the legal system functions in Japan.	<ul style="list-style-type: none"> · JDS participants attend internships at law departments in major corporations or law offices are provided to ensure that learning occurs through taught program and research on the practical issues. · JDS participants attend lectures by external organizations, participate in mock trials and visit to judicial institution, such as Supreme Court, Diet, prison, district court, bar association, law offices, and police.
To improve English skills in communication and legal writing through the Academic Writing courses. Also, to develop analytical problem-solving abilities information retrieval skills, as well as logical thinking through training in academic writing.	<ul style="list-style-type: none"> · Practical research topics related to market economic development are set to produce theses from a comparative perspective. To progress with their research topic, JDS participants receive individual and specialized tutorials from a supervisor. · JDS participants receive group and staged guidance through Academic Writing workshops to learn methods of research and thesis writing under Special Program. · JDS participants attend a course on International Negotiation studies which cultivates skills in discussion and debate.
3) After return	

To brush-up knowledge.	<ul style="list-style-type: none"> JDS returned participants can be provided specific and up-dated lectures which are implemented in Vietnam, in order to brush up their knowledge and keep the connection with Nagoya University.
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Graduate School of Law, Kyushu University

Target	Contents/Programs to achieve target
1) Before arrival to Japan	
To prepare to acquire basic knowledge.	<ul style="list-style-type: none"> As an activity of Special Program, JDS participants attend “pre-arrival training course” from six months before coming to Japan. In the training, faculty members of Kyushu University closely supervise and thoroughly strengthen the basic knowledge of JDS participants.
2) During study in Japan	
To acquire understanding of research methodologies that balance theory and practice.	<ul style="list-style-type: none"> Focusing on international economic and business law, and comparative jurisprudence, JDS participants learn a wide range of legal knowledge in contemporary international trade and business, as well as development and reform of legal system in Japan and other developed nations from the both theoretical and practical perspectives. The “JDS Forum” allows JDS participants the opportunity once a month to meet the teachers and receive practical advice on essay writing, thesis and research paper preparation, making presentations in English, creating a PPT presentation and debating. Through these exercises, JDS participants make up for the necessary abilities on study, formation of research concept and presentations.
To acquire the experiences of developed countries such as Japan necessary to solve contemporary legal challenges, as well as knowledge of the relevant legal rules.	<ul style="list-style-type: none"> Kyushu University provides key elements to educate JDS participants, such as a guidance in “state of the art” subjects relevant for overcoming development challenges, with Japanese and international case studies.
To identify solutions to challenges.	<ul style="list-style-type: none"> Education methods focus on one of the key elements, such as a balance in education between theoretical and practical learning. Also,

	maximum convergence between needs of the institution, student and teachers by designing the contents of the program so as to facilitate “interactive two-way” synergy effects between teachers and students, and research and education.
To cultivate international sense while deepen understanding to the society of Japan.	· Kyushu University educates young government officials who will become future leaders and promote bilateral relations with Japan through activities such as, “JDS Culture” and “JDS Camp.”. “JDS Front” provides great opportunities to fully enhance the international mindedness through participations for international conferences and seminars.
3) After return	
To maintain international relationships.	· By regularly keeping in touch with JDS returned participants through e-mails and having a reunion during a professor’s stay for Technical Interview and Pre-Arrival Training, Kyushu University maintains good international relationships through the activities with JDS returned participants.

(6)-1 Inputs from the Japanese Side

1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. preparatory instructions including local activities, special lectures and workshops, follow up activities after returning home)
2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.)
3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.)

(6)-2 Input Duration and the Number of JDS Participants

1 batch 4 participants × 4 years = 16 participants
From the year 2014 (Until 2016) 2 participants From the year 2015 (Until 2017) 2 participants
From the year 2016 (Until 2018) 2 participants From the year 2017 (Until 2019) 2 participants

(7) Inputs from the Vietnam Side

1) Dispatch of JDS participants
2) Follow up activities (e.g. providing opportunities for JDS returned participants to share/disseminate the knowledge they acquired in Japan at their organizations/ other target organizations)

(8) Qualifications

1) Occupation:
• Government employees (including People’s Committees in provinces, State-owned enterprises

under ministries, National/Public universities)

- Has more than 2 years of full-time work experience in government organizations at the time of application (has at least 6 months of work experience at the current organization)

2) Others

- Nationality: Must be citizens as well as residences of Socialist Republic of Vietnam
- Age: Between 24 and 39 years old (inclusive) as of April 1, in the year of dispatch.
- Has University (Bachelor) Degree (full-time and formal training)
- Has a good command of English (TOEFL ITP 500 (iBT 61) / IELTS 5.0 (with no sub-band under 5.0) or above is preferred)
- Applicants must be in good health, both mentally and physically (a person in pregnancy is ineligible) Persons who are; currently receiving, planning, or who have previously acquired, a master's degree after studying abroad on a scholarship awarded by other foreign assistances are ineligible.
- Must not be serving in the military.
- Kyushu University: Has an academic degree in the field of law.

Japanese Grant Aid for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Socialist Republic of Vietnam
2. Target Priority (Sub-Program) Area: Strengthening of Governance
3. Operating Committee: Ministry of Education and Training (Vietnam International Education Development, International Cooperation Department, Department of Planning and Finance), Ministry of Planning and Investment, JICA Vietnam Office

Itemized Table3-2

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Strengthening of Governance
2. Component: Strengthening of the Administrative Capacity
3. Priority Organization: Ministry of Home Affairs, Government Inspectorate, People's Committee in Provinces, Office of the National Assembly, Ho Chi Minh National Academy of Politics and Public Administration, Government Office, Ministry of Finance, Ministry of Education and Training

(2) Background and Needs (Position of JDS in Development Plan of Socialist Republic of Vietnam)

Vietnam has faced big changes both in society and economy in past 20 years. However, administration reform has not been implemented in appropriate speed and its quality seems to be deficient. Now, the Government faces various related issues. In particular, as Vietnam has achieved development to a certain degree, policy issues have become more complicated and advanced. Consequently, many policies are formulated but not well operated. Moreover, income gap among citizens is expanding, thus it is more important to reflect citizen's opinions on public administration. Based on this situation, the Vietnamese government and the Communist Party, which is the supervising body of the government, focus more on institutional reforms of public administration.

In this Component, JDS project aims to foster human resources of relevant ministries and state organizations to improve the capability of policymaking, improving management, ensuring justice, fairness, neutrality, and transparency of administration in the whole government including local governments.

(3) Japan's ODA Policy and Achievement (including the JDS Project)

"Good Governance" is set as one of the priority areas in "Country Assistance Policies for Vietnam" initiated by the government of Japan in the year of 2012. Under the said policies, the government of Japan supports the country to ensure justice, fairness, neutrality, and transparency of the governance.

In accordance with the Country Assistance Policies for Vietnam, under the "Strengthening Judicial and Administrative Functions" program, JICA has supported the reform of education and training programs as improvements of policy formulation and implementation are taken into consideration. In addition, JICA strengthens the nation-wide comprehensive coordination mechanism in Vietnam. This is aimed to improve the system that coordinates relevant policies as well as formulates policies for priority issues. Furthermore, Japan helps institutional reform for civil servants and administration authorities to formulate

and implement better policies for priority issues.

The JDS project of Vietnam started in the year of 2000 and dispatched 394 participants in total through the 1st to 13th batch. Among the 394 participants, 329 participants obtained master's degree and returned to Vietnam (as of November 2013); 26 participants were dispatched in the field of governance.

Relevant Projects and Training Programs of JICA Vietnam Office:

【Technical Cooperation Project】

- Project for Strengthening capacity of Ho Chi Minh National Academy of Politics and Public Administration in training of public leaders and civil servants

2. Cooperation Framework

(1) Project Objective

The objective is to strengthen the government's administrative capacities in the country, through providing opportunities to obtain the Master's degree to the young capable government employees who are expected to play leadership roles to contribute to the socio-economic development of the country. It also aims to build a human network, and eventually strengthen the bilateral relationship/ partnership between Japan and Socialist Republic of Vietnam.

(2) Project Design

1) Overall goal

To ensure that JDS project will help to improve the institutional capacity of the relevant administrative institutions, which are engaged in planning, development, and operation of policies and systems which are necessary to strengthen the administrative functions in Vietnam, .

2) Project purpose

To ensure that government employees, who are engaged in policy formulation and implementation, improve their capability of planning, development, and operation of policies and systems which are necessary to strengthen the administrative functions in Vietnam.

(3) Verifiable Indicators

1) Ratio of JDS participants who obtain Master's degree

2) Ratio of JDS returned participants assigned to the workplace which has good relevance to their research/ expertise after their return.

(4) Number of JDS Participants and Accepting University

Graduate School of International Relations, International University of Japan

2 participants / year total 8 participants / 4 years

Graduate School of Governance Studies, Meiji University

2 participants / year total 8 participants / 4 years

(5) Activity

Graduate School of International Relations (Public Management and Policy Analysis Program, PMPP), International University of Japan

Target	Contents/Programs to achieve target
1) Before arrival to Japan	
To carry out preparations before enrollment.	Under Special Program, to prepare new JDS

	<p>participants for their graduate education, courses on such subjects as Basic Mathematics, Basic Economics and Management will be offered in Vietnam in the summer prior to their enrollment.</p>
2) During study in Japan	
To form theoretical bases to administer and implement effective public policy.	<ul style="list-style-type: none"> · PMPP provides the first-year students with academic and policy-oriented training with theoretical foundations in the fields of public management.
To acquire application of theoretical knowledge to the formation of public policy.	<ul style="list-style-type: none"> · JDS participants learn how theoretical knowledge they obtained in the first year can be effectively applied to evaluate, manage, and administer policy options in various social environments. · IUJ provide an excellent learning environment in which JDS participants can learn how to manage policies from both public and private sectors' points of view.
To acquire practical skills for public policy with good governance.	<ul style="list-style-type: none"> · PMPP organizes several short-term educational and training programs, such as a series of seminars and workshops by officials of ministry of finance, central bank, and other institutions in Asian countries to give a lecture on the implementation of public policies. JDS participants also visit some government offices and important sites associated with public issues in Japan. · JDS participants learn how to implement public policy with good governance from practical perspectives in Japan and Asian countries.
To acquire high quality writing skills through Master's thesis writing.	<ul style="list-style-type: none"> · Close supervision by faculty members of PMPP enables JDS participants to write a highly-qualified Master's thesis which could contribute to practical as well as academic solutions to current policy issues. · Though this process, JDS participants are expected to further improve analytical skills and English report writing skills.
To form international viewpoint, network and communication skills.	<ul style="list-style-type: none"> · IUJ provides a rich educational and research environment with a diversified student body

	coming from over fifty countries. The majority of students and faculty members live in on-campus housing. This facilitates close interaction among students, their family, and faculty members.
3) After return	
To follow up training after graduation.	<ul style="list-style-type: none"> · IUJ will provide JDS participants with follow-up training after graduation in their countries with the aim of continuously improving their knowledge, theories, and skills. Joint seminars inviting graduates, current students, and new JDS participants will also be held concurrently so that JDS participants can enhance mutual understanding, share knowledge and experiences, and strengthen their network. · Moreover, with possible cooperation from public organizations, joint research projects between graduates and faculty members will be facilitated.

Graduate School of Governance Studies, Meiji University

Target	Contents/Programs to achieve target
1) During study in Japan	
To study public policy through an interdisciplinary approach.	<ul style="list-style-type: none"> · In Public Management Program which is one of the programs in this course, Public Management Policy, Public Financial, Micro and Macro Economics, Resource Management, and Community Policy and Management are available. The issues and lessons from public reforms post WW in Japan are also topics to be covered. · In addition, the “Public Policy Program” and “Community Planning and Management Program” provide topics related to urban policy, urban planning, community development and NPO/NGO study, all highly relevant for staff in the public sector.
To acquire knowledge to systematically analyze the development issues of their own countries from a global viewpoint.	<ul style="list-style-type: none"> · JDS participants are guided to systematically analyze the development issues of their own countries from a global viewpoint through dialogue and exchange with other international students who share certain issues in common.

<p>To develop capacities as not only practitioners, but also professionals such as policymakers and planners.</p>	<ul style="list-style-type: none"> · This course trains not only practitioners, but also professionals such as policy makers and planners so that they are able to create new value in many spheres of society, and thereby tackle development issues at both the global and local level. · Under Special Program, special lectures by distinguished invited lecturers in Japan and abroad, joint multi-lingual (English and Japanese) courses to foster exchange between Japanese and international students, and thesis workshops are arranged. · Under Special Program, provide tutoring for academic writing skills to improve quality of study outcomes.
<p>2) After return</p>	
<p>To follow-up of the returned graduates.</p>	<ul style="list-style-type: none"> · Create a website for JDS returned participants and provide information of politics and economics, public policy and governance in Japan so that they can continuously contribute to their countries based on their research results. · Also, manage a computer system which helps promote information exchanges among current and returned international students, faculty, Japanese students, and alumni.

(6)-1 Inputs from the Japanese Side

<p>1) Expenses for activities of Special Program provided by the accepting university before, during and after studying in Japan (e.g. preparatory instructions including local activities, special lectures and workshops, follow up activities after returning home)</p> <p>2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.)</p> <p>3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.)</p>
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(6)-2 Input Duration and the Number of JDS Participants

<p>1 batch 4participants × 4 years = 16 participants</p> <p>From the year 2014 (Until 2016): 4 participants From the year 2015 (Until 2017): 4 participants</p> <p>From the year 2016 (Until 2018): 4 participants From the year 2017 (Until 2019): 4 participants</p>
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(7) Inputs from the Vietnam Side

<p>1) Dispatch of JDS participants</p> <p>2) Follow up activities (e.g. providing opportunities for JDS returned participants to share/disseminate the knowledge they acquired in Japan at their organizations/ other target organizations)</p>

(8) Qualifications

1) Occupation:

- Government employees (including People's Committees in provinces, State-owned enterprises under ministries, National/Public universities)
- Has more than 2 years of full-time work experience in government organizations at the time of application (has at least 6 months of work experience at the current organization)

2) Others

- Nationality: Must be citizens as well as residences of Socialist Republic of Vietnam
- Age: Between 24 and 39 years old (inclusive) as of April 1, in the year of dispatch.
- Has University (Bachelor) Degree (full-time and formal training)
- Has a good command of English (TOEFL ITP 500 (iBT 61) / IELTS 5.0 (with no sub-band under 5.0) or above is preferred)
- Applicants must be in good health, both mentally and physically (a person in pregnancy is ineligible)
- Persons who are; currently receiving, planning, or who have previously acquired, a master's degree after studying abroad on a scholarship awarded by other foreign assistances are ineligible.
- Must not be serving in the military.

Summary of the Result of Supplementary Survey of Priority Organizations

No.	Organization	Basic Information of Staff			Role of Organization (as of September 2013)	Development Issues and Human Resource Development in the Organization	Affiliated Organizations	Monitoring / Supporting System for Scholars during Study
		No. of Permanent Staff	Ratio of Staff (24-29, 30-34, 35-39 Years Old)	No. of Staff with English Skills				
1	Ministry of Planning and Investment (MPI)	7,016	- 24-29 years old: 23.3% - 30-50 years old: 55.6%	- TOEFL 550/IELTS 6.5 or higher: 238 - TOEFL ITP 500 or TOEFL iBT 61 / IELTS 5.0 (with no sub-band under 5.0) or higher: none - Under the above level: none	To perform the functions of State management over planning and investment, including the provision of general advices on strategies and plans on national socio- economic development etc. To perform the State management over public services in the fields under its management as prescribed by law.	(1) Attract high-qualification human resources (2) Train leading experts of the sector (3) Increasing number of officers holding Master's Degree and PhD Degree	14 organizations: Public Procurement Agency, Enterprise Development Agency, Business Registration Management Agency, and 11 other organizations	Currently, only fellows of ADS are managed and supported during their study until their return which is responsible by Australian Embassy.
2	Ministry of Finance	1,201	- 24-29 years old: 33.2% - 30-39 years old: 31.6% - Above 40 years old: 35.2%	- TOEFL 550/IELTS 6.5 or higher: 372 officers - TOEFL ITP 500 or TOEFL iBT 61 / IELTS 5.0 (with no sub-band under 5.0) or higher: 829 - Under the above level: No information	To perform state management in financial issues, including state budget, tax, fees, charges and others receivables of state budget. To act as representative of ownership of state capital at enterprises in accordance with legal regulations.	(1) Provide short term training courses in professional knowledge in Vietnam and in foreign countries (2) Provide training and cultivate officers in the system such as official, main official, senior official. (3) Train human resources according with "Training and cultivation of staffs and officers of Ministry of Finance by 2015" and "Training and cultivation of staffs and officers of Ministry for period 2016 – 2020" (4) Provide post-graduate training such as Master, PhD in Vietnam (funded by State) and in foreign countries (funded by ADS, IMF, ADB, JDS)	9 institutions: General Department of Taxation, General Department of Customs, and 7 other institutions	Officers receiving scholarship have to return working for MOF for 3 times longer than the study time.
3	State Bank of Vietnam (SBV)	5,387	- 24-29 years old: 27.8% - 30-34 years old: 14.6% - 35-39 years old: 10.9% - Over 40 years old: 46.7%	- TOEFL 550/IELTS 6.5 or higher: 450 - TOEFL ITP 500 or TOEFL iBT 61 / IELTS 5.0 (with no sub-band under 5.0) or higher: 686 - Under the above level: 3994	To manage monetary activities, banking activities and functions of a central bank of the Socialist Republic of Vietnam. To exercise state management in public services within the management power of the State Bank.	(1) Intensify mechanism capabilities and effectiveness of banking activities of state banks (2) Develop credit institutions towards diversification, stabilization and competitiveness (3) Improve the effectiveness and consistency of credit institutions (4) Strengthen the accessibility of the economy to banking products and services	4 institutions: Banking Academy of Vietnam and 3 other institutions 63 municipal and provincial branches	SBV promulgates training regulations for staffs and officers of SBV which regulates that officers who are dispatched for overseas study must submit periodical studying report for SBV. SBV will give specific support for officers who are dispatched for overseas study (if any).
4	Ministry of Industry and Trade (MOIT)	1,022	N/A	N/A	To perform the state management of industry and trade, import and export, and state management of public services	(1) Green industry development: environmental industry, renewable energy (2) High-tech industries (electronic and IT, new materials, metallurgy) (3) International Economic Integration (4) Agro-forestry food processing industry	12 institutions: National Research Institute of Mechanical Engineering (NARIME) and 11 other institutions 31 educational institutions: Ha Noi University of Industry, Ho Chi Minh University of Industry, and other 29 educational institutions 5 centers: Center of Health and Industrial Working Environment, Newspaper of Industry and Trade, and other 3 centers	During overseas study, fellows still receive salary and full treatment like other officers. After their return, they will be appointed to work at suitable positions.
5	Office of the Government	687	- 24-29 years old: 6.7% - 30-34 years old: 10.3% - 35-39 years old: 18.2% - Over 40 years old: 64.8%	N/A	To facilitate the Government and Prime Minister's works. To give general advisory to the government and Prime Minister (including Deputy Prime Ministers	(1) Building up rational structure of personnel in order to assure balance between sectors, fields (2) Planning to develop personnel with inheritance, as well as modernization and professionalization. (3) Training, retraining, attracting and employing talents, especially attracting experienced cadres from appropriate ministries, organizations. (4) Developing personnel sticks with putting right person in right position so that he/she can contribute, devote all his/her best. (5) Synchronously implementing personnel development and planning innovation for officials.	Government Portal National Convention Center Thong Nhat Hall	Individual reports about results of training programs
6	Vietnam Academy of Social Sciences (VASS)	1,688	- 24-29 years old: 26.8 % - 30-39 years old: 39.7% - Over 40 years old: 33.5%	N/A	To study basic issues in the fields of social sciences and provide scientific evidences for the Party and the State To involve in post-graduate training in the social sciences as well as to make contribution to the development of social sciences of the country.	(1) Consistently develop potentials in social sciences (2) Build up modern technical to keep pace with of regions and the world. (3) Basically innovate the scientific management mechanism and allocate the investment and use State's budget appropriately (4) Enhance and expand cooperation and international integration in order to advertise development achievement (5) Build up and implement right personnel policies	30 institutions: Institute of Human Studies, Institute of Psychology, Institute of History, and 27 other institutions	N/A
7	Ministry of Transport (MOT)	N/A	N/A	N/A	To perform the state management function of transport and public services	N/A	15 institutions: Expressway Management Office, Directorate for Roads of Vietnam (DRVN), Vietnam Railway Administration (VNRA), and 12 other institutions	N/A
8	Ministry of Construction (MOC)	N/A	N/A	N/A	To perform the function of state management of construction and public services in the domains falling	N/A	10 institutions: Construction Activities Management Agency, State Agency for Construction Quality Inspection, and 8 other institutions	N/A

No.	Organization	Basic Information of Staff			Role of Organization (as of September 2013)	Development Issues and Human Resource Development in the Organization	Affiliated Organizations	Monitoring / Supporting System for Scholars during Study
		No. of Permanent Staff	Ratio of Staff (24-29, 30-34, 35-39 Years Old)	No. of Staff with English Skills				
9	Hanoi Metropolitan Railway Management Board (MRB), People's Committee of Hanoi	N/A	N/A	N/A	To advise the City People's Committee of Hanoi, helps them in the implementation of the project, and ensure progress	N/A	N/A	N/A
10	Management Authority for Urban Railway (MAUR), People's Committee of Ho Chi Minh City	224	- 24-29 years old: 34.8% - 30-34 years old: 21% - 35-39 years old: 11.6%	- TOEFL 550/IELTS 6.5 or higher: 6 - TOEFL ITP 500 or TOEFL iBT 61 / IELTS 5.0 (with no sub-band under 5.0) or higher: 4 - Under the above level: 136	To work directly under the leadership of the Chairman of Ho Chi Minh City People's Committee as a Ho Chi Minh City's Government Unit	(1) ODA project managements (2) Urban railway system construction technique (Metro) (3) Contract management (4) Human resources management (5) Urban railway operation management	8 institutions: Project Management Board and 7 other institutions	MAUR pays 40% of salary for fellows during their overseas study. Fellows still get social insurance paid during their overseas study.
11	Ministry of Science and Technology	N/A	N/A	N/A	To perform functions of State management on Science and Technology	N/A	4 institutions: National Agency for Technology entrepreneurship & Commercialization Development and 3 other institutions	N/A
12	Ministry of Agriculture and Rural Development	15134	- 24-29 years old: 41% - 30-34 years old: 27.7% - 35-39 years old: 24% - Over 40 years old: 7.3%	N/A	To undertake the state governance in the fields of agriculture and forestry, and public services	(1) Economic issues: - Take good advantage of tropical agriculture, and maintain diversified production - Complete market-oriented mechanism for agricultural development (2) Social issues: - Raise income for farmers by creating conditions for all economic components, increase access to non-agricultural labor market. - Develop agriculture towards the implementation of priority goals (3) Environmental issues - Mitigate adverse impacts of environment, and strengthen the application of green house gas emission reduction methods - Encourage the application of environmental standards together with close monitoring mechanism	11 institutions: Institute of Policy and Strategy for Agriculture and Rural Development, Vietnam Academy of Agricultural Sciences, and 9 other institutions.	Personnel and Organization Department monitor officers from the ministry during his/her study abroad time, in other cases, Head of each unit is in charge of monitoring Annually, units have to send summarizing report about training works to Ministry (through Personnel and Organization Department).
13	National Institute of Agricultural Planning and Project	504	- 24-29 years old: 4.6% - 30-34 years old: 14.9% - 35-39 years old: 29.9% - Over 40 years old: 50.6%	- TOEFL 550/IELTS 6.5 or higher: 20 - TOEFL ITP 500 or TOEFL iBT 61 / IELTS 5.0 (with no sub-band under 5.0) or higher: 39 - Under the above level: 101	To investigate and assess agriculture-related resources To formulate strategic plans for agricultural development, and sector projects To plan target commodity production areas and formulate projects on settlement To apply the Geographical Information System (GIS) to establish thematic agricultural maps	(1) Enhance physical and technical infrastructure, consolidate organization and officials (2) Improve quality of scientific research proposals and international cooperation projects. (4) Encourage officials to get in training courses (5) Apply advanced technology, technique to agricultural planning.	8 institutions: Sub-National Institute of Agricultural Planning & Projection (South Location) and 7 other institutions	N/A
14	Ministry of Natural Resources and Environment	8,507	- 24-29 years old: 34% - 30-39 years old: 28.1%	- TOEFL 550/IELTS 6.5 or higher - TOEFL ITP 500 or TOEFL iBT 61 / IELTS 5.0 (with no sub-band under 5.0) or higher: 1,506 - Under the above level: 3,869	To dispatch and manage officers staffs to study, train domestic or abroad under laws and decision of the Ministry. To manage training programs of ministerial training facilities. To lead, coordinate relevant facilities.	(1) Assure about quantity as well as quality of all staffs with rational occupation structure (2) Sharply increase the ratio of trained personnel with different levels from 40% in 2010 to 70% in 2020 (3) Synchronously develop personnel with high quality, focus on such fields, Remote Sensing, Land, and Meteorology. (4) Build up and develop high quality lecturers in order to foster personnel for the organization as well as for society. (5) Invest, construct and develop academic locations about natural resources and environment.	N/A	To be intimated about policy of the Party, State and the organization in study time. Get 40% of salary (included Social Insurance) in study time To be facilitated returning to work after finishing the study, to be structured into appropriate position.
15	Vietnam Academy of Science and Technology (VAST)	N/A	N/A	N/A	To conduct basic studies on natural sciences and developing technology. To provide scientific foundation for science and technology management To train high-quality science and technology human resources	N/A	41 institutions: Institute of Mathematics, Institutes of Physics, Institute of Chemistry, and other 38 other institutions	N/A
16	Ministry of Justice (MOJ)	1,637	- 24-29 years old: 28.2% - 30-39 years old: 35.7% - Over 40 years old: 36.1%	- Most of officers having IELTS under 6.5	To perform the state management of legislation and law enforcement, enforcement of civil judgments and other judicial works.	(1) Train, re-train staffs and officers to improve qualifications and professional knowledge. (2) Recruit human resources who have been trained and organize new-training activities for officers. (3) Attract and keep competent experts and the talented (4) Develop training facilities, improve lecturers and innovate training contents and methods (5) Implement international cooperation activities in human resources training	12 institutions: Center of National Criminal Record, Institute of Legal Science, 10 other institutions	Monitoring units: - Department of Personnel and Organization of MOJ - Coordinating Board / Coordinator of Scholarships - Vietnam International Education Development – Ministry of Education and Training

No.	Organization	Basic Information of Staff			Role of Organization (as of September 2013)	Development Issues and Human Resource Development in the Organization	Affiliated Organizations	Monitoring / Supporting System for Scholars during Study
		No. of Permanent Staff	Ratio of Staff (24-29, 30-34, 35-39 Years Old)	No. of Staff with English Skills				
17	Supreme People Court	670	- 24-29 years old: 20% - 30-34 years old: 20% - 35-39 years old: 40% - Over 40 years old: 20%	- TOEFL 550/IELTS 6.5 or higher: 1 - TOEFL ITP 500 or TOEFL iBT 61 / IELTS 5.0 (with no sub-band under 5.0) or higher: 402 - Under the above level: 267	To make trials of criminal and civil cases to keep discipline and social order and security To Internationally cooperate in legislation To research scientific proposals for the sake of conducting trials	(1) Judicial reforms (2) Develop human resources to adapt to judicial reforms (3) Enhance justice approach, assure the fairness and transparency of legal system (4) Advance international cooperation to improve legal system (5) Public Administration	17 institutions: Criminal Court, Civil Court, Economic Court, and 14 other institutions	N/A
18	Supreme People's Procuracy (SPP)	943	- 24-29 years old: 18.5% - 30-34 years old: 26.7% - 35-39 years old: 27.6% - Over 40 years old: 27.2%	- TOEFL 550/IELTS 6.5 or higher: 236 - TOEFL ITP 500 or TOEFL iBT 61 / IELTS: 5.0 (with no sub-band under 5.0) or higher: 519 - Under the above level: 188	To exercise the right in prosecuting and controlling judiciary activities	(1) To train the human resources in attachment with job's requirements, and development planning for each specific stage. (2) Build up regulations, mechanism and policies (3) Make a proposal in improving the quality and effectiveness of human resource especially English skills. (4) Build up the training, policies to requisite and attract the talent. (5) Boost the decentralization for training facilities in the sector in training human resources.	63 Supreme People's Procuracy at provincial and city level (No. of Staff: 12,920)	- Fellows will inform status of studying and life in foreign countries for prompt support. - Fellows will participate in social activities, activities of the Youth, Communist Party at Vietnam's Embassy in the host country.
19	Office of the National Assembly	N/A	N/A	N/A	To be in charge of research, providing general advice and services for all activities of the National Assembly and other institutions.	N/A	N/A	N/A
20	Ministry of Home Affairs	N/A	N/A	N/A	To perform the function of state management for administrative organization, the state, and local government.	N/A	N/A	N/A
21	Government Inspectorate of Vietnam	N/A	N/A	N/A	To exercise the function of state management of inspection, citizen reception, complaint and denunciation settlement and anti-corruption To conduct inspection, settling complaints and denunciations and combating corruption	N/A	N/A	N/A
22	Ho Chi Minh Academy of Politics and Public Administration	2,950	- 24-29 years old: 17.4% - 30-34 years old: 18.4% - 35-39 years old: 20% - Over 40 years old: 44.2%	- TOEFL 550/IELTS 6.5 or higher: 59 - TOEFL ITP 500 or TOEFL iBT 61 / IELTS 5.0 (with no sub-band under 5.0) or higher: 324 - Under the above level: 1475	To be a training centre for key leaders and high level officials of Vietnamese Party	(1) Dispatch officers for overseas study to acquire new knowledge. (2) Establish a system of staffs and officers working in the administrative sector (3) Improve foreign language proficiency for researchers and lecturers (4) Establish a team of competent researchers of high reputation with the country and with foreign countries. (5) Train specialized knowledge, leadership and management skills	6 institutions: Ho Chi Minh National Academy of Politics and Public Administration region I-IV and 2 other institutions	Supports applicants during time of application and receiving scholarships: HCM Academy has not yet set up any system to manage or support fellows during their overseas study.

Selection and Recruitment of the First Batch of Candidates Coming to Japan in FY2014 (The Socialist Republic of Vietnam)

The first batch of candidates for study in Japan from Vietnam under Phase II were recruited and selected as follows:

1. Recruitment of Applicants (September 17 to November 12, 2013, Reopened Recruitment from November 13 to 21, 2013)

According to the applicant qualifications, application guidelines, application form, and selection schedule that have been approved at the 1st Operating Committee meeting on September 11, 2013, the following activities for recruitment was conducted with the goal of recruiting at least 150 people, five times the intake limit of 30.

(1) Preparation of the Application Guidelines, Application Form, and Promotion Tools

The following were prepared as the set of documents necessary for application and tools to encourage recruitment:

- Application guidelines:¹ 1,200 copies
- Application forms: 500 copies
- Posters (Vietnamese, English): 700 copies each
- Fliers (Vietnamese, English): 700 copies each
- JDS Website²
- Internet advertising (publication dates: October 9 to 22, 2013)

(2) Request for the Selection of Applicants

A set of promotion tools was sent to 188 government organizations, mainly Priority Organizations and their affiliated organizations to request that they encourage applications. In order to effectively gain even more applicants, a set of recruitment tools was sent to JICA project counterparts as well as the Department of Planning and Investment of the Provincial People's Committee, which gives permission to industrial zones where Japanese enterprises have invested. Later, visits were made to Priority Organizations, principally the 16 central ministries, to request that they encourage recruitment, and in addition, individual seminars were held based on a request from Priority Organizations such as the Ministry of Natural Resources and Environment.

This fiscal year, as a result of requests that JDS Project Office directly asked JICA experts assigned to the various ministries for the promotion of recruitment, the number of applicants from the central ministries drastically increased.³

In Vietnam, since word of mouth is also an effective way to pass on information, JDS Project Office requested JDS participants and JDS returned participants from the first to the thirteenth batches to pass on JDS application information to their colleagues and acquaintances within the government organizations. Those who failed at selection in FY2011 and FY2012 were encouraged to reapply.⁴ As a new experiment, JICE put an advertisement on Internet and JICA

¹ There was an effort to use lots of photos and charts to increase the design elements and to reduce the number of pages to make it easier to see.

² Photos and experiences of former students were featured, and the design was changed to give a better idea of what it would be like to study overseas. Links to the various Accepting Universities were included as an attempt to provide more detailed information on the universities.

³ There were five applications from the Ministry of Planning and Investment (previous year: 0), 13 from the State Bank of Vietnam (previous year: 1), 27 from the Ministry of Agriculture and Rural Development (previous year: 20), and two from the Ministry of Justice (previous year: 0).

⁴ Of the 196 applicants, 25 were applying for the second time, two were applying for the third time, and one was applying for the fourth time. Of these, three made it through to the final selection.

Vietnam Office issued a press release for JDS recruitment. As a result, it featured in five media outlets, and there were nine articles about JDS recruitment on the website.

(3) Organization of Recruitment Seminars

A total of 13 recruitment seminars were held, with 273 participants. In addition to the previous locations of Hanoi, Hai Phong, Da Nang, Hue, and Ho Chi Minh City, there were two seminars held in Can Tho as well. In the presentations about the Project, the benefits of JDS in comparison with other donor scholarships were emphasized. To give the participants more specific ideas about studying overseas, JDS returned participants were asked to explain this scholarship which they did using PowerPoint slideshows illustrated with numerous photos and talk about their experiences studying overseas (in Japan). In addition, message videos from Accepting Universities used at JDS Alumni Association last year (2013) were presented. Seminar participants were asked to fill in their names, their organizations, and contact details on the attendance list and JDS Project Office followed them up with encouraging to apply before the deadline.

(4) Collection of Application Documents and Application Status

Up until the November 12 deadline, a total of 187 applications were submitted to JDS Project Office. After confirming the number of applicants and the application ratio for each graduate school, since it was found that in five schools there was an application ratio less than three times, with permission of the Operating Committee, the application period was extended until November 21. As a result of this extension, the final total number of applicants was 196. After eliminating incomplete application materials or unqualified applicants, the number of valid applicants reached 190.

The number of applicants for each Priority Organization by sub-program or component is shown in Table 1. More than six times the acceptance limit (30 persons) of candidates were ensured, which is the largest number of applicants since the new system was introduced in Vietnam. However, the majority of the new components and new Accepting Universities could only ensure around three times of the quota.

Compared to the last four years, the number of applicants from the Priority Organizations was also drastically increased from the previous annual average of 88 persons to 156 persons in proportion to the number of total applicants.⁵

2. Screening of Application Documents by Accepting Universities (1st Screening) and Results

Out of the submitted application documents, 188⁶ that met the qualification conditions were sent onto the various Accepting Universities, where document screening was carried out from December 2 to December 26. Ahead of this screening, examinations in English and mathematics were held in Hanoi, Ho Chi Minh City, and Da Nang. All graduate schools submitted the results of the document screening by December 26, and the results were announced on December 27. The details of the exams and selections are shown below.

(1) Basic Check

During the period between November 12 and November 29, as a prior step to the document screening, the following items were verified: The satisfaction of the qualifications established at the time of the application, the submission of all the necessary documents, and the entered

⁵ There were 79 applicants who were staff members of the Priority Organizations out of the 190 valid applicants (not including university lecturers), 42% of the total. Of the 30 final candidates, there were 22 (73%) Priority Organization staff members, not including university lecturers. The ratio had increased from 51% under 1st Phase of the new system.

⁶ Two applicants withdrew before the document screening.

contents of the application documents. Any unclear points were clarified with the applicants themselves. As a result of this process, 190 out of 196 application documents cleared the Basic Check.

(2) English and Mathematics Examinations

Those candidates who passed the Basic Check were given English and mathematics examinations to check their basic academic skills. The exams were held in Hanoi on November 26, in Ho Chi Minh City on November 27, and in Da Nang on November 28. The TOEFL test (ITP) was used to verify basic competency in English on the part of the candidates,⁷ and questions prepared by the university that had previously accepted JDS participants in the economics field were used to validate necessary skills in mathematics at a master's level.

With respect to both examinations, no minimum threshold was set for selecting JDS participants, and the test results of all the applicants were submitted to the Accepting Universities as reference materials for the screening and technical interviews.⁸

(3) Document Screening

The following five items were considered in the screening: The academic record (25 points), the possibility of future contribution with learned knowledge (20 points), the research plan (30 points), the reference letters (5 points), and the relevance of research plan and the concerned development issues (20 points), which made the total of 100 points. As for the acceptance decision, the passing score was not set. Instead, the applicants were rank-ordered based on the scores by Accepting Universities. At a maximum as many applicants as the number that was three times the number of participants to be accepted by a given university, were allowed to pass the document screening.

As a result of this process, 89 applicants passed the document screening.

3. Technical Interviews by the Faculty Members of Accepting Universities (2nd Screening) and their Results

Technical interviews by the faculty members of the Accepting Universities, and Consultation Meetings between the persons concerned in the Priority Organizations and the faculty members were held between January 20 and January 23, 2014, according to the following schedule.

Date		Schedule
Jan. 20	Mon.	Departure from Japan and arrival in Vietnam, briefing
Jan. 21	Tue.	Courtesy visit to JICA Vietnam Office
		Consultation Meeting with the Priority Organizations (by Component)
Jan. 22	Wed.	Technical interviews (Total of 8 universities, 13 graduate schools)
Jan. 23	Thu.	Technical interviews (2 universities, 2 graduate schools), recruitment seminars (5 universities, 8 graduate schools)
		Feedback Session to the Operating Committee (results reported), departure from Vietnam

The following three items were considered in the screening: The academic background and the learning ability (50 points), the capacity for completing the study in Japan (25 points), and the

⁷ This was outsourced to IIG Vietnam with permission from the Educational Testing Service (ETS) in the United States. Those candidates who already had valid English scores were excluded.

⁸ The handling of the exam results was left up to the universities, as each university differed in the importance of English and mathematics and the basic academic abilities, etc. that it required following admission. The answer papers for the mathematics exam, with the answer processes included, were provided to the Accepting Universities in addition to the scoring results.

potential for making contributions to the development of Vietnam (25 points), which made the total of 100 points. In addition, the acceptance decision was made with two options (“O” for acceptable and “x” for unacceptable). The passing score was not set. Instead, the applicants were rank-ordered based on the scores by Accepting Universities. Of the candidates who were given “O,” at a maximum as many applicants as the number that was twice the number of the participants to be accepted by a given university, were allowed to pass the technical interviews. As a result of this process, 53 out of 89 interviewees passed the technical interviews.

4. Comprehensive Interviews by the Operating Committee (3rd Screening) and their Results

The 53 candidates who passed the technical interviews by the faculty members were interviewed next by the Operating Committee during the period between February 13 and 14. The following three items were considered in the screening: The potential for making contributions to the development of Vietnam (40 points), the capacity to utilize outcomes of the study over the long term (30 points), and the capacity for completing the study in Japan (30 points), which made the total of 100 points. As for the acceptance decision, the applicants were rank-ordered based on the score in the respective universities, and 30 final candidates were selected. (Table 1)

In addition, health checkups were carried out on the same days as the comprehensive interviews, and the results of these were provided on February 20. Five candidates were asked to retake the checkup, and of these five, one was found to have health issues that would preclude study overseas, but none of the other four were found to have health issues.

The number of applicants and successful candidates by each Priority Organization is shown in Table 2. Compared to the last four years, the selection results showed a higher number of successful applicants from Priority Organizations, such as the Ministry of Planning and Investment, and the Ministry of Agriculture and Rural Development.

However, as before, there were not enough applicants from key ministries most closely related to development issues in some components. Therefore, ensuring young government officials related to formulating, implementing, and operating policies for the socio-economic development that is the primary purpose of the JDS project remains one of the issues from the previous phase. This means that it is necessary to continue to actively encourage recruitment from Priority Organizations and also essential to continue to obtain the cooperation of Vietnamese government organizations.

Table 1 Result of Selection of Applicants for the 1st batch of the Second Phase of the JDS New System (by graduate school)

Sub-Program (JDS Priority Areas)	Components (JDS Development Issues)	University	Graduate School	Number of Applicants	Competition Rate	Number of Valid Applicants	Document Screening (*1)	Technical Interview (*2)	Comprehensive Interview	Final Candidates	Seats
1 Promotion of Economic Growth and Strengthening of International Competitiveness	1-1 Strengthening of Market Economy System	Hitotsubashi University	School of International and Public Policy	32	10.67	31	10	5	3	3	3
		International University of Japan	Graduate School of International Management	18	9.00	16	6	4	2	2	2
	1-2 Network Development for Transportation and Communications, Urban Development	Hiroshima University	Graduate School for International Development and Cooperation	8	4.00	7	6	3	2	2	2
		Nagoya University	Graduate School of Environmental Studies	5	2.50	5	4	4	2	2	2
	1-3 Stable Supplies for Energy	International University of Japan	Graduate School of International Relations (International Development Program)	3	1.50	3	3	3	2	2	2
		Kyushu University	Graduate School of Engineering	7	3.50	6	3	2	2	2	2
2 Countermeasure against the Vulnerabilities	2-1 Agriculture and Rural Development	Kyushu University	Graduate School of Bioresource and Bioenvironmental Science	36	12.00	36	9	6	3	3	3
		Tokyo University of Agriculture and Technology	Graduate School of Agriculture	9	4.50	9	6	4	2	2	2
	2-2 Environment, Climate Change, Disaster Prevention	University of Tsukuba	Graduate School of Life and Environmental Sciences	33	8.25	33	15	7	4	4	4
3 Strengthening of Governance	3-1 Strengthening of the Legal System	Nagoya University	Graduate School of Law	15	7.50	14	8	5	2	2	2
		Kyushu University	Graduate School of Law	6	3.00	6	6	2	2	2	2
	3-2 Strengthening of the Administrative Capacity	International University of Japan	Graduate School of International Relations (Public Management and Policy Analysis Program)	7	3.50	7	6	4	2	2	2
		Meiji University	Graduate School of Governance Studies	17	8.50	17	7	4	2	2	2
Total				196	6.53	190	89	53	30	30	30

Deadline of applications was extended for the schools with mark. (*1) 3 times of the allocated seats (*2) 2 times of the allocated seats

Table 2 Number of Applicants in each Priority Organization for the 1st batch of the Second Phase of the JDS New System (by Component)

Sub-Program (JDS Priority Areas)	Components (JDS Development Issues)	Priority Organization	2013			2009		2010		2011		2012		Total (2009-2012)		
			Valid Applicants	Final Candidate	Rate	Valid Applicants	JDS Fellows	Valid Applicants	JDS Fellows	Valid Applicants	JDS Fellows	Valid Applicants	JDS Fellows	Valid Applicants	JDS Fellows	Rate
1 Promotion of Economic Growth and Strengthening of International Competitiveness	1-1 Strengthening of Market Economy System	Ministry of Planning and Investment	4	1	20%	3	0	3	1	0	0	0	0	6	1	4%
		Ministry of Industry and Trade (including SOEs)	1	1	20%	3	0	2	0	0	0	1	0	6	0	0%
		Ministry of Finance	4		0%	2	0	1	1	1	0	2	2	6	3	13%
		The State Bank of Vietnam (including SOEs)	13	2	40%	2	2	0	0	1	1	1	0	4	3	13%
		Vietnam Academy of Social Science	2		0%	0	0	0	0	0	0	1	1	1	1	4%
		Government Office	0		0%	0	0	0	0	0	0	1	0	1	0	0%
		Ministry of Education and Training	16	1	20%	9	4	10	4	8	5	10	2	37	15	65%
		Other	7		0%	0	0	0	0	1	0	2	0	3	0	0%
		Total	47	5	100%	19	6	16	6	11	6	18	5	64	23	100%
	1-2 Network Development for Transportation and Communications, Urban Development	Ministry of Transport	2	2	50%	2	0	2	0	2	1	0	0	6	1	6%
		Ministry of Construction (including SOEs)	3		0%	4	1	2	1	1	1	2	1	9	4	25%
		Hanoi City People's Committee	0		0%	2	0	0	0	0	0	0	0	2	0	0%
		Ho Chi Minh City People's Committee	2	1	25%	1	1	3	2	1	0	2	1	7	4	25%
		Government Office	0		0%	0	0	0	0	0	0	0	0	0	0	0%
		Ministry of Education and Training	3		0%	3	2	4	1	2	2	4	2	13	7	44%
		Other	2	1	25%	0	0	0	0	0	0	0	0	0	0	0%
		Total	12	4	100%	12	4	11	4	6	4	8	4	37	16	100%
	1-3 Stable Supplies for Energy	Ministry of Industry and Trade (including SOEs)	5	2	50%											
		Ministry of Science and Technology	2	1	25%											
		Government Office	0		0%											
		Ministry of Education and Training	0		0%											
		Other	2	1	25%											
		Total	9	4	100%	0	0	0	0	0	0	0	0	0	0	100%
2 Countermeasure against the Vulnerabilities	2-1 Agriculture and Rural Development	Ministry of Agriculture and Rural Development	22	2	40%	4	0	10	2	10	1	12	3	36	6	29%
		National Institution of Agricultural Planning and Projection	0		0%	1	0	0	0	0	0	0	0	1	0	0%
		Government Office	0		0%	0	0	0	0	0	0	0	0	0	0	0%
		Ministry of Education and Training	23	3	60%	10	5	15	4	18	4	16	2	59	15	71%
		Other	0		0%	1	0	0	0	2	0	1	0	4	0	0%
		Total	45	5	100%	16	5	25	6	30	5	29	5	100	21	100%

Sub-Program (JDS Priority Areas)	Components (JDS Development Issues)	Priority Organization	2013			2009		2010		2011		2012		Total (2009-2012)		
			Valid Applicants	Final Candidate	Rate	Valid Applicants	JDS Fellows	Valid Applicants	JDS Fellows	Valid Applicants	JDS Fellows	Valid Applicants	JDS Fellows	Valid Applicants	JDS Fellows	Rate
2 Countermeasure against the Vulnerabilities	2-2 Environment, Climate Change, Disaster Prevention	Ministry of Natural Resources and Environment	9	1	25%	12	2	9	3	2	1	7	3	30	9	43%
		Ministry of Planning and Investment	0		0%	0	0	1	0	0	0	0	0	1	0	0%
		Vietnam Academy of Science and Technology	1	1	25%	0	0	1	0	0	0	1	0	2	0	0%
		Ministry of Agriculture and Rural Development	5	1	25%	3	1	8	2	4	1	8	0	23	4	19%
		Ministry of Industry and Trade (including SOEs)	1		0%	0	0	0	0	0	0	1	1	1	1	5%
		Government Office	0		0%	0	0	0	0	0	0	0	0	0	0	0%
		Ministry of Education and Training	8	1	25%	3	2	7	1	5	2	6	1	21	6	29%
		Other	9		0%	0	0	0	0	5	1	6	0	11	1	5%
		Total	33	4	100%	18	5	26	6	16	5	29	5	89	21	100%
3 Strengthening of Governance	3-1 Strengthening of the Legal System	Ministry of Justice	2	1	25%	4	2	2	2	3	1	0	0	9	5	24%
		Supreme People's Court	5	2	50%	1	1	2	1	3	2	1	1	7	5	24%
		Supreme People's Prosecution	1		0%	0	0	1	1	2	1	4	2	7	4	19%
		Ministry of Industry and Trade	0		0%	1	1	2	1	0	0	1	0	4	2	10%
		Office of the National Assembly	0		0%	0	0	0	0	0	0	0	0	0	0	0%
		Government Office	0		0%	0	0	0	0	0	0	0	0	0	0	0%
		Ministry of Education and Training	7	1	25%	1	1	0	0	0	1	4	1	5	3	14%
		Other	5		0%	0	0	0	0	3	0	7	2	10	2	10%
		Total	20	4	100%	7	5	7	5	11	5	17	6	42	21	100%
	3-2 Strengthening of the Administrative Capacity	Ministry of Home Affairs	2		0%	2	1	2	0	2	1	1	1	7	3	20%
		Government Inspectorate	0		0%	1	1	0	0	0	0	0	0	1	1	7%
		Office of the National Assembly	0		0%	1	0	1	0	0	0	0	0	2	0	0%
		Ho Chi Minh National Academy of Politics and Public Administration	1		0%	0	0	2	0	1	0	0	0	3	0	0%
		Government Office	0		0%	0	0	0	0	0	0	1	1	1	1	7%
		Ministry of Finance	1		0%	1	0	1	1	0	0	0	0	2	1	7%
		People's Committee in Provinces	3		0%	5	1	3	0	4	0	4	0	16	1	7%
		Ministry of Education and Training	8		0%	0	0	2	1	5	4	9	1	16	6	40%
		Other	9	4	100%	0	0	0	0	1	0	3	2	4	2	13%
		Total	24	4	100%	10	3	11	2	13	5	18	5	52	15	100%
Grand Total			190	30	100%	82	28	96	29	87	30	119	30	384	117	100%