

**The Democratic Socialist Republic of Sri Lanka
Department of External Resources,
Ministry of Finance and Planning**

**PREPARATORY STUDY
FOR
THE JAPANESE GRANT AID
FOR
HUMAN RESOURCES DEVELOPMENT
SCHOLARSHIP PROGRAMME (JDS)
IN
THE DEMOCRATIC SOCIALIST
REPUBLIC OF SRI LANKA**

FINAL REPORT

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JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

JAPAN DEVELOPMENT SERVICE CO., LTD. (JDS)

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Summary

1. Outline of the Preparatory Survey and Support Work

(1) Background and Objectives of the Preparatory Survey and Support Work

The Japanese Grant Aid for Human Resources Development Scholarship Programme (hereinafter referred to as “the JDS Programme”) is a grant aid scholarship programme for foreign students to study in Japan and aims at developing those young officials who are expected to perform central roles in the formulation and implementation of social and economic development policies in their own countries in the future. The JDS Programme was launched in FY 1999. For a period of six years (from acceptance of the first batch students to the return of the fourth batch students to their own country), students from a target developing country are selected from the same academic fields and same target organizations to study at the same universities in Japan. The target countries are Asian countries in transition to a market economy and Ghana and 203 students from 12 countries were accepted in FY 2013.

FY 2013 was the final year of the current four year plan for the JDS Programme in Sri Lanka and the Government of Japan decided to dispatch the Preparatory Survey Team in response to a request by the Government of Sri Lanka to formulate a plan for a new round of the JDS Programme. Under the preparatory survey, a plan for the JDS Programme was formulated with four batches commencing in FY 2014.

(2) Outcomes of the Preparatory Survey and Support Work

From 9th to 14th September, 2013, the JICA’s Preparatory Survey Team for the JDS Programme was dispatched to Sri Lanka and three consultants were included in the team. The three main objectives of the preparatory survey were ① to explain the purposes, implementation system and other relevant matters of the JDS Programme as well as the objectives and method of the preparatory survey to the Sri Lankan side to give the Government of Sri Lanka a clear understanding of these matters, ② to discuss and agree the sub-programmes, their components, target organizations, number of students to be accepted, accepting universities and other matters relating to the JDS Programme and ③ to explain the recruitment and selection schedule and to discuss and agree the recruitment and selection methods and eligibility. The actual acceptance plan agreed is outlined below.

Summary of Agreed Acceptance Plan

Sub-Programme	Human Resources Development to Consolidate the Foundations for Economic Growth			
Component	Public Policy and Public Finance	Economics Including Development Economics	Business Management	Environment Management / Disaster Management and Climate Change
University and Course	Degree Programs, GRIPS	Graduate School for International Development and Cooperation, Hiroshima University	Graduate School of International Management, International University of Japan	Graduate School of Life and Environmental Sciences, University of Tsukuba
Academic Degree	Master of Public Policy or Master of Public Administration (12 months) Master of Arts in Public Policy (24 months)	Master of Arts Master of Science Master of International Cooperation Studies	Master of Business Administration	Master's in Environmental Sciences
Number of Students Accepted	8 (2 x 4 batches)	12 (3 x 4 batches)	8 (2 x 4 batches)	8 (2 x 4 batches)
University and Course	School of International and Public Policy, Hitotsubashi University	/	Graduate School of Commerce, Waseda University	School of Engineering, the University of Tokyo
Academic Degree	Master of Public Policy (Public Economics)		Master of Business Administration	Master of Engineering
Number of Students Accepted	8 (2 x 4 batches)		8 (2 x 4 batches)	8 (2 x 4 batches)
Assumed Research Themes	Fiscal Policy Social Policy International Development Public Administration	Economic Development Macroeconomics Development Policy	Business Administration SME Support Investment Improvement Industrial Development	Environment Management Environmental Policy Environmental Management Environmental Study Disaster Management Regional Disaster Prevention Disaster Management Policy Disaster Risk Management Disaster Science
Target Persons	Officers of all island services			Officers of all island services
Government Office in Charge	Department of External Resources (ERD), Ministry of Finance and Planning			

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2. Examination of Relevance

The relevance of the JDS Programme in Sri Lanka was examined from the three viewpoints of ① the status of the target fields of the JDS Programme and development themes in relation to the national development strategy of Sri Lanka and Japan's aid policies for Sri Lanka, ② suitability of the selected fields (public policy and public finance, economics, including development economics, business management and environmental management, disaster management and climate change) and ③ relevance in relation to the need for the human resources development of the target organizations. As a result of this examination, the implementation of the JDS Programme in Sri Lanka was judged to be highly relevant for all of the issues involved.

The intended goals of the JDS Programme of developing the personal policy planning capacity of young government officials and the organizational capacity of the target organizations conform to the goals of higher plans in Sri Lanka as well as the priority fields for Japan's overseas assistance, making the selected target fields highly appropriate. Regarding the selected fields, support for the development of officials working in these fields and their organizations through the JDS Programme will contribute to their enhanced capacity to formulate as well as implement appropriate public, financial and economic policies of the Government of Sri Lanka. Moreover, this JDS Programme will contribute to the development of a business environment in which the private sector will be able to perform an important role and also to the development of human resources capable of dealing with the global economy. Furthermore, the selection of environmental management, disaster management and climate change as target fields should develop human resources related to "climate change and disaster prevention measures" which is a priority area for Japan's ODA.

3. Designed Scale of the JDS Programme in Sri Lanka

Based on the acceptance plan and conditions described below, the project cost per batch was estimated.

Cost Item	Conditions
Condition	Exchange rate as of October 2013 was used. USD 1 =JPY 98.94 & 1 Rupee = JPY 0.758
Implementation Cost	<ul style="list-style-type: none"> The programme application and examination fees, admission fee, tuition fee and scholarship for 15 students studying at 7 universities for FY 2014 are estimated. The university application and examination fees for students enrolling in FY 2014 are estimated. The cost of special programmes based on ¥500,000 per student per year (half the amount in the year of arrival and the year of departure) is estimated.
Service Cost (Sri Lanka)	<ul style="list-style-type: none"> The orientation cost prior to departure for Japan is estimated based on the assumption that this orientation will last for approximately five days. Although a request has been made to the ERD to provide a JDS Programme Office in Sri Lanka, there has not been any reply to this request so far. Accordingly, the cost of this office without ERD assistance is estimated. The recruitment and selection cost for students for FY 2014 is accounted for. The rate of inflation in Sri Lanka is taken into consideration for estimation purposes.
Service Cost (Japan)	<ul style="list-style-type: none"> The timing of the arrival of Sri Lankan students in the first batch is set at late August, 2014. After arrival, these students will undergo orientation in Tokyo for approximately five days before moving to their respective universities. The timing of departure from Japan is set at the month of the graduation ceremony of the accepting university.
Personnel Cost of the Agent	<ul style="list-style-type: none"> Estimation is based on 30 working days per person per month in Sri Lanka and 20 days per person per month in Japan.

4. Recommendations

(1) Recruitment

1) Publicity Method

Promotion through newspaper, poster, and flyers at the promotion seminar was conducted. As the results of the questionnaire answered by the participants of the promotion seminar, it was found out that the letters distributed from ERD to ministries were the most useful as the source of information of the seminar. Therefore, the current method of inviting applicants to a seminar through own government offices should continue in the next year onwards. It is desirable to finalise the date and venue of the seminar more than one month before the planned date so that a request can be made to the ERD to forward such information to even government organizations in local areas well in advance. Invitations to district secretaries to publicity seminars held in local areas are a good way of publicizing the JDS Programme. Presentations by officials which have returned from Japan make it easier for seminar participants to imagine student life in Japan. As these returned officials can act as valuable mentors for applicants, their continued participation in publicity seminars in the next year and beyond is highly desirable.

2) Test on Mathematical Knowledge

When the consultant visited the accepting universities in October, those universities which had originally decided not to conduct a test on mathematical knowledge changed their mind. In the end, the applicants to all seven accepting universities had to undergo such a test. It was necessary for the consultant to request individual applicants to those universities which had changed their mind about the test on mathematical knowledge to take the said test, causing some confusion among the relevant applicants.

In the case of the next batches, it will be essential for any preparatory survey in the future to check whether or not a test on mathematical knowledge is imposed. This should be conducted at the information gathering stage of the candidate accepting universities prior to the commencement of a recruitment drive.

3) Timing of the Commencement of Recruitment

In FY 2013, the actual length of time from the opening date for the acceptance of application documents to the closing date was one month which was not sufficiently long enough. As no preparatory survey will be conducted from the next year onwards, it is desirable to start accepting applicants at least one month earlier than the case in FY 2013 in order to provide sufficient time for potential applicants to prepare their application documents, etc.

4) Activities to Encourage Application During the Recruitment Period

In addition to organizing recruitment meetings at various locations in Sri Lanka, the consultant visited a number of principal target organizations to interview those responsible for human resources development, explained the JDS Programme to them and invited as many applications as possible. Each principal target organization was requested to identify a number of its staff members willing to apply or to submit a list of potential applicants so that the consultant could directly contact those on the list by telephone or e-mail to encourage their application for the JDS Programme. The continuation of such a practical approach to encouraging applications in the next year and beyond is desirable.

5) Universities with Fewer Applicants

This year, the target number of applications (four times the number of available places) was well exceeded at some universities while it was not reached at other universities. Interviews with applicants by the consultant found that the reasons for fewer applications to some universities were a lack of facilities to accept accompanying family members in the first year at one university and restriction of the research field to sabo along with the demand that applicants have an engineering degree at another university. It is, therefore, recommended that recruitment activities should start as soon as possible and that those target organizations which are likely to have many eligible persons should be individually visited to encourage applications. It is also judged to be necessary to consult with those universities which have received fewer applications for various reasons to check whether or not the eligibility for their courses can be relaxed.

(2) Scope of the Invited Target Organizations and Target People

One of the accepting universities requested permission to actively encourage applications from staff members of the central bank and those of a research institute of the Ministry of Finance and Planning. The relevant investigation by the consultant found that there was no such research institute to start with and that staff members of the central bank were ineligible for the JDS Programme because of their non all-island service status. These findings were conveyed to and accepted by the university in question. A supplementary survey conducted in Sri Lanka found many target organizations favouring the inclusion of non all-island service offices in the candidates for the JDS Programme. Such expansion of the eligible personnel may attract candidates of a higher caliber. However, it is important to discuss the issue of expanding the eligibility at a steering committee meeting while taking the preferences of the accepting universities into consideration.

(3) Support by the Agent for Student Life

The consultant has been involved in the JDS Programme in Ghana as the agent, providing assistance for Ghanaian students throughout their study period in Japan. To support those

students studying at Kobe University and the International University of Japan, the consultant has created a network of local supporters to provide close and detailed support. Therefore, the consultant has in-depth knowledge regarding the necessity for and importance of local supporters. In the case of the seven accepting universities involved in the JDS Programme for Sri Lanka, the consultant will establish a support network by means of finding candidate local supporters in collaboration with local NPOs in the areas of the respective universities which provide support for foreign nationals and university student clubs which provide support for foreign students. Even though there appears to be ample time to do this, the work to find and appoint reliable local supporters should start as soon as possible.

(4) General Issues Regarding the Future of the JDS Programme

The expansion of the JDS Programme to include Ph.D. students should be carefully examined in due course, taking the opinions of potential students who are in a position to compare the JDS Programme with other scholarship programmes and also needs of the JDS Fellows into consideration. Should such expansion take place, the scholarship terms should be made more attractive than those offered by other countries based on the spirit of the JDS Programme of fostering capable administrators.

For example, there was a strong demand from the JDS students that they should be given permission to drive a car or motorcycle from the viewpoint of freedom of choice to facilitate a pleasant and enjoyable student life.

Foreign textbooks used by the students are very expensive and textbooks which cost several thousand yen are not unusual. Many former students have pointed out that the allowance for textbooks, etc. is not even enough to meet the expenses of a single term. In view of the forthcoming increase of the consumption tax, the current allowance for the purchase of textbooks and other books should be reviewed. At the same time, universities should be informed of the possibility of purchasing books under a special programme and the use of this facility should be encouraged.

(5) Important Notes for Applicants and Selected Students

According to the results of interviews with professors of the universities which accepted Sri Lankan students in Phase I, there was a case of pregnancy and childbirth during the stay in Japan two years in succession, creating some difficult issues to be dealt with. Another problem is that plagiarism, including theft from the Internet or the copying of someone else's thesis, does not appear to carry a sense of guilt. As these problems may well be experienced by the JDS Programme not only in Sri Lanka but also in other countries, it is critically important to remind students to stay away from problems at every opportunity, including at the application stage, immediately after the final decision and during orientation sessions in Sri Lanka and Japan.

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Chapter 1 Background and History of the JDS Programme

1.1 Current Situation and Pending Issues of the JDS Programme

The Japanese Grant Aid for Human Resources Development Scholarship Programme (hereinafter referred to as the “JDS Programme”) is part of the plan of the Government of Japan to accept 100,000 international students in Japan. This JDS Programme was newly established in FY 1999 and aims at developing human resources to perform central roles in the formulation and implementation of social and economic development policies in developing countries.

One objective of the JDS Programme is to support human resources development in each participating country by offering places to study at a Japanese university to excellent young government officials in such countries who are expected to capitalize on their newly acquired professional knowledge, etc. during their study in Japan to lead the planning and implementation of social and economic development plans in their countries after their return to their own countries. Another objective is for JDS fellows, because of their experience and good understanding of Japan, to contribute to the broadening and enhancement of the foundations for bilateral relations between their countries and Japan. The target countries of the JDS Programme are primarily Asian countries in transition to a market economy and Ghana. In FY 2013, 203 students from 12 countries were accepted to study in Japan under the JDS Programme.

The JDS Programme in general has been appraised highly by both the governments of recipient countries and Japanese officials related to this programme. There has been one problem with the JDS Programme in the past. Because of the planning of the target fields and accepting universities every year, it has been difficult to select students from the viewpoint of a medium to long-term strategy. Meanwhile, the emphasis on the capacity building of individual students has blurred the intended contribution of the JDS Programme to the capacity building of the target organizations. To rectify this situation, the priority fields (sub-programmes) and development themes (sub-programme components) have been established based on Japan’s aid policy (identification of the priority fields for assistance, etc.) as well as pending issues and needs of each recipient country since FY 2009. Having established that four batches (acceptance of students for four consecutive years) constitutes one phase, target organizations and accepting universities with strong links to the priority fields and development themes are selected with a view to the acceptance of young administrators of the target organizations for study in Japan. The consistent acceptance of Sri Lankan government officials for study in the same fields at the same universities in Japan for a period of six years (until the return of the fourth batch students to Sri Lanka) is expected to enhance the functions of policy planning and administrative organizations in each recipient country and to contribute to the solving of important development issues.

Unlike conventional scholarship systems, such as the government-sponsored scholarship scheme designed to assist the study of individuals in Japan, the JDS Programme is characterized by its focus

on the development of the practical capacity of administrators to formulate and implement the policies and plans of their own countries by obtaining a master's degree in their respective development-related fields and also on the contribution of JDS fellows as people with a good understanding of Japan to the broadening and enhancement of the foundations for bilateral relations between their own countries and Japan. Another special characteristic of the JDS Programme is the regular measurement of the achievement of the intended study outcomes by means of monitoring and evaluation at various stages, i.e. before departure to Japan, during the study in Japan and after return to the country concerned.

1.2 Background and History of the Request for Japanese Grant Aid

(1) Background and History of the Request

The JDS Programme is expected to enhance the capacity of young administrators in developing countries to formulate policies and to manage projects adequately at the target organizations where human resources development is keenly required by means of accepting young administrators from the said organizations to study the same fields at the same universities so that they can contribute to solving various development issues in their own countries. Each JDS Programme lasts for six years (one phase) from the acceptance of the first batch students to the departure of the fourth batch students from Japan.

The JDS Programme for Sri Lanka began in FY 2010 and 60 students had been accepted under this programme by FY 2013. FY 2013 is the final year for the acceptance of students under the JDS Programme for Sri Lanka Phase I. In response to a request by the Government of Sri Lanka for the implementation of the JDS Programme for Sri Lanka Phase II, the Government of Japan decided to dispatch the Preliminary Survey Team to Sri Lanka with a view to formulating a plan for four batches of the JDS Programme Phase II which will commence in FY 2014.

(2) Support Activities under the Preparatory Survey

The consultant participated in the preparatory survey to establish the framework for the Phase II JDS Programme to assist the JICA's formulation of a plan for four batches in the Phase II JDS Programme scheduled to commence in FY 2014. In addition, the consultant also provided assistance for the recruitment, selection and acceptance of the first batch students to arrive in Japan in FY 2014.

The types of support work conducted during the preparatory survey are outlined in Table 1-1.

Table 1-1 Outline of the Support Work

Type of Work	Work Item	Work Description
Preparatory work in Japan (Signing of the Agency Contract to late August, 2013)	Gathering and analysis of information on the JDS Programme for Sri Lanka using materials provided by the JICA and those obtained through the Internet	<ul style="list-style-type: none"> Examination of the original request, survey sheet on the requested assistance, Japan's aid policies for Sri Lanka and related projects
	Preparation of the work items involved in the preparatory survey and support work and their respective schedules; submission of these documents to the JICA	<ul style="list-style-type: none"> Submission of the planned work items, division of work among the team members and work schedule
	Preparation of a questionnaire and translation of vital reference materials	<ul style="list-style-type: none"> Preparation of an English questionnaire for the supplementary survey
	Gathering of information on the candidate accepting universities of which a draft list will be prepared by the JICA	<ul style="list-style-type: none"> Gathering of information on the outline of the candidate universities and the teaching contents, lecturers, system to accept foreign students and other relevant matters of the candidate post-graduate courses
	Participation in the policy discussion meeting organized by the JICA prior to the dispatch of the survey team	<ul style="list-style-type: none"> Participation in the policy discussion meeting held on 15th August, 2013; preparation and submission of the M/M
	Study on Accepting universities in Phase I	<ul style="list-style-type: none"> A questionnaire survey and interviews with lecturers and the JDS students at each accepting university
	Necessary arrangements for the preparatory survey prior to the dispatch of the survey team	<ul style="list-style-type: none"> Preparatory work, including the arrangement of a hotel and vehicles, for the preparatory survey to be conducted in Sri Lanka
	Preparations for recruitment activities	<ul style="list-style-type: none"> Preparation of an application guidebook, application form and publicity materials (posters, leaflets and information for HP)
Work in Sri Lanka	Preparations and arrangements for the field survey	<ul style="list-style-type: none"> Reconfirmation of appointments Looking for a suitable programme office place Interview and recruitment of local staff
	Participation of the field survey team: support for discussions with the Sri Lankan Government	<ul style="list-style-type: none"> Supplementary briefing at meetings with representatives of the Embassy of Japan, JICA Sri Lanka Office and Government of Sri Lanka and preparation of the M/M Supplementary briefing at the O/C meeting and preparation of the M/M Confirmation with the OC concerning the details of the recruitment and selection methods
	Supplementary survey	<ul style="list-style-type: none"> Implementation of the supplementary survey on the current conditions of the target organizations and other matters Interview with returned JDS students
	Establishment of the programme office	<ul style="list-style-type: none"> Search for a suitable place and preparation of the JDS Programme office
	Recruitment activities	<ul style="list-style-type: none"> Preparation of an application guidebook, application form and publicity materials (posters and information for HP) Request for the ERD and each target organization to distribute the application guidebook and application form Recruitment meeting at each target organization and other places Response to enquiries concerning the JDS Programme, accepting universities and others (by telephone or e-mail)

Type of Work	Work Item	Work Description
	Collection of application documents	<ul style="list-style-type: none"> • Closing date for application to individual ministries, etc. on 8th November (extended to 13th)
	Support for the work to select successful applicants	<ul style="list-style-type: none"> • Check for inadequate application forms • Arrangements for the IELTS exam and the test on mathematical knowledge • Arrangements for the documentary examination • Arrangements for local interviews with the applicants • Arrangements for a health check, etc. • Arrangements for general interviews (planned)
	Arrangements for the exchange of opinions between the accepting universities and target organizations	<ul style="list-style-type: none"> • Coordination of the date and venue of a meeting for the exchange of opinions between professors from the accepting universities and staff members of the target organizations • Renewal of the draft basic plan and activity plan
	Support for discussions with the Government of Sri Lanka	<ul style="list-style-type: none"> • Support for the decision on the final candidates and for the agreement on the draft basic plan for the priority fields at the O/C meeting
	Provision of information for the selected applicants	<ul style="list-style-type: none"> • Support by local staff
Work in Japan	Gathering of information on the accepting universities	<ul style="list-style-type: none"> • Gathering of information on the accepting universities
	Discussions and coordination with the accepting universities	<ul style="list-style-type: none"> • Briefing on the Phase II JDS Programme for Sri Lanka • Courtesy visit to each accepting university and discussions on the schedule and procedures involved
	Support for the dispatch of professors of the accepting universities, obtaining of the activity plan and payment of the application and examination fee	<ul style="list-style-type: none"> • Payment of the travel expenses and gratuities regarding the dispatch of professors of the accepting universities to Sri Lanka • Obtainment of the plan for special programmes • Payment of the application and examination fees to the accepting universities on behalf of the selected applicants
	Preparation and submission of the cost estimation documents	<ul style="list-style-type: none"> • Submission of the cost estimation documents covering four batches to the JICA
	Preparation of the progress report	<ul style="list-style-type: none"> • Compilation of the agreed matters with the Sri Lankan side, survey findings, state of recruitment of candidate students to the Programme and pending issues (in November)
	Preparation and submission of the basic plan for each priority field	<ul style="list-style-type: none"> • Compilation of the student acceptance plan (basic plan) for each priority field (English and Japanese)
	Submission of the draft final report	<ul style="list-style-type: none"> • In English and Japanese
	Submission of the final report	<ul style="list-style-type: none"> • In English and Japanese (planned)

(3) Political and Economic Situation of Sri Lanka

Sri Lanka is an island country in the Indian Ocean south of India and has a national land area of 65,610 km². While the legislative capital is located in Sri Jayewardenepura Kotte, all government offices are located in neighbouring Colombo which is the political and economic centre of Sri Lanka. The population is composed of Sinhalese (74%), Indian and Sri Lankan Tamils (18%), Moors (8%) and others (1%). The principal religions are Buddhism, Islam, Hinduism and Christianity.

Since its independence in 1948, Sri Lanka has maintained a democratic tradition whereby each administration has been formed based on a democratic election. Conscious efforts have been made to reform the economic structure in response to the rise of a market economy. Traditionally, Sri Lanka's economy has been dependent on the farming of rice and three major plantation crops (tea, rubber and coconuts) but the government has made conscious efforts to diversify industrial activities with the development of the textile industry in particular. After the end of the civil war in 2009, Sri Lanka has experienced rapid economic growth to become a more developed country.

However, Sri Lanka faces many problems, including a fiscal deficit, high inflation, need to develop conditions to promote private sector investment, insufficient infrastructure and regional disparities, which must be overcome if the country is to enjoy continued economic growth in the years to come. As in the case of many developing countries, the rapid economic growth has caused environmental problems, making it essential for the country to achieve sustainable economic growth while paying careful attention to the environment. The country is also facing a need to introduce effective disaster prevention and mitigation measures as it is liable to such natural disasters as landslides, tsunami and drought.

Table 1-2 Major Economic Indicators for Sri Lanka

Indicator		2009	2011
Population	(million)	20.2	20.8
GDP	Total (US\$ million)	42,066	59,175
	Per Capita (US\$)	2,077	2,800
Economic Growth Rate (%)		3.5	8.3
Current Balance (US\$ million)		-24,242	-511,095
Outstanding Foreign Debts (US\$ million)		2,392,229	3,286,208
Fiscal Balance (million SLRs)		725.57	949.95
Debt-Service Ratio (DSR) (% of GNI)		3.4	12.6
Outstanding Obligation (% of GNI)		4,616	6,248
Total Aid Amount Received (Total Net Expenditure: US\$ million)		703.75	168.05

Source: World Bank

1.3 Trends of Japanese Assistance Policies for Sri Lanka

The Country Assistance Policies for Sri Lanka published in June, 2012 established three priority fields for assistance listed in Table 1-3 to respond to the three development themes identified by the Vision for a New Sri Lanka of Mahinda Chintawa which is the development strategy for Sri Lanka: ① development of economic infrastructure for sustainable growth, ② improvement of the socioeconomic environment in rural areas and ③ consolidation of social infrastructure to mitigate vulnerability. Japan has also been actively providing assistance for emergency relief and reconstruction of areas devastated by the tsunami caused by the Sumatra-Andaman Earthquake in 2004.

Table 1-3 Outline of Japan's Assistance for Sri Lanka

Assistance Policies for Sri Lanka	Priority Field for Assistance	Cooperation Programme
Country Assistance Policies for Sri Lanka (June, 2012)	Promotion of Economic Growth	<ul style="list-style-type: none"> • Road Network Improvement Programme • Power Sector Restructuring Programme • Water, Sewerage and Environment Improvement Programme
	Assistance for Development of Least Less-Developed Areas	<ul style="list-style-type: none"> • Agricultural and Fishing Villages Development Programme • Productivity Restoration Programme in Conflict Affected Areas
	Mitigation of Vulnerability	<ul style="list-style-type: none"> • Climate Change and Disaster Control Programme • Health Programme

Meanwhile, the JDS Programme for Sri Lanka commenced in FY 2010. In Phase I, 15 students have been accepted each year, totalling 45 students by FY 2012. The conventional framework in Sri Lanka for the JDS Programme is shown in Table 1-4.

Table 1-4 Conventional Framework in Sri Lanka for the JDS Programme

Component	Competent Agency	Operating Committee	Target Organizations	Accepting Universities	Number of Students per Batch
Public Policy/ Finance	Department of External Resources, Ministry of Finance and Planning	<ul style="list-style-type: none"> - Ministry of Finance and Planning (Chairman) - Embassy of Japan in Sri Lanka (Vice Chairman) - National Administrative Reform Council (then) - JICA Sri Lanka Office 	<ul style="list-style-type: none"> • Ministry of Finance and Planning • Ministry of Public Administration and Home Affairs • Ministry of Economic Development • Ministry of Local Government and Provincial Councils 	Graduate School of International Relations, International University of Japan	4
Administration				Graduate School of International Relations, International University of Japan	4
Regional Development and Poverty Reduction				Graduate School of Arts and Sciences, International Christian University	3
Macro-Economy and Development Economics				Graduate School for International Development and Cooperation, Hiroshima University	4

1.4 Trends of Aid of Other Donors

(1) Trends of Aid of Principal Donors

In recent years, Japan has firmly maintained its top position on the table of bilateral aid for Sri Lanka, followed by Australia, France and Denmark, even though their respective rankings slightly change from one year to another. In terms of multilateral aid, the World Bank and Asian Development Bank are highly ranked (actual performance in 2010¹). Table 1-5 outlines the multilateral aid of the principal donors.

Table 1-5 Outline of Aid for Sri Lanka of Main Aid Organizations

Aid Organization	Aid Strategy for Sri Lanka	Priority Fields	Aid Projects
World Bank *1	Country Partnership Strategy 2013-2016	<ul style="list-style-type: none"> • Promotion of investment • Assistance for structural reform of economy • Improvement of the living standard and social life 	<ul style="list-style-type: none"> • Small and Medium Enterprise Development Facility • E-Srilanka Development Project Additional Financing • Second Additional Financing for the Community Livelihoods in Conflict Affected Areas Project
Asia Development Bank *2	Country Partnership Strategy (2012-2016)	<ul style="list-style-type: none"> • Assistance for sustainable economic growth • Promotion of private sector investment and effective public sector investment • Assistance for human resources development and intellectual development 	<ul style="list-style-type: none"> • Human Capital Development Capacity and Implementation Support • Local Government Enhancement Sector Project • Support for Planning and Policy Formulation, Phase 1 • Small and Medium Enterprise Regional Development Project • Local Government infrastructure Improvement Project

*1: The World Bank: Sri Lanka (Country Profile Page)

*2: Asia Development Bank: Sri Lanka (Country Profile Page)

(2) Scholarship Programmes of Other Donors for Master's Degree Courses

Japan has been pushing ahead with the 300,000 International Students Plan to accept 300,000 foreign students by 2020 as part of its global strategy. As of May, 2011, the number of accepted students stands at 130,000 of which some 94% are neighbouring Asian nationals. On their return to their own countries, they apply their newly acquired knowledge and skills to the development of their countries and also form a valuable pool of human resources contributing to a better understanding of Japan and the establishment of a friendly relationship with Japan.

The scholarship programmes in Japan to serve Sri Lankan nationals are shown in Table 1-6.

¹ Ministry of Foreign Affairs of Japan, Japan's ODA Data for Sri Lanka, 2012

Table 1-6 Scholarship Programmes in Japan to serve Sri Lankan Nationals

Programme	Description
Young Leaders' Programme	Under the Young Leaders' Programme, young leading administrators and businessmen who are expected to become leaders in their respective countries are invited from Asian countries, etc. to study at a graduate school in Japan to gain an academic degree in one year.
Japanese Government (Monbukagakusho) Scholarship	In regard to the Japanese government scholarship, research students, under-graduate university students and other types of students are accepted for the purpose of improving the educational standard in Japan and other countries and of contributing to the promotion of mutual understanding and international cooperation.

In Sri Lanka, suitable persons can acquire a master's degree under the scholarship programmes of Australia, Korea, India, China, Czech, New Zealand, the Netherlands and others in addition to the Japanese scholarship programmes. Some of the leading scholarship programmes of these countries are introduced next.

1) South-Asia Scholarship Programme (SASP) of Australia

The SASP targets three sectors, i.e. sustainable economic growth, education and health, and aims at developing human resources in both the public and private sectors.

Table 1-7 Target Sectors and Research Fields of the SASP

Priority Sector/Theme	Study Fields
Sustainable economic growth	Infrastructure development; technical vocational education and training (TVET); inclusive economic growth; rural development; public financial management; development economics
Education	Primary and secondary education
Health	Water and sanitation; nutrition of vulnerable groups

Source: SASP Home Page (<http://www.southasiascholarships.org/sri-lanka>)

This scholarship programme targets persons under 40 years of age working for any government organization, NGO or private sector and 30 persons are selected each year. The amount of the SASP scholarship is higher than that of the JDS Programme. If an accompanying child attends an Australian school, 80% of the school fees are subsidized. As such, a selected student is allowed to bring family members. While studying in Australia, a student is allowed to work up to 20 hours a week (no working restrictions on a spouse) and is also allowed to drive a car. These favourable conditions are said to make the SASP scholarship popular. Another attraction is that a student can proceed to a doctoral course after obtaining a master's degree.

2) Other Leading Scholarship Programmes

- Korean Government Scholarship Programme (KGSP)

The KGSP primarily sponsors master's degree and doctoral students who are government officials, NGO staff members or staff members of an international

organization, offering 176 places to 149 countries. Four students can be accepted from Sri Lanka.

- Commonwealth Scholarships of the UK Government

Commonwealth scholarships in the UK feature all fields relating to national development and are open to government officials of developing commonwealth countries. The number of places is currently 18 and the programme offers one year master's degree courses, six month dentistry courses and three year doctoral courses

- Commonwealth Scholarship and Fellowship Plan (CSFP) of New Zealand

This plan targets 45 countries worldwide and five Asian countries' individuals, including Sri Lanka, and other commonwealth countries in the world. The plan offers a scholarship for master's or doctoral courses at eight universities in New Zealand. It covers the areas such as leadership, public sector governance & reform, environment, education, health, agriculture & fisheries, food securities, infrastructure, human right, gender, among others. Total of 201 students worldwide became CSFP Fellows in three batches of 2009, 2010, and 2011.²

- Joint Japan/World Bank Graduate Scholarship Programme

The JJ/WBGSP scholarship provides annual awards to cover the cost of completing a master's degree or its equivalent. Eligible applicants are government officials and should propose a programme of study related to development in wide-ranging fields, such as economics, health, education, agriculture, environment, natural resources management or other development-related subjects, for a maximum duration of two years in their application through the Internet. Scholars study at well-known universities in World Bank member countries (principally English speaking countries) except their own country.

Through interviews with the target organizations and JDS fellows, the following information has been obtained.

- The JDS Programme under which a programme office is set up and recruitment meetings are organized to encourage applications is not very common. For most of the existing scholarship programmes, the applicants themselves gather the necessary information about universities and then apply to the scholarship programme of their choice. In the case of the Australian SASP (provided by AusAID), however, a full-time representative is stationed in each target country to be in charge of the recruitment of candidates and selection as in the case of the JDS Programme.

² CSFP Report (http://www.csfp-online.org/docs/csfp_report_2012.pdf)

- The results of interviews with several JDS fellows indicate that the most popular scholarship programme is the SASP of Australia, followed by Japanese and Korean scholarship programmes in that order.
- According to the interviewed JDS fellows and those currently studying, it is very common for young new recruits of government offices to have already obtained a master's degree and the JDS Programme offering a master's course is not very attractive. Moreover, the obligation to work for a period of four times the length of the study period (eight years in the case of the JDS Programme) after obtaining a master's degree means that it is practically impossible to apply for a scholarship programme for a doctoral course after working for eight years.
- Meanwhile, several JDS fellows point out such advantages of the JDS Programme as the clear application procedure, careful guidance by the agent on application, free entry to IELTS examinations and comparatively high academic standard of courses at Japanese universities.

Chapter 2 Contents of the JDS Programme

2.1 Outline of the JDS Programme

The primary objective of the JDS Programme is enhancement of the administrative capacity of the participating countries and the target personnel are those likely to develop the capability to plan policies to solve various problems faced by their respective countries in the future. As selected government officials in the same fields and from the same organizations study at the same universities under the JDS Programme for a programme period of six years (in four batches), it is hoped that the policy planning and project management capability of those government officials participating in the JDS Programme will much improve, further contributing to solving the development issues of their own countries.

(1) Framework of the JDS Programme for Sri Lanka

On 13th September, 2013 during the preparatory study period, the first meeting of the Operating Committee for Phase II was held as detailed below.

Date	: 13 th September, 2013
Venue	: Meeting room at the ERD (Department of External Resources, Ministry of Finance and planning) Offices
Participants	: Members of the Operating Committee
Japanese side	: Representatives of the Embassy of Japan and JICA Sri Lanka Office
Sri Lankan side	: Representatives of the ERD ³ and Ministry of Public Management Reform
Agenda	: Discussions on the JDS Programme Phase II, agreement of the framework for Phase II and recruitment and selection schedule for FY 2014

The following framework for the Phase II JDS Programme for Sri Lanka was agreed at this meeting.

Discussion Results and Agreed Issues

A. Survey Implementation System

It was agreed that the consultant assigned to the preliminary survey would be in charge of recruitment and selection in FY 2014 unlike Phase I when the appointed agent performed such duties. Another agreement reached was that the ERD as the competent government agency would distribute reference materials and introductory documents for the JDS Programme to the target organizations. Although it is difficult at this moment, the survey team requested the ERD's to consider provision of an office for the consultant.

³ The ERD acts as a window for foreign assistance for Sri Lanka and will act as the competent agency for the Phase II JDS Programme.

B. Student Acceptance Plan for Four Batches

An agreement was reached regarding the student acceptance plan as shown in Table 2-1 and further details are given in (3) below.

Table 2-1 Agreed Items Regarding the Student Acceptance Plan

Agreed Item	Description
Subject JDS Programme for Agreement During Preparatory Survey	The student acceptance plan to be agreed as part of the preparatory survey covers four batches of students from FY 2014 to FY 2017.
Upper Limit for Acceptance	15 per year (maximum of 60 for four batches)
Sub-Programmes and Components	Selection of the target sub-programmes and components; agreement on their names
Target Organizations and Personnel	Agreement on the target organizations and personnel for recruitment
Competent Agency and Operating Committee	Agreement on the competent agency and members of the Operating Committee
Accepting Universities in Japan, Planned Number of Students and Expected Research Themes	Decision on the accepting universities of various components; agreement on the planned number of students to be accepted by each university; agreement on the expected research themes relating to individual components
Formulation of basic Plan and Flow of Work	Agreement on the formulation method and configuration of the basic plan and future schedule; explanation of agreement on the work flow from the preparatory survey to the implementation of the JDS Programme proper

C. Programme Evaluation

It was agreed that monitoring and evaluation are very important for the JDS Programme and that the JICA will propose monitoring and evaluation methods at a future meeting of the Operating Committee.

(2) Agreed Framework for the Acceptance of Students

The number of places for Sri Lankan students to be accepted by Japanese universities for each component is shown in Table 2-2 along with the expected research themes.

Table 2-2 Summary of Agreed Acceptance Plan

Sub-Program (JDS Priority Areas)	Component (Development Issue)	Expected Theme of Research / Possible Fields of Study	Target Organizations	University	Slot
1. Human Resources Development for Promotion of Economic Growth	1-1. Public Policy and Public Finance	<u>Possible Fields of Study:</u> <ul style="list-style-type: none"> · Fiscal Policy, Social Policy, International Development, & Public Administration <u>Degree:</u> <ul style="list-style-type: none"> · Master of Public Policy · Master of Public Administration 	<u>Target Organizations:</u> All ministries * Managing Organization is Department of External Resources, Ministry of Finance and Planning <u>Target Persons:</u> All Island Service Officers for Components 1-1 to Components 1-3. For Component 1-4, target persons include All Island service Officers as well as non All Island Service Officers.	National Graduate Institute for Policy Studies	2
	1-2. Economics Including Development Economics	<u>Possible Fields of Study:</u> <ul style="list-style-type: none"> · Economic Development · Macroeconomics · Development Policy <u>Degree:</u> <ul style="list-style-type: none"> · Master of Development Economics 		Hitotsubashi University	2
	1-3. Business Management	<u>Possible Fields of Study:</u> <ul style="list-style-type: none"> · Business Administration, SME Support · Investment Improvement, & Industrial Development <u>Degree:</u> <ul style="list-style-type: none"> · Master of Business Administration · Master in Commerce 		Waseda University	2
	1-4. Environment Management/ Disaster Management and Climate Change	[Environment Management] <u>Possible Fields of Study:</u> <ul style="list-style-type: none"> · Environmental Policy · Environmental Management · Environmental Study <u>Degree:</u> <ul style="list-style-type: none"> · Master of Environmental Management · Master of Environmental Policy [Disaster Management] <u>Possible Fields of Study:</u> <ul style="list-style-type: none"> · Regional Disaster Prevention · Disaster Management Policy · Disaster Risk Management · Disaster Science <u>Degree:</u> <ul style="list-style-type: none"> · Master of Disaster Management · Master of Civil Engineering 		International University of Japan	2
					University of Tsukuba
Maximum slots per year					15

- 1) Subject JDS programmes for agreement during the preparatory survey period: four batches of students from those arriving in FY 2014 to those starting their studies in FY 2017
- 2) Upper limit for acceptance: 15 per year (maximum of 60 in four years)
- 3) Sub-Programmes and Components

An agreement was reached on one sub-programme and four components for the Phase II JDS Programme in Sri Lanka.

Sub-Programme : Human resources development to consolidate the foundations for economic growth

Component 1 : Public Policy and Public Finance

Component 2 : Economics, Including Development Economics

Component 3 : Business Management

Component 4 : Environment Management, Disaster Management and Climate Change

- 4) Implementation Systems

It was agreed that Phase II would be implemented with the cooperation of the JDS Operating Committee of which the members are representatives of the ERD and Ministry of Public Management Reform on the Sri Lankan side and of the Embassy of Japan in Sri Lanka and the JICA Sri Lanka Office on the Japanese side. The main issues to be discussed by the Operating Committee are (i) implementation policy, (ii) programme schedule, (iii) acceptance fields, (iv) target organizations for recruitment, (v) accepting universities, (vi) selection method and (vii) finalisation of the candidates for the JDS Programme.

- 5) Target Organizations and Personnel

In Sri Lanka, senior officers and candidate senior officers recruited in the special administrative category called all-island services⁴ do not stay at one government office but move to other government offices every 3 – 5 years. Because of this, it has been explained by the Government of Sri Lanka that it is somewhat meaningless for the JDS Programme to target specific ministries and agencies and that it will be better for the JDS Programme to target officials of all ministries, etc. In response, it was decided that the target personnel for the Phase II JDS Programme in Sri Lanka would be all-island service personnel of all ministries and agencies. However, in the case of Component 4: Environment Management, Disaster Management and Climate Change, non all-island service personnel will be included in the target personnel because of the highly technical nature of the programmes of the accepting universities. The qualifications for eligibility for the JDS Programme include an

⁴ There are 10 all-island services, including the Sri Lanka Administrative Service, Sri Lanka Planning Service, Sri Lanka Accounting Service and Sri Lanka Engineering Service.

age of less than 40, possession of a bachelor's degree and non-possession of a master's degree under a scholarship programme other than the JDS Programme.

- 6) The accepting universities, planned number of students and expected research themes were agreed as shown in Table 2-3.

Table 2-3 Accepting Universities, Planned Number of Students and Expected Themes of Research

Sub-Programme	Human Resources Development to Consolidate the Foundations for Economic Growth			
Component	Public Policy and Public Finance	Economics Including Development Economics	Business Management	Environment Management / Disaster Management and Climate Change
University and Course	Degree Programs, GRIPS	Graduate School for International Development and Cooperation, Hiroshima University	Graduate School of International Management, International University of Japan	Graduate School of Life and Environmental Sciences, University of Tsukuba
Academic Degree	Master of Public Policy or Master of Public Administration (12 months) Master of Arts in Public Policy (24 months)	Master of Arts Master of Science Master of International Cooperation Studies	Master of Business Administration	Master's in Environmental Sciences
Number of Students Accepted	8 (2 x 4 batches)	12 (3 x 4 batches)	8 (2 x 4 batches)	8 (2 x 4 batches)
University and Course	School of International and Public Policy, Hitotsubashi University	/	Graduate School of Commerce, Waseda University	School of Engineering, the University of Tokyo
Academic Degree	Master of Public Policy (Public Economics)		Master of Business Administration	Master of Engineering
Number of Students Accepted	8 (2 x 4 batches)		8 (2 x 4 batches)	8 (2 x 4 batches)
Assumed Research Themes	Fiscal Policy Social Policy International Development Public Administration	Economic Development Macroeconomics Development Policy	Business Administration SME Support Investment Improvement Industrial Development	Environment Management Environmental Policy Environmental Management Environmental Study Disaster Management Regional Disaster Prevention Disaster Management Policy Disaster Risk Management Disaster Science
Target Persons	Officers of all island services			Officers of all island services
Government Office in Charge	Department of External Resources, Ministry of Finance and Planning			

(3) Supplementary Survey to Check the Situation

As part of the preparatory survey, a supplementary survey with three survey components was conducted. These components were ① study on professors of the universities which had accepted Sri Lankan students in the Phase I JDS Programme and Sri Lankan students studying in Japan, ② study on the situation of the target organizations in Sri Lanka and ③ study on JDS fellows in Sri Lanka. In addition to interviews, a questionnaire survey was also conducted with students studying in Japan (①), target organizations (②) and JDS fellows (③). The compiled results of these questionnaires can be found in Appendix 9 of this report.

Study on Target Organizations and JDS Students

A. Overview of Target Organizations

During the preparatory study period, a series of interviews were held at some ministries and agencies to learn about their interest in the JDS Programme, likely number of eligible personnel and other relevant matters. These interviews found that even at those ministries with not many staff members at the head office, the number of eligible personnel for the JDS Programme is fairly large if their subordinate organizations are included. As such, all of the ministries, etc. interviewed replied that they would be able to nominate candidates for the JDS Programme every year.

During the interviews, some voice their agreement for the present system of limiting candidates to all-island service personnel. However, those organizations where most of the staff members have an engineering/technical background expressed a hope to see a widening of the eligibility to include non all-island service personnel.

Table 2-4 Interview Results with the Target Organizations

Survey Item/Comments	Ministry of Economic Development	Ministry of Industry and Commerce	Ministry of Local Government and Provincial Councils	Ministry of Irrigation & Water Resources Management	Ministry of Public Administration
Preferable Academic Fields for Study in Japan	Policy and plan formulation, monitoring and evaluation methods in such fields as tourism; marketing; promotion of SMEs; poverty reduction and rural development	Policy planning for the trade and industrial sectors; business management	Regional development; project management; elimination of regional disparities; elimination of the digital divide; analytical method of the database owned by the agencies; infrastructure equipment maintenance method; improvement of public libraries; solid waste management; development of legal systems	Water resources development; EIA techniques; latest irrigation technologies and their application	(1) Transparency of the public administration; (2) good governance to improve the service delivery efficiency at the grassroots level; (3) analysis of critical socioeconomic factors to determine the success or failure of One Village One Product movement to promote local development
Current Staff Strength	622 (Head Office only)	384 (Head Office only)	350,000 (staff members of all grades in the Head Office and local offices)	Approx.108 (Head Office only)	1,196 (All-island service only)
Staff Breakdown by Grade	Senior Officer: 110	Development: 256 Administrative: 124 Technical: 4	Senior Officer: 24, Officer: 117; Junior Officer: 42 (Head Office only)	Administrative 16 Technical 6 Supportive 86	Administrative 778 Accountants 391 Engineering 27
Number of Officials Engaged in Policy Planning	561	256	24 (Head Office only)	22	1,196
Number of Eligible Staff for JDS Programme	192	73	264 (including those in local offices)	-	600
Capability to Continually Recommend Potential Students for Four Years	Fully capable	Fully capable	Fully capable	Fully capable	Fully capable
Conditions to Allow Study Abroad	No study abroad allowed in the first 3 year from recruitment	As left	As left	As left	As left
Conditions for Leave of Absence During Study	None	As left	As left	As left	As left
Master's Degree Programmes of Other Donors	KOICA	KOICA; China; Australia	KOICA	None at present	None at present
Treatment of Students after Return	Obtainment of MA is a condition for promotion	As left	As left	As left	As left
Comments Made by the Organization	<ul style="list-style-type: none"> • Better to increase the upper limit for age • Additional short scholarship courses for senior staff members are desirable 	None	Shorter period from the application to the final selection	<ul style="list-style-type: none"> • Better to increase the upper limit for age • Additional short scholarship courses are desirable 	None

Survey Item/Comments	Ministry of Water Supply and Drainage	Ministry of Environment and Renewable Energy	Ministry of Ports & Highways	Ministry of Disaster Management
Preferable Academic Fields for Study in Japan	Adequate and low cost water purification technology; implementation of an adequate asset management system; planning and design of waste water treatment facilities; supply-chain management and inventory control methods	Implementation of international standard policies relating to climate change and biodiversity	Public policy; finance; community development; road construction technologies; port construction technologies; cost-benefit analysis	Disaster prevention technologies; disaster mitigation technologies; disaster impacts on inhabitants; cost-benefit analysis regarding disaster prevention
Current Staff Strength	Approx. 10,000(staff members of all grades in the Head Office and local offices)	248 (Head Office only)	2,134 (including those at subordinate organizations)	87 (Head Office only)
Staff Breakdown by Grade	Some 2300 senior officers	Head Office: all-island service officers: Administrative: 11 Scientific: 2 Planning: 1 Accounting: 4	2,116 (full-time) 35 (part-time)	Senior: 14 Junior: 73
Number of Officials Engaged in Policy Planning	Approx. 100	No answer	No answer	14
Number of Eligible Staff for JDS Programme	600	120 (including those at subordinate organizations)	132	6
Capability to Continually Recommend Potential Students for Four Years	Fully capable	Fully capable	Capable	Capable of recommending 2 candidates each year
Conditions to Allow Study Abroad	No study abroad allowed in the first 3 year from recruitment	As left	As left	As left
Conditions for Leave of Absence During Study	None	As left	As left	As left
Master's Degree Programmes of Other Donors	One or two each by the World Bank and the Netherlands	Australia; KOICA	Australia	None at present
Treatment of Students after Return	Obtainment of MA is a condition for promotion	As left	As left	As left
Comments Made by the Organization	<ul style="list-style-type: none"> • Better to increase the upper limit for age • Additional short scholarship courses are desirable 	None	None	Inclusion of non all-island service staff members as candidates

In addition to the above, the Additional Secretary of Public Management Reform commented in the interview that he would like to see fields such as “smart government” and “process of management” in relation to public policy be included as study fields at accepting universities.

Another questionnaire survey was conducted via the ERD with those target organizations with which the interview could not have been arranged. The questionnaire was sent to 35 ministries and agencies and altogether 22 ministries and agencies and 4 organizations replied (some ministries and agencies forwarded the questionnaire to their subordinate organizations and 4 such organizations replied). The results of this survey are compiled in Appendix 7. Of these organizations, 18 replied that they had eligible young officials for the JDS Programme. 6 ministries and agencies have more than 50 eligible officials. Based on these findings, the Government of Sri Lanka is capable of producing a sufficient number of candidate for the Phase II JDS Programme period of 4 years.

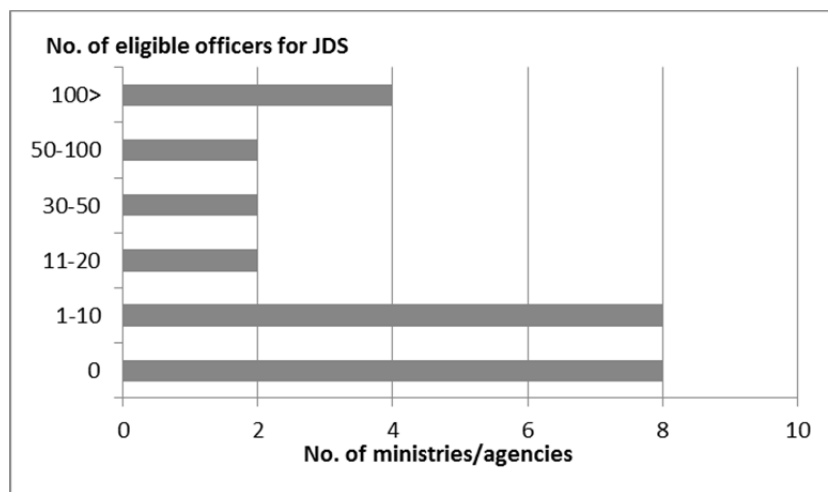


Fig. 2-1 Number of Eligible Officers for the JDS Programme at Organizations Replying to the Questionnaire (Based on the Questionnaire Results)

The number of eligible officers for the JDS Programme as replied by various ministries, etc. is not a definitive number as some replies include those of subordinate organizations. Moreover, the way of counting the number of staff members varies from one ministry to another. As of November, 2010, Sri Lanka has 64 ministries and agencies⁵ and many of them have subordinate organizations. Many of these ministries, agencies and subordinate organizations did not receive the questionnaire from the ERD. It is, therefore, quite difficult to accurately tally the number of eligible officers for the JDS Programme at government offices in Sri Lanka.

In addition to the questionnaire survey described above, the Ministry of Finance and Planning and the Central Bank of Sri Lanka were visited to investigate how many staff members were eligible for the JDS Programme in response to a request made by one of the accepting universities for Component 1 to encourage applications by those actually involved in the formulation and implementation of public policies and fiscal policies (for example,

⁵ Gazette of the Democratic Socialist Republic of Sri Lanka, 22nd November, 2010

staff members of a research institute of the Ministry of Finance and Planning and the Central Bank of Sri Lanka). These visits found that there are 95 eligible staff members at the Ministry of Finance and Planning. As they are described as professionals regarding financial matters, it is safe to assume that there is a sufficient number of potential candidates with suitable capacity (quality). In the case of the Central Bank, even though it has all-island service personnel, these are restricted to staff members of the Sri Lanka Administrative Service which have senior positions. There appear to be no staff members of less than 40 years of age who are involved in the formulation and implementation of economic and fiscal policies. Moreover, one of the accepting universities for Component 4 was concerned if a sufficient number of applicants could be secured every year as the research field specialised in sabo. To address this concern, the consultant visited four ministries assumed to have many sabo engineers because of their strong link to sabo (① Ministry of Irrigation and Water Resource Management, ② Ministry of Ports, Highways and Shipping, ③ Ministry of Construction, Engineering Services, Housing and Amenities and ④ Ministry of Local Government and Provincial Councils) to check the number of engineers deployed by their subordinate organizations, etc. It was found that there are some 100 sabo-related engineers eligible for the JDS Programme (under 40 years of age who have already completed the probation period during which study abroad is not allowed).

B. Assignment and Treatment of Returned Officials

Government officials in Sri Lanka are required to serve four times the period of study abroad (eight years if the period of study abroad is two years) at a government office. Because of this rule, all of the returned offices from the JDS Programme are currently working for the government. The absence of young officials for two years to participate in the JDS Programme does not cause any problems for their organizations. Instead, these organizations generally welcome the opportunity to develop the capability of their young officials.

According to the Additional Secretary of the Ministry of Public Administration (which is responsible for the personnel affairs of government officials) interviewed by the consultant, even though staff members of all-island services are subject to personnel reshuffling, efforts are made to deploy them in positions where their career, knowledge acquired at university and personal capability can be effectively utilised while taking their personal preferences into consideration.

The fact that seven out of 11 returned officials who replied to the questionnaire survey and five out of five returned officials who were interviewed during the supplementary survey period are working at the government office where they worked prior to their study in Japan suggests that the assignment of returned officials is not randomly conducted. For staff

members of all-island services, promotion from Class II to Class I which is the title of senior officials requires the possession of a master's degree. Four out of the five interviewed this time replied that they had already been promoted or expected to be promoted soon.

2.2 Estimated Cost of the JDS Programme

Based on the acceptance plan described in 2.1, the cost of the JDS Programme for the first batch of students arriving in Japan in FY 2014 was estimated. The detailed estimation results are submitted to the JICA separately from this report. The assumptions for this cost estimation are described in the table below.

Cost Item	Conditions
Condition	<ul style="list-style-type: none"> Exchange rate as of October 2013 was used. USD 1 =JPY 98.94 & 1 Rupee = JPY 0.758
Implementation Cost	<ul style="list-style-type: none"> The programme application and examination fees, admission fees, tuition fees and scholarships for 15 students studying at seven universities for FY 2014 are estimated. The university application and examination fees for students enrolling in FY 2014 are estimated. The cost of special programmes based on ¥500,000 per student per year (half the amount in the year of arrival and the year of departure) is estimated.
Service Cost (Sri Lanka)	<ul style="list-style-type: none"> The orientation cost prior to departure for Japan is estimated based on the assumption that this orientation will last for approximately five days. Although a request has been made to the ERD to provide a JDS Programme Office in Sri Lanka, there has not been any reply to this request so far. Accordingly, the cost of this office without ERD assistance is estimated. The recruitment and selection cost for students for FY 2014 is accounted for. The rate of inflation in Sri Lanka is taken into consideration for estimation purposes.
Service Cost (Japan)	<ul style="list-style-type: none"> The timing of the arrival of Sri Lankan students in the first batch is set at late August, 2014. After arrival, these students will undergo orientation in Tokyo for approximately five days before moving to their respective universities. The timing of departure from Japan is set at the month of the graduation ceremony of the accepting university.
Personnel Cost of the Agent	<ul style="list-style-type: none"> Estimation is based on 30 working days per person per month in Sri Lanka and 20 days per person per month in Japan.

2.3 Outline of the Obligations of the Recipient Country

The Government of Sri Lanka will have the following obligations in connection with the JDS Programme.

(1) Roles of the Government of Sri Lanka in the JDS Programme

- The ERD as the government office responsible for all components will handle the application documents and play the role of an administrator, including acting as chairman at twice yearly meetings of the Operating Committee.

- The ERD will attend consultation meetings between representatives of the accepting universities visiting Sri Lanka and representatives of the target organizations.
- After the return of the JDS students to Sri Lanka, the ERD will help them to diffuse their newly acquired knowledge throughout their organizations.

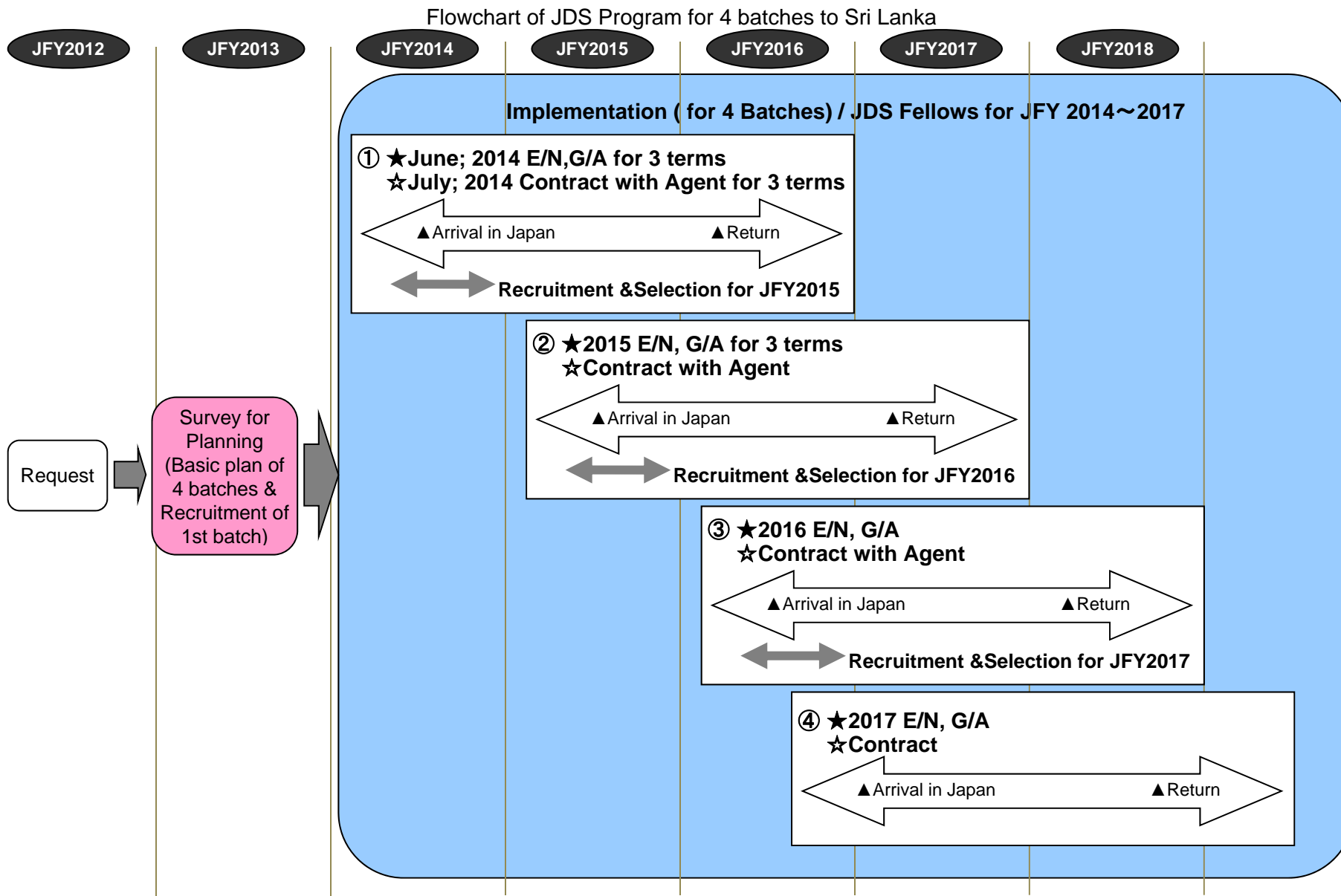
(2) Physical and Financial Obligations of the Government of Sri Lanka

- Provision of a JDS Programme Office

It has been agreed that the ERD will examine the possibility of providing a JDS Programme office although it is difficult to do so at this moment.

2.4 Schedule for the JDS Programme

The preparatory survey conducted in FY 2013 has established the likely implementation schedule for the four batches of the JDS Programme for Sri Lanka as shown in Fig. 2-2. In each fiscal year, an Exchange of Notes (E/N) and Grant Agreement (G/A) will be signed for the relevant batch.



Source: Prepared by the consultant using materials provided by the JICA.

Fig. 2-2 Flow Chart for Four Batches of the JDS Programme for Sri Lanka

2.5 Follow-Up

As follow-up activities for the officials returning from Japan, ① a debriefing meeting will be held soon after their return to Sri Lanka and ② a questionnaire for the returned officials and their superiors at the target organizations is planned in the third year after their return.

(1) Outline of the Debriefing Meeting

Timing : Soon after return to Sri Lanka

Participants : Returned officials, members of the Operating Committee, superiors of the returned officials at their organizations and representatives of the Embassy of Japan, JICA Sri Lanka Office and Agent, etc.

Agenda : - Newly acquired expert knowledge of development issues as a result of the study in Japan
- Presentation of the study achievements and of the career plan and action plan at the target organization utilizing such achievements
- Outcomes of the human network development efforts in Japan

(2) Questionnaire for Returned Officials and Their Superiors at the time of monitoring survey by JICA

It is proposed that the JICA should plan to conduct a questionnaire survey at the time of monitoring survey in 2016. The survey items should be the same as those of the questionnaire survey conducted during the study period as in “3-3 Supplementary Survey for Completion Evaluation” Section.

Chapter 3 Examination of the Relevance of the JDS Programme

3.1 Evaluation by the Returned Officials and Accepting Universities

As part of the supplementary survey, a questionnaire survey together with individual interviews was conducted with the returned officials on the usefulness of their experience of studying abroad for their work.

In the individual interviews, several returned officials said that they had acquired knowledge and skills relating to the use of statistical software, data analysis, writing of academic papers and presentations and are now applying these to their work in Sri Lanka. The non-academic matters mentioned included the development of a network involving teachers, Japanese students and foreign students studying in Japan and the continuous use of such a network after return to Sri Lanka, learning of good disciplines (especially strict time-keeping, politeness, sense of responsibility, endurance, self-sacrifice and tidiness, etc.), high efficiency, time management, logical thought, enthusiasm for one's job and PC operating skills.

In regard to the questionnaire survey with the returned officials, all 11 officials replying to the questionnaire mentioned improvement of their academic skills in terms of "research", "data analysis" and "presentation" as well as other capabilities in terms of "logical and rational thought", "efficiency", "PC operating skills" and "time management". All of them said that their improved skills and capability had positively impacted on their work performance. Moreover, all of them replied that the capacity of their organizations had been enhanced as a result of their study in Japan. To be more precise, the changed attitude towards their work of the returned officials resulted in a similar change among their colleagues and the achievements of their study in Japan had been disseminated throughout their organizations through presentations, etc. All of them said that they maintained the good relationship with their professors and friends which they had built during their study in Japan (see "Appendix 9 Replies to the Supplementary Questionnaire Survey with Returned Officials and Those Currently Studying in Japan").

Meanwhile, according to the results of interviews with professors of the accepting universities, the Sri Lankan students had a good command of English and were sincere in their studies and daily life, causing no serious problems. One professor said that because of the sincere and honest attitude towards their study, the Sri Lankan students were models for foreign students from other countries and that a human network had been developed with government offices in Sri Lanka after the return of the students to Sri Lanka.

One problem, however, is that students from developing countries appear to have little sense of shame about plagiarism and there have been some such cases among the Sri Lankan students. In regard to daily life, the strong bond between family members in Sri Lanka is a cause of homesickness or ill-health on the part of some students who left their family behind. At one university, a female student

became pregnant two years in succession, forcing the teaching and administrative staff to promptly deal with the situation.

3.2 Expected Outcomes of the JDS Programme

The JDS Programme is expected to produce several positive outcomes. Firstly, the policy planning and implementation abilities of each recipient country of this grant aid scheme of the Government of Japan will improve through the training of young government officials who are expected to lead the planning and implementation of social and economic development plans in their own countries at Japanese universities. Secondly, as a presumption of the JDS Programme is that after studying in Japan, these government officials, i.e. JDS Programme students, will be reinstated at the organizations from which they were selected for the JDS Programme, they will enhance the ability of these organizations to deal with social and economic development issues by means of sharing their newly acquired knowledge, etc. in Japan throughout these organizations. Thirdly, these young government officials will develop a human network through their study period in Japan, contributing to the consolidation of the friendship between the recipient countries and Japan as people with a good understanding of Japan. These government officials, i.e. JDS fellows, will have acquired specialist knowledge, conducted research work and built up a human network through their study at a Japanese university and are expected to play an important role in their own countries as experts with knowledge to practically solve many development issues faced by their countries.

To quantitatively assess the outcomes of the JDS Programme using certain indicators, the relevant work will be conducted with each student before departure to Japan, in the middle of the study period and after return to Sri Lanka as detailed later.

3.3 Supplementary Survey for Completion Evaluation

Under the JDS Programme for Sri Lanka, it is planned to conduct a monitoring survey in 2016, three years after the arrival of the first batch of students in Japan for the purpose of checking the outcomes and problems of the JDS Programme in Sri Lanka. Another objective of this monitoring survey is to check the prevailing situation in Sri Lanka with the Government of Sri Lanka in order to determine the prospect of whether or not the following objectives of the JDS Programme can be achieved.

- Development of the practical ability of administrators to formulate policies and plans designed to contribute to the promotion of the economic growth of Sri Lanka
- Contribution of the JDS fellows, i.e. returned officials, to the strengthening and expansion of the founds for a good relationship between Japan and Sri Lanka as persons with an in-depth understanding of Japan

With the returned officials, it is planned for the JICA's questionnaire survey at the time of monitoring survey. The evaluation indicators to be used here are common indicators for the JDS Programme as listed below.

- Ratio of JDS fellows who have obtained a Master's degree
- Ratio of JDS fellow who on their return to Sri Lanka are assigned to a workplace with a high relevance to their study in Japan

This monitoring survey will not stop at simply verifying the degree of achievement of the programme objectives and will cover such topics as the quality of life in Japan as a foreign student, difficulties faced and how such difficulties were overcome (or not) with a view to making useful recommendations for the planning of any future JDS Programme from the viewpoint of the PDCA (Plan, Do, Check and Action) cycle.

On the other hand, as an Agent, regular monitoring and evaluation at various stages, i.e. before departure to Japan, during study in Japan and after return to Sri Lanka, will take place to check the degree of achievement of the objectives of the Programme and any shortcomings of the programme implementation process.

There are conceivably three target areas of the JDS Programme for monitoring and evaluation.

- Development of the personal ability of each student and the benefit of such development to the target organization
- Daily life as well as academic life of each student in Japan
- JDS Programme for Sri Lanka in general

Table 3-1 Target Areas, Contents and Method of Monitoring and Evaluation by the Agent

Target Area	Contents	Method
Development of personal ability and benefit to the target organization (Monitoring/ Evaluation Item A)	Measuring of the changing ability (expertise and attitude) of each students as a result of the study in Japan to determine any benefit to the target organization	<ul style="list-style-type: none"> • Interview with each student, debriefing meeting and questionnaire • Interview with and questionnaire for the accepting university • Interview with and questionnaire for the direct superior of the student concerned at the target organization
Life of the student in Japan (Monitoring/Evaluation Item B)	Regular checking of the quality of the daily life and academic life of each student in Japan	<ul style="list-style-type: none"> • Interview with and questionnaire for each student • Interview with and questionnaire for the accepting university
JDS Programme for Sri Lanka in general (Monitoring/Evaluation Item C)	Progress of the JDS Programme and any difficulties encountered	<ul style="list-style-type: none"> • Interview with and questionnaire for each student • Interview with and questionnaire for the accepting university

Through a series of monitoring and evaluation exercises by the Agent, it is intended to measure the outcomes of the JDS Programme at different stages so that useful feedback can be made to the JDS Programme in progress and in the future.

At present, three types of monitoring/evaluation methods are planned: ① monitoring/evaluation through an interview with each student, debriefing meeting and questionnaire, ② monitoring/evaluation through an interview with and questionnaire for the accepting university and ③ monitoring/evaluation through an interview with and questionnaire for the direct superior of the student concerned at the target organization. It is intended to conduct the questionnaire survey with as many people as possible in order to objectively evaluate the outcomes of the JDS Programme.

(1) Monitoring/Evaluation through Interview with Each Student, Debriefing Meeting and Questionnaire by the Agent

① Interview and Debriefing Meeting (Monitoring/Evaluation Items A, B and C in Table 3-1)

The Agent will regularly (approximately every three months) interview each student on the matters listed below during the study period in Japan to check the progress of study life in Japan and any requests with a view to ensuring a fruitful stay and study in Japan and providing advice if necessary.

- **Academic life:** Progress of study; achievement of study goal; compatibility of the study purpose with the curriculum; any difficulties encountered; how to use the study results in the future; state of communication with professors; general achievements of the study in Japan
- **Daily life:** Quality of study life; physical and mental health; any problems in daily life; degree of satisfaction and an expectations for the future
- **JDS Programme in general:** Degree of satisfaction with the JDS Programme and any expectations for the future; adequacy of safety arrangements; requests for the Agent in terms of the procedure for study in Japan and acceptance system

A debriefing meeting will be held twice. The first will be held immediately before the departure of the students from Japan to Sri Lanka and the second will be held soon after their arrival in Sri Lanka. The students will present their achievements at these meetings for evaluation of their study in Japan.

Debriefing Meetings by the Agent

Timing:

(twice: Immediately before departure from Japan and after arrival in Sri Lanka)

Participants of the pre-departure meeting in Japan:

Staff members of the accepting universities; representatives of the Agent; students

Participants of the post-arrival meeting in Sri Lanka:

Members of the Operating Committee; superiors of the students at the target organizations; representatives of the Embassy of Japan in Sri Lanka, JICA Sri Lanka Office and JDS Programme Office in Sri Lanka; students

Purpose:

To establish the degree of contribution made by the JDS Programme to improvement of the ability of the selected government officials and to further motivate them to utilise the positive outcomes of their study in Japan

Contents

- State of achievement of the objectives of the JDS Programme
- Presentation of the study outcomes and career plan as well as action plan utilising the said outcomes
- Presentation of an action plan designed to benefit the target organizations from the outcomes of the study in Japan
- Outcomes of the human networking efforts in Japan

② Questionnaire (Monitoring/Evaluation Items A, B and C in Table 3-1)

A questionnaire survey will be conducted with the students at various times during their study in Japan to measure the positive effects of their study in Japan. This questionnaire will mostly use multiple choice questions to improve the overall response rate. One idea is to ask the respondents to classify their replies on a scale of one to ten to quantify them. This questionnaire survey will be conducted three times: immediately after arrival in Japan, one year after arrival in Japan and prior to departure from Japan. In this manner, it is believed possible to measure the qualities required of government officials in terms of technical expertise (professional knowledge and skills to deal with development issues in the student's own field, problem solving ability, logical thought and judgement) and attitude (discipline, sense of ethics, sense of responsibility and enthusiasm). The questionnaire results will be analysed as part of the monitoring work and their visual presentation using tables and graphs will make them easy to understand. Based on these results, recommendations will be made to the JICA, Operating Committee, target organizations and other stakeholders to improve the future JDS Programme for Sri Lanka.

In addition to the distribution of the questionnaire designed to measure the level of abilities, questions will be asked during a personal interview about the situation of daily life as well as academic life and any requests for the JDS Programme. The results of these questions will be compiled in a report every six months for submission to the JICA and the

Government of Sri Lanka for the purpose of further improving the future JDS Programme in general.

Questionnaire Survey (Students) by the Agent

Timing:

The questionnaire survey will be conducted three times: immediately after arrival in Japan, one year after arrival in Japan and at the debriefing meeting before departure from Japan.

Purposes:

To determine any change of personal abilities as a result of the study in Japan; to understand the situation of daily life and academic life of each student

Contents

- Improved abilities of the student: Technical expertise (professional knowledge and skills to deal with development issues in the student's own field, problem solving ability, logical thought and judgement) and attitude (discipline, sense of ethics, sense of responsibility and enthusiasm)
- Academic life: State of learning new knowledge to solve development issues; study results; communication with professors; any difficulties during the study and level of support by the accepting university for the student
- Daily life: Any problems concerning physical and mental health; any worries
- JDS Programme in general (acceptance process): Smoothness of the acceptance process/procedure; any problems experienced in relation to acceptance and their nature; proposals for the future JDS Programme and safety management in Japan

In addition to the above, the questionnaire survey to be conducted three years after the return to Sri Lanka by the JICA will include questions which are set from the viewpoint of assessing how much the newly acquired knowledge in Japan has been utilised and how much such knowledge has been spread throughout the target organization.

- How do you use the outcomes of the study in Japan in your work?
- How do you utilise the human network created during your study in Japan?
- Has your study in Japan affected your promotion and salary?
- How has your organization benefitted from your newly acquired knowledge?
- Have you been assigned to a position involved in policy planning and institutional development related to the field of your study?
- Has the ability of your organization to plan policies and to develop an institutional framework, etc. been improved by your return? If the answer is yes, how?

(2) Monitoring Through Questionnaire Survey and Interviews with Staff Members of the Accepting Universities by the Agent (Monitoring/Evaluation Items A, B and C in Table 3-1)

At the time of the quarterly monitoring of the students, university staff members of the student section and professors of the JDS Programme-related courses at the accepting universities will be interviewed on the question of the campus life of the Sri Lankan JDS students. In addition to these regular events, a representative of the Agent will visit the university when a student falls ill, the academic performance of a student is worrying or at any other time when such a visit is required to discuss the matter with the university side to find a viable solution. Tutors and other

professors will be invited to a debriefing meeting before the return of the students to Sri Lanka and they will be requested to complete a questionnaire regarding any changes of each student's abilities (academic knowledge, attitude and other matters). At the same time, they will be asked if there is anything they would like to request relating to the academic as well as general aspects of the JDS Programme with a view to feeding back their requests and opinions to the JDS Programme in the future.

Questionnaire Survey (University Professors)

Timing : At the time of the debriefing meeting prior to the departure of the students from Japan

Purpose : To assess any changes of each student's abilities due to the study in Japan

Contents

- Improved abilities of the student: Technical expertise (professional knowledge and skills to deal with development issues in the student's own field, problem solving ability, logical thought and judgement) and attitude (discipline, sense of ethics, sense of responsibility and enthusiasm)
- Academic life: State of learning new knowledge to solve development issues, study results, communication with professors, any difficulties during the study and level of support by the accepting university for the student
- Daily life: Physical and mental health; any worries
- JDS Programme in general (acceptance process): Smoothness of the acceptance process/procedure; any problems experienced in relation to acceptance and their nature; proposals for the future JDS Programme and safety management in Japan

- (3) Questionnaire Survey and Interviews with Direct Superiors of the Selected Government Officials (JDS Students) at the Target Organizations by the Agent and Proposal for monitoring survey by JICA(Monitoring/Evaluation Items A, B and C in Table 3-1)

The direct superiors of the selected government officials for the JDS Programme will be interviewed immediately before departure to Japan. In addition to the above, the monitoring survey to be conducted in 2016 by JICA will include questions on the changed abilities of the returned officials as a result of their study in Japan and the benefits of such study to the target organizations. As part of such survey, it is proposed here that representatives of the Operating Committee and the JICA Sri Lanka Office visit the workplaces of the returned officials to interview their direct superiors and colleagues on the question of the job performance of the returned officials and also on the question of the benefit of the study in Japan to the organizations. As far as the questionnaire survey is concerned, it is desirable to try to increase the reply rate by means of urging, through the JICA Sri Lanka Office, the targeted respondents to complete and return the questionnaire.

Questionnaire Survey and Interviews with Direct Superiors
of the JDS Students at Their Organizations

Timing:

Immediately before departure to Japan by the Agent and at the time of monitoring survey by JICA

Purpose:

To determine any changes (improvement) of each student's abilities due to the study in Japan

Contents

- Improved abilities of the student: Technical expertise (professional knowledge and skills to deal with the development issues in the student's own field, problem solving ability, logical thought and judgement) and attitude (discipline, sense of ethics, sense of responsibility and enthusiasm)

In addition to the above, the questionnaire survey to be conducted three years after the turn to Sri Lanka by the JICA will include questions which are set from the viewpoint of assessing how much the newly acquired knowledge in Japan has been utilised and how much such knowledge has been spread throughout the target organization.

- How does the JDS fellow use the outcomes of the study in Japan in his/her work?
- How does the JDS fellow utilise the human network created during his/her study in Japan?
- Has the JDS fellow's study in Japan affected his/her promotion and salary?
- How has your organization benefitted from the JDS fellow's newly acquired knowledge?
- Has the JDS fellow been assigned to a position involved in policy planning and institutional development related to the field of his/her study?
- Has the ability of your organization to plan policies and to develop an institutional framework, etc. been improved by the JDS fellow's return? If the answer is yes, how?

3.4 Pending Issues and Recommendations

(1) Recruitment Activities

1) Publicity Seminars

Promotion activity was conducted through media such as newspaper, poster and leaflets. However, from the results of the questionnaire of participants for the promotion seminar, most people answered they received information about seminar through letters to target organizations by ERD. As such, it is useful to use this existing system in the next year and beyond. It is desirable to finalise the date and venue of such seminars more than one month before the planned date so that a request can be made to the ERD to forward such information to even government organizations in local areas well in advance.

At a meeting of the Operating Committee held on 13th September, the Chairman requested that the Japanese side invite the district secretary concerned when a publicity seminar is held in a local area. There has been a good response by district secretaries to an invitation to attend publicity seminars which have proved to be good opportunities for local leaders to learn about the JDS Programme. As this is a good way of publicising the JDS Programme,

this practice of inviting the district secretaries concerned should continue even if the locations for such seminars change in the next year and beyond.

The positive effects of presentations by returned officials are not limited to the fact that they make it easier for seminar participants to imagine student life in Japan. There have been instances where returned officials making a presentation have been requested by the seminar participants to provide advice on how to complete the application documents, especially a research plan. The response by the returned officials to such requests appear to have been very positive, contributing to the establishment of a network of JDS fellows (i.e. returned officials) and new applicants.

On the other hand, how to appeal to those who are interested in JDS Programme about what it is like to study in Japan and introducing program offered by each university is important. One of the idea is to introduce characteristics of each university (i.e. coursework, subjects, research topic, and professors) in the same component so that one can compare in the application guideline. Also it is useful to send related target organizations the brochures by two universities in the same component, so that he/she can understand and compare the characteristics of each university.

At the time of the technical interview this year, presentation about each university, graduates school program, and special program were made by professors from each accepting universities. From next year onward, it is useful to offer such opportunity at the time of technical interview so that applicants compare characteristics and difference of two universities in the same component.

2) Test on Mathematical Knowledge

In regard to the check sheet for university requests, three out of the seven accepting universities did not check the box for “compulsory test on mathematical knowledge of applicants”. Because of this, potential applicants were informed at the publicity seminar and via the home page that no test on mathematical knowledge would be conducted at four specified universities. During the visit to each university in October, however, those universities which had previously indicate that there would be no test on mathematical knowledge changed their mind and all seven universities believed that such a test was essential. In the end, it was necessary for all applicants to the seven universities to take a test on mathematical knowledge. This situation made it necessary for the consultant to individually contact the applicants to those universities which had changed their mind about the test and to request that they take the test, creating some confusion in Sri Lanka.

In the future preparatory survey, it will be essential to check the intentions of each university regarding the test on mathematical knowledge at the stage of information

gathering about the candidate accepting universities regardless of their reply on the check sheet concerning whether the test on mathematical knowledge is compulsory for all applicants or not.

3) Timing of the Commencement of Recruitment

In the present year, as the framework for the JDS Programme for Sri Lanka was agreed on 13th September, 2013 at the First Meeting of the Operating Committee, the explanatory meetings on recruitment were only held in early or mid-October after the arrangement of the schedule and printing of the publicity materials. Because of the need for a test on mathematical knowledge, English competency test, initial interview and general interview as part of the selection procedure, the closing date for applications had to be in mid-November. As a result, the actual application acceptance period was only about one month which was rather short. As no preparatory survey will be conducted from next year onwards, it is desirable to start accepting applicants at least one month earlier than the case this year in order to provide sufficient time for potential applicants to prepare their documents, etc.

4) Activities to Encourage Applications during the Recruitment Period

Apart from the recruitment meeting held at various places in Sri Lanka, the consultant visited the target organizations individually, interviewed those in charge of human resources development, explained the JDS Programme to them and requested them to encourage as many hopeful officials as possible to apply for the JDS Programme. Moreover, the principal target organizations were requested to submit a number of staff members willing to apply and/or a list of planned applicants. Using such list, the consultant contacted each person on the list by phone or e-mail to encourage his/her application. It is highly desirable for these efforts to encourage application to be repeated in the next year and beyond.

5) Universities with Fewer Applicants

This year, some universities attracted well above the target number of applicants (four times the number of available places) while others failed to meet the target. Interviews with applicants by the consultant found that the reasons for fewer applications to some universities were a lack of facilities to accept accompanying family members in the first year at one university and restriction of the research field to sabo along with the demand that applicants have an engineering degree at another university. It is, therefore, recommended that recruitment activities should start as soon as possible and that those target organizations which are likely to have many eligible persons should be individually visited to encourage applications. It is also judged to be necessary to consult with those universities which have

received fewer applications for various reasons to check whether or not the eligibility for their courses can be relaxed.

(2) Scope of the Invited Target Organizations and Target People⁶

One of the accepting universities requested permission to actively encourage applications from staff members of the central bank and those of a research institute of the Ministry of Finance and Planning. The relevant investigation by the consultant found that there was no such research institute to start with and that staff members of the central bank were ineligible for the JDS Programme because of their non all-island service status. These findings were conveyed to and accepted by the university in question. A supplementary survey conducted in Sri Lanka found many target organizations favouring the inclusion of non all-island service offices in the candidates for the JDS Programme. Such expansion of the eligible personnel may attract candidates of a higher calibre. However, it is important to discuss the issue of expanding the eligibility at a steering committee meeting while taking the preferences of the accepting universities into consideration.

(3) Support by the Agent for Study Life

The consultant has been involved in the JDS Programme in Ghana as the agent, providing assistance Ghanaian students throughout their study period in Japan. To support those students studying at Kobe University and the International University of Japan, the consultant has created a network of local supporters to provide close and detailed support. Some components of this support are listed below.

- Introduction to the area and guided tour
- Advice on daily life, including rules for waste discharge for collection and other aspects of life in Japan
- Introduction of a hospital where English-speaking staff members are available
- Escort for an emergency hospital visit (when neither the agent nor training supervisor could attend in time)
- Emotional support
- Support for shopping

This year, six of the seven accepting universities are new to the consultant. It is, therefore, essential for the consultant to find reliable local supporters. Even though there is some time for

⁶ There are 10 types of service categories of All-island Services. Services which do not fit into these categories are considered Non All-island Service officers, who are recruited by each ministry/agency. Another difference is that All-island Service officers transfer among central/regional offices and also among ministries, however Non All-island Service officers are not. One can tell the type of the categories by the "Confirmation Letter" required to submit by applicants in the JDS application forms, so one can confirm his/her service category by this Letter. Hence, if there is no category written, they are considered Non All-island Service.

the new students to arrive in Japan, is the intention of the consultant to establish a support network as soon as possible by means of finding candidate local supporters in collaboration with local NPOs in the areas of the respective universities which provide support for foreign nationals and university student clubs which provide support for foreign students.

(4) General Issues Regarding the Future of the JDS Programme

According to the interviewed JDS fellows and those currently studying, it is very common for young new recruits of government offices to have already obtained a master's degree. Compared to the Australian SASP which allows the further progress to a doctoral course, the JDS Programme simply offering a master's course is not very attractive. Moreover, in Sri Lanka, when someone takes a leave of absence from his/her government office to study abroad, he/she has the obligation to work for the government for a period of four times the length of the study period (eight years in the case of the JDS Programme) after their return to Sri Lanka. This means that it is practically impossible to apply for a scholarship programme for a doctoral course after working for eight years. This is another reason for the less attractive nature of the JDS Programme. The expansion of the JDS Programme to include Ph.D. students should be carefully examined in due course, taking the opinions of potential students who are in a position to compare the JDS Programme with other scholarship programmes into consideration. Should such expansion take place, the scholarship terms should be made more attractive than those offered by other countries based on the spirit of the JDS Programme of nurturing capable administrators.

One strong request expressed by the JDS fellows and those currently studying in Japan is for them to be allowed to drive a car or motorcycle. Students at a university located in an urban area can use public transport for commuting and daily activities but those at a local university have to rely on a car to move around. In a snow district, the use of a bicycle is not safe in winter as there may be many hills which may be covered by snow. The reality is that a car is required even to visit a local supermarket. JDS Students in this situation should be given permission to drive a car or motorcycle from the viewpoint of freedom of choice to facilitate a pleasant and enjoyable student life. According to the interviewed students, the AusAID allows foreign students to drive a car and this is one attraction of its scholarship.

At present, an allowance of 30,000 yen is given to each student in the first and second years of study to cover the cost of books. However, foreign textbooks used by the students are very expensive and textbooks which cost several thousand yen are not unusual. Many former students have pointed out that the allowance for textbooks, etc. is not even enough to meet the expenses of a single term. In view of the forthcoming increase of the consumption tax, the current allowance for the purchase of textbooks and other books should be reviewed. At the same time, universities should be informed of the possibility of purchasing books under a special programme and the use of this facility should be encouraged.

(5) Important Notes for Applicants and Selected Students

According to the results of interviews with professors of the universities which accepted Sri Lankan students in Phase I, there was a case of pregnancy and childbirth during the stay in Japan two years in succession, creating some difficult issues to be dealt with. Another problem is that plagiarism, including theft from the Internet or the copying of someone else's thesis, does not appear to carry a sense of guilt. As these problems may well be experienced by the JDS Programme not only in Sri Lanka but also in other countries, it is critically important to remind students to stay away from problems at every opportunity, including at the application stage, immediately after the final decision and during orientation sessions in Sri Lanka and Japan.

3.5 Relevance of the JDS Programme

(1) Status of the Target Fields of the JDS Programme and Development Themes in Relations to the Development Strategy of Sri Lanka and Japan's Aid Policies for Sri Lanka

The Mahinda Chintana's Vision for a New Sri Lanka which spells out the development framework for 2006 through 2016 emphasises the importance of human resources development in the fields of "vitalisation of the local economy, development of a market economy, poverty reduction and fiscal reform", all of which are critical issues to be properly addressed by the Government of Sri Lanka.

The continuation of the JDS Programme in Sri Lanka is expected to facilitate sustainable economic growth by means of developing the capacity of core administrators responsible for the planning, implementation, evaluation and management of consistent development policies and effectively and efficiently implementing development plans. Moreover, the priority fields (sub-programmes) and development themes (components) of the new JDS Programme for Sri Lanka conform to the Mahinda Vision. Japan's Assistance Policies for Sri Lanka formulated in FY 2012 have identified three priority fields for assistance: "promotion of economic growth", "assistance for the development of least less-developed areas" and "mitigation of vulnerability". The consistency of these priority fields with the development themes of the JDS Programme for Sri Lanka indicates a high level of relevance. Table 3-2 shows the consistency of the Phase II JDS Programme for Sri Lanka with the development strategy in Sri Lanka and Japan's Assistance Policies.

The JDS Programme which intends the development of the capacity of administrators and their organizations to address the development themes in Sri Lanka is highly relevant to both the national policy of Sri Lanka and Japan's assistance policies for Sri Lanka.

Table 3-2 Consistency of the New JDS Programme for Sri Lanka with the Development Strategy in Sri Lanka and Japan's Assistance Policies for Sri Lanka

Priority Field of JDS Programme	Development Themes of JDS Programme	Targeted Issue in Mahinda Vision	Tool to Overcome the Issue in Mahinda Vision	Needs for Human Resources Development According to Mahinda Vision	Japan's Assistance Policies for Sri Lanka and Their Consistency with JDS Programme
Human Resources Development to Consolidate Foundations for Economic Growth	1-1 Public Policy and Public Finance	- Regional and ethnic disparities and fatigue of the social security system due to fiscal deficit and the lack of consistent policies by the government	- Support for development of least less-developed areas - Promotion of economic development, assuming development without disparities	- Training of personnel capable of planning and implementing policies strategically and efficiently	- The JDS Programme can train administrators capable of planning and implementing policies which contribute to the promotion of economic growth.
	1-2 Economics Including Development Economics	- Vulnerable economic structure	- Promotion of economic growth - doubling of GDP per capita to US\$4,000 by 2016 (Income Doubling Plan)	- Training of personnel capable of planning and implementing policies designed to sustain economic growth	- Human resources capable of contributing to sustainable economic growth
	1-3 Business Management	- Productivity improvement in every sector by means of stimulating private sector investment; nurturing of new industries; advancement of the existing industries	- Promotion of economic growth - doubling of GDP per capita to US\$4,000 by 2016 (Income Doubling Plan)	- Development of a system to encourage investment; development of a freer environment for investment by the private sector through deregulation; nurturing of human resources capable of dealing with global economy	- The JDS Programme can develop human resources capable of developing mechanisms for sustained economic growth, including the strengthening of marketing development of suitable environment for investment and nurturing of new industries.
	1-4 Environment Management / Disaster Management and Climate Change	[Environmental Management] > Environmental destruction, pollution and forced resettlement as a result of economic development; vitalisation of commerce; mounting rubbish [Disaster Management] > Difficulty of coordinating stakeholder ministries and agencies; strengthening of disaster management measures and disaster management budget; manpower and technical capability	[Environmental Management] > Mitigation of vulnerability > Handling of environmental problems caused by progressive urbanisation under the Mahinda Vision [Disaster Management] > More stringent disaster management law, following the devastating damage by tsunami caused by the Sumatra-Andaman Earthquake	[Environmental Management] > Nurturing of administrators capable of dealing with new problems which have emerged as a result of economic development [Disaster Management] > Nurturing of human resources at the stakeholder organizations	On the basis of Japanese experiences, the JDS Programme can nurture capable human resources in such areas as environmental management, EIA, release of disaster warnings, transmission of information to vulnerable areas and community disaster management.

(2) Relevance of the Selected Fields

1) Public Policy and Public Finance

The Government of Sri Lanka issued a national development strategy called the Mahinda Vision for a New Sri Lanka (2010-2016) and identified a range of issues to be dealt with, including regional disparities, insufficient infrastructure, lack of policy ownership and consistency, worsening fiscal deficit and mounting foreign debts. Since then, the Government of Sri Lanka has been pursuing economic development which does not produce disparities. After the end of the civil war, Sri Lanka has achieved a steady economic growth with the annual growth rate of 8%. Meanwhile, the long-lasting civil war and the bloated public sector have been responsible for a massive fiscal deficit which is equivalent to 7-8% of GDP. The lack of consistent policies due to a complicated political system has led to increased regional and ethnic disparities and distortion of the social security system. To materialise the Mahinda Vision, it is imperative for Sri Lanka to nurture human resources capable of planning and implementing sound public and financial policies strategically as well as effectively from the long-term perspective.

The development theme “public policy and public finance” was taken up in the Phase I JDS Programme for Sri Lanka and one university has so far accepted 17 Sri Lankan student. Continued assistance for the nurturing of young administrators and their organizations through the JDS Programme is judged to contribute to the improvement of the capacity of the Government of Sri Lanka to plan and implement appropriate public and financial policies.

2) Economics Including Development Economics

Since the end of the civil war in 2009, Sri Lanka has been pursuing economic growth through the promotion of the Mahinda Vision, the national development strategy. However, the country has been suffering from a severe fiscal deficit due to the bloated public sector and chronic high inflation. The vulnerable economic structure of Sri Lanka is underlined by the fact that trade deficit in current account is compensated by the transfer of money from Sri Lankans working abroad and international financial aid. For the continued economic growth in years to come, it is essential to implement sound economic policies aimed at stabilising macro economy and utilising the market economy mechanism in an efficient manner.

In connection with “economics, including development economics” as a development theme, the Phase I JDS Programme for Sri Lanka has featured “macro economy and development economics” and 14 Sri Lankan students have so far been accepted by one university.

3) Business Management

The Mahinda Vision, the national development strategy in Sri Lanka, calls for the doubling of income in the form of doubling GDP per capita by 2016. The achievement of this plan depends on heavy investment in infrastructure through direct inward investment, foreign investment in plants, etc., strengthening of domestic industries and review of various regulations which have often blocked necessary progress of the above-listed matters. What is also required is to develop human resources capable of developing an institutional framework to encourage domestic investment along with foreign investment, creating the business environment where the private sector can perform at ease through deregulation and responding to challenges posed by global economy.

4) Environmental Management, Disaster Management and Climate Change

In Sri Lanka, the seriousness of environmental destruction and pollution has been increasing with economic development. Severe air, water and soil pollution due to urbanisation and industrialisation, negative effects of mounting industrial waste and deforestation are some examples of the negative impacts of economic development. The Mahinda Vision is aware of such situation as it calls for sustainable economic development and suitable environmental management.

Sri Lanka is vulnerable to such natural disasters as flood, landslide and tsunami. As introduction of viable disaster management measures is a pressing task, the Government of Sri Lanka has been making earnest efforts to strengthen the country's disaster management system. However, difficulty of inter-ministerial coordination and insufficient disaster management budget, manpower and technical know-how mean that strengthening of truly effective disaster management measures poses a real problem.

The Japan's Assistance Policies for Sri Lanka identify "mitigation of vulnerability" as one of the priority fields, indicating the necessity to improve the capacity to coordinate various

Measures, technical capability and the disaster prevention awareness at the stakeholder organizations so that the disaster management efforts in Sri Lanka can be facilitated in a comprehensive manner.

As described above, it is essential to develop human resources capable of formulating and implementing policies designed to ensure the sustainable economic development in years to come in all four field, the relevance of the fields selected is high.

(3) Relevance in View of the Human Resources Development Needs of the Target Organizations

The findings of interviews conducted in the supplementary survey on the human resources development needs of the target organizations are already discussed in Section “2.1 Outline of the JDS Programme”. Although many donors offer scholarship programmes, the JDS Programme is the only one aimed at improving the capacity of government officials to formulate and implement policies. As many government organizations in Sri Lanka need to see the development of young officials for policy formulation and implementation purposes, the JDS Programme is highly relevant to this need.

In Sri Lanka, possession of a master’s degree (or equivalent) is a condition for the promotion of government officials to a higher post and there is a strong demand for the JDS Programme which facilitates the acquisition of a master’s degree by government officials.

(4) Conclusion on Relevance

Having examined various aspects of the JDS Programme, it can be concluded that the implementation of the JDS Programme in Sri Lanka is highly relevant. The objective of this programme to develop the personal capacity of young government officials to formulate and implement policies and the organizational capacity of those government organizations where the said young officials work conforms to the objective of a higher plan in Sri Lanka as well as the priority of the Japan’s ODA. Such strong conformity underlines the high level of relevance of the programme. The selection of such fields as “public policy and public finance”, “economics, including development economics”, “business management” and “environmental management, disaster management and climate change” to assist the capacity of young Sri Lankan government officials and their organizations is judged to contribute to the formulation and implementation of appropriate policies by the Government of Sri Lanka. The findings of the supplementary survey on the needs for human resources development among the target organizations confirmed that the objective of the JDS Programme to improve the administrative capacity of young officials in Sri Lanka would agree well with the request made by the Government of Sri Lanka.

3.6 Conclusions

As mentioned earlier many times, the Phase II JDS Programme for Sri Lanka is expected to contribute to solve various development challenges faced by Sri Lanka by means of developing the administrative capacity of not only individual government officials but also the target organizations to formulate policies and to manage projects and plans. The JDS Programme is also expected to contribute to strengthen the partnership between Japan and Sri Lanka in years to come through the development of human networks. This programme is consistent with the development policy of Sri Lanka and the ODA policy of Japan. The adequate selection of the target fields under the programme and the consistency of the programme with the human resources development needs of the target

organizations make the programme highly relevant. Because of its experience with the Phase I Programme, the Government of Sri Lanka understands what role it is expected to play to make the programme successful. The programme implementation system set up by the Government of Sri Lanka is considered to be adequate. However, improvement and further arrangements relating to the activities, etc. listed below will ensure much smoother and more effective implementation of the programme as explained in 3.3 Pending Tasks and Recommendations.

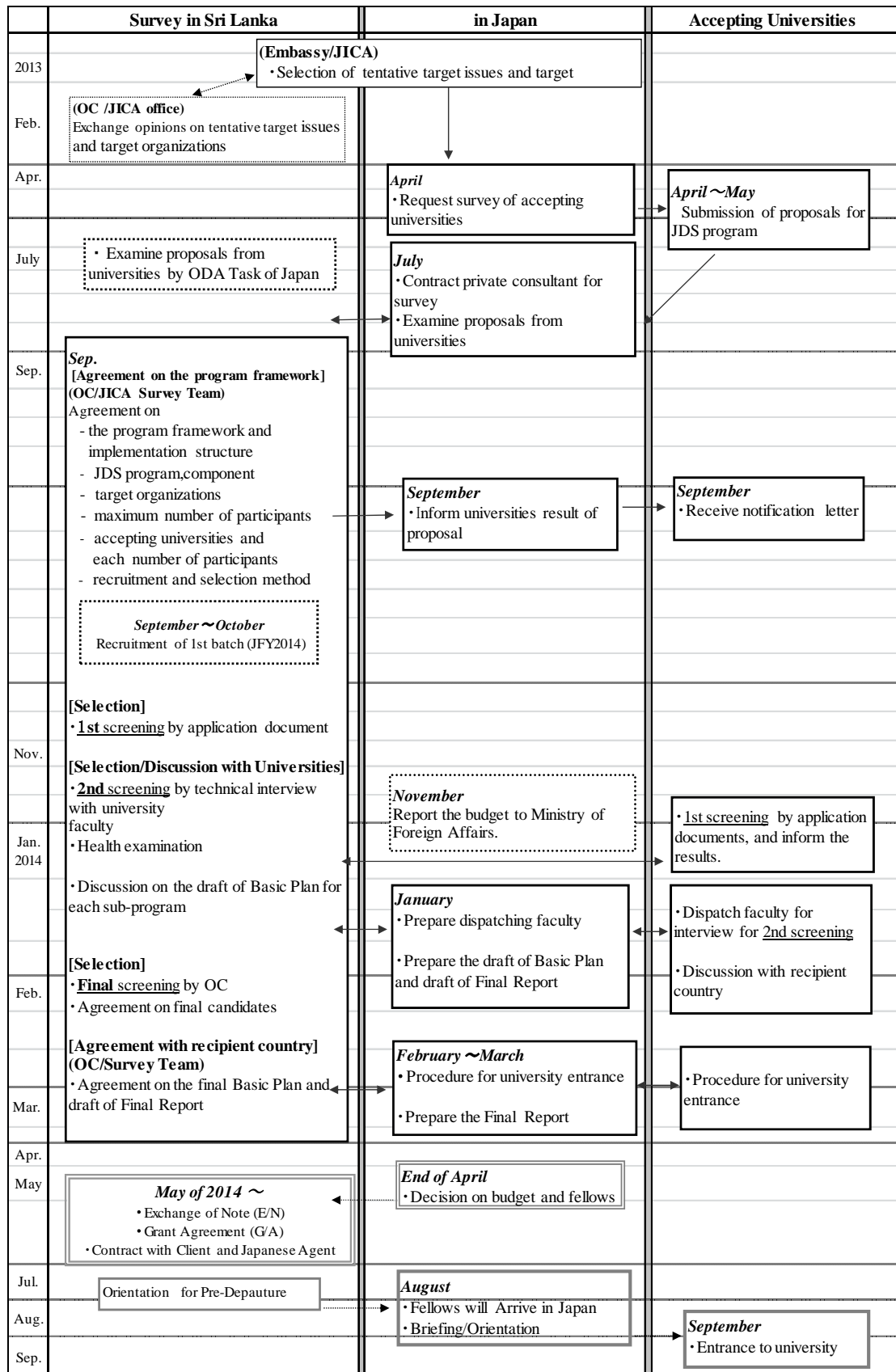
- Recruitment Activities
 - Earlier dates for the publicity seminars and participation of the district secretary and JDS fellows in each seminar
 - Reconfirmation during the preparatory survey period of the need for applicants to undergo the test on mathematical knowledge with each university prior to the application period
 - Earlier commencement of recruitment
 - Promotion of an activity during the recruitment period to encourage the target organizations to urge suitable officials to apply
 - Consultation with universities with fewer applicants on the issue of possible relaxation of the eligibility
 - Consider how to appeal among Japanese sides the benefits of studying in Japan and characteristics of programs by each accepting university.
- Target Organizations in the Future
 - Examination of a possibility of including staff members of not only all-island services but also non all-island services in the scope of candidates in all fields other than the “Environment Management, Disaster Management and Climate Change”
- Support by the Agent for Life in Japan as a Foreign Student
 - Deployment of support personnel rooted in the relevant local communities
- General Issues for the Future JDS Programme
 - Examination of a possibility of continued study at a doctoral course
 - Permission for those students living in non-urban areas to drive a car or motorbike
 - Review of the amount of textbook allowance

APPENDICES

Appendix 1 List of the Preparatory Survey Team Members

Name	Organization and Position	Assigned Work
Government Members		
Satoshi Umenaga	Assistant Director, Financial Cooperation Implementation Department, JICA	Team Leader
Yurie Urayama	Chief Researcher, Implementation Supervisory Division 2, Financial Cooperation Implementation Department, JICA	Acceptance Policy/ Programme Management and Coordination
Consultant Members		
Yoko Iizuka	Senior Researcher, Research Department, Japan Development Service	Acceptance Planning (Consultant Team Leader/ Human Resources Development Plan)
Atsuko Nonoguchi	Researcher, Research Department, Japan Development Service	Acceptance Plan (Training Plan)
Naoko Kato	Researcher, Research Department, Japan Development Service	Recruitment, Selection and Application

Appendix 2 Flowchart of the JDS Preparatory Survey for Sri Lanka



Appendix 3 Preparatory Survey Schedule (Government Members)

Date	Principal Work	Concerned Parties
September 9	Departure from Narita and arrival at Colombo	
10	- Team meeting - Visit to and meeting at the JICA Office	- Mr. Abe (Deputy Representative), Mr. Asaoka and Mr. Cabral (local employee) of the JICA Sri Lanka Office
11	Exchange of opinions with the members of the Operating Committee	- Ministry of Public Management Reform - Embassy of Japan in Sri Lanka
12	Exchange of opinions with the representatives of the target organizations	- Ministry of Local Government and Provincial Councils - Ministry of Industry and Commerce - Ministry of Irrigation and Water Resource Management - Ministry of Disaster Management
13	- Meeting of the Operating Committee - Signing of M/D for the Preparatory Survey - Reporting to the Embassy of Japan	- Members of the Operating Committee
14	- Departure from Colombo and arrival at Cambodia (Mr. Umenaga) - Departure from Colombo and arrival at Tokyo (Ms. Urayama)	

Appendix 4 Minutes of Discussions (M/D)

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

In response to a request from the Government of the Democratic Socialist Republic of Sri Lanka (hereinafter referred to as “the Sri Lanka”), 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 Democratic Socialist Republic of Sri Lanka.

In view of the above, JICA dispatched a Preparatory Survey Team (hereinafter referred to as “the Team”) headed by Satoshi UMENAGA, Deputy Director General, Financial Cooperation Implementation Department, to Colombo from 9th to 13th September, 2013.

The Team held a series of discussions with the relevant officials of the Sri Lanka. The both parties confirmed the design of the JDS Program and the related items attached hereto.

Colombo, September 13, 2013

梅 永 哲

Satoshi UMENAGA
Leader
Preparatory Survey Team
Japan International Cooperation Agency



D.B.M.S. BATAGODA
Deputy Secretary to the Treasury
Ministry of Finance and Planning
The Government of the Democratic Socialist
Republic of Sri Lanka

I. Design of the JDS Program

1. Maximum Number of JDS Participants

The total number of JDS participants for the first batch in Japanese fiscal year 2014, shall be fifteen (15) and this number would indicate the maximum number per batch for four batches, from Japanese fiscal year 2014 to 2017.

2. JDS Sub-Program and Component

Based on the discussion held between the both parties, target priority area as Sub-Program and target development issues as Component are identified as below.

Priority Area as Sub-Program :

Human Resource Development for Promotion of Economic Growth

Development Issues as Component :

- Public Policy and Public Finance
- Economics including Development Economics
- Business Management
- Environment Management/Disaster Management and Climate Change

3. Target Organizations and Target persons

Based on the discussion held between the both parties, the target organizations are all ministries and the target persons were identified as ANNEX-2 “Design of JDS Program for four batches”.

4. The JDS Operational Committee and Managing Organizations

Both parties agreed that the JDS Operational Committee (hereinafter referred to as “O/C”) consists of the organization as following from Japanese fiscal year 2014 to 2017.

- Sri Lankan Side
The Department of External Resources of the Ministry of Finance and Planning
(hereinafter referred to as “ERD”)
Ministry of Public Management Reforms
- Japanese Side
The Embassy of Japan
JICA Sri Lanka Office

Both parties confirmed that “ERD” should take the role as managing organization.

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

Based on the discussion held between the both parties, it was agreed that the educational

programs of following universities are suitable to the development issue in Sri Lanka.

(1) Development Issue as Component :

Public Policy and Public Administration

- National Graduate Institute for Policy Studies (GRIPS) (2 slots)
- Hitotsubashi University (2 slots)

(2) Development Issue as Component :

Economics including Development Economics

- University: Hiroshima University (3 slots)

(3) Development Issue as Component :

Business Management

- University: Waseda University (2 slots)
- University: International University of Japan (IUJ) (2 slots)

(4) Development Issue as Component :

Environment Management/Disaster Management and Climate Change

- University: University of Tsukuba (2 slots)
- University: The University of Tokyo (2 slot)

6. Research Area of JDS Participants

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

7. Basic Plan for Each Component

The Team explained a Basic Plan on each component, which includes the background, project objectives, summary of the activities of the project and other, will be prepared for mutual understanding of both parties during the Preparatory Survey.

8. Monitoring and Evaluation

Both parties confirmed the importance of the monitoring and evaluation, and JICA shall propose the evaluation method to the Operating Committee.

II. Other Matters Discussed

1. Recruitment and Selection of participants

Both parties confirmed the schedule of selection for the first batch referring to “Flowchart of the Preparatory Survey” (Annex-3).

ERD as Managing Organization is responsible for distribution of application form to the target organizations.





2. Working Space

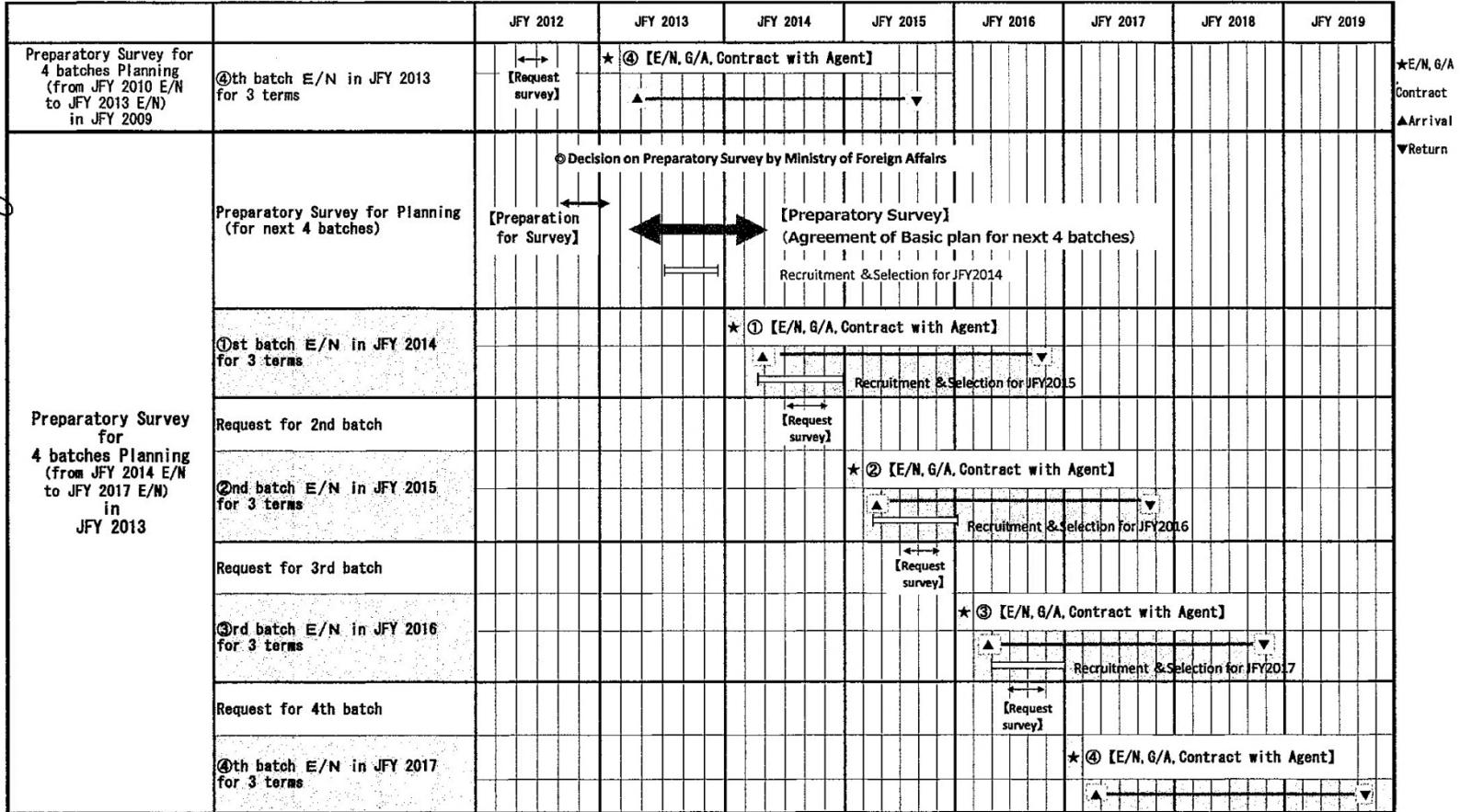
The Team requested to Sri Lankan party for considering about providing a working space from April, 2014 for a consultant during the survey and for an agent which implements the JDS Program.

- Annex1: Flowchart of JDS
- Annex2: Design of JDS Program for four batches
- Annex3: Flowchart of the Preparatory Survey of JDS



Flowchart of JDS

[Annex 1]
2013.8
JICA

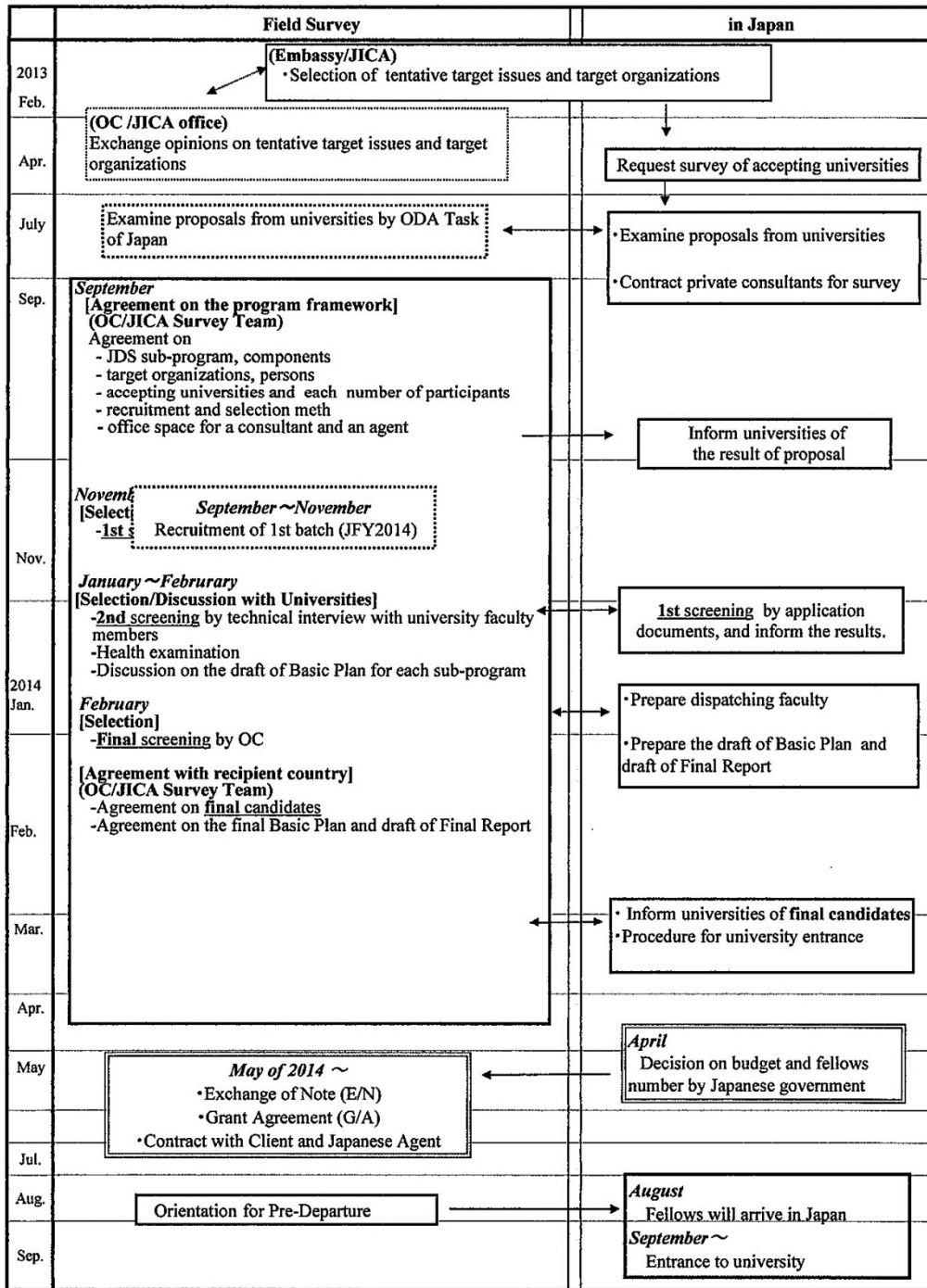


**Design of JDS Program for Four Batches
(from JFY 2014 to JFY 2017)**

Sub-Program (JDS Priority Areas)	Component (Development Issue)	Expected Theme of Research / Possible Fields of Study	Target Organizations, Target Persons	University	Slot
1. Human Resources Development for Promotion of Economic Growth	1-1. Public Policy and Public Finance	<u>Possible Fields of Study:</u> • Fiscal Policy, Social Policy, International Development, & Public Administration	*Managing Organization is Department of External Resources, Ministry of Finance and Planning <u>Target Organizations:</u> All ministries <u>Target Persons:</u> All Island Service Officers for Components 1-1 to Components 1-3. For Component 1-4, target persons include All Island service Officers as well as non All Island Service Officers.	National Graduate Institute for Policy Studies	2
		<u>Degree:</u> • Master of Public Policy • Master of Public Administration		Hitotsubashi University	2
	1-2. Economics Including Development Economics	<u>Possible Fields of Study:</u> • Economic Development • Macroeconomics • Development Policy <u>Degree:</u> • Master of Development Economics		Hiroshima University	3
	1-3. Business Management	<u>Possible Fields of Study:</u> • Business Administration, SME Support • Investment Improvement, & Industrial Development <u>Degree:</u> • Master of Business Administration • Master in Commerce		Waseda University	2
		1-4. Environment Management/ Disaster Management and Climate Change		[Environment Management] <u>Possible Fields of Study:</u> • Environmental Policy • Environmental Management • Environmental Study <u>Degree:</u> • Master of Environmental Management • Master of Environmental Policy	International University of Japan
	[Disaster Management] <u>Possible Fields of Study:</u> • Regional Disaster Prevention • Disaster Management Policy • Disaster Risk Management • Disaster Science <u>Degree:</u> • Master of Disaster Management • Master of Civil Engineering			The University of Tokyo	2
Maximum slots per year					15

Flowchart of the Preparatory Survey for JDS

[Annex 3]
August, 2013. JICA



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Appendix 5 Number of Students to be Accepted over 4 Years by Sub-Programme and Component

Sub-Programme (Priority Field)	Component (Development Theme)	Competent Agency	Target Organizations/ Target Personnel	Accepting University	(planned) Number of Students in Each Batch				
					1st	2nd	3rd	4th	Total
Human Resources Development for Promotion of Economic Growth	Public Policy and public Finance	Department of External Resources, Ministry of Finance and Planning)	Staff members of the all island services	Degree Programs, GRIPS	2	2	2	2	8
				School of International and Public Policy, Hitotsubashi University	2	2	2	2	8
	Graduate School for International Development and Cooperation, Hiroshima University			3	3	3	3	12	
	Graduate School of International Management, International University of Japan			2	2	2	2	8	
	Graduate School of Commerce, Waseda University			2	2	2	2	8	
	Environment Management / Disaster Management and Climate Change		All government officials (staff members of both all island services and non-all Island services)	Graduate School of Life and Environmental Sciences, University of Tsukuba	2	2	2	2	8
School of Engineering, the University of Tokyo	2	2		2	2	8			
Total					15	15	15	15	60

Appendix 6 Basic Plan by Priority Field

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 :
Sri Lanka
2. Target Priority (Sub-Program) Area :
Human Resource Development for promotion of Economic Growth
3. Operating Committee:
Ministry of Finance & Planning, Ministry of Public Management Reforms, Embassy of Japan, and JICA Sri Lanka Office

Itemized Table1

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area : Human Resource Development for Promotion of Economic Growth
2. Component: Public Policy and Public Finance
3. Managing Organization : Department of External Resources, Ministry of Finance & Planning
4. Target Organizations: All ministries and agencies

(2) Background and Needs (Position of JDS in Development Plan of Sri Lanka)

The Government of Sri Lanka launched the Mahinda Chintana Vision for the Future advocating the promotion of balanced economic development. While consistently upholding a market economy, Sri Lanka provides free health and educational services for its populace, achieving high levels of social indicator values among South Asian countries. However, the internal conflict for many years, the fiscal deficit caused by a bloated public sector and a lack of coherent policies due to the complex political situation have resulted in such serious problems as growing gaps between regions and between ethnic groups and a tired social welfare system. To properly deal with these problems, it is essential to foster personnel capable of efficiently planning and executing policies from a long-term perspective.

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

Japan's Country Assistance Policies for Sri Lanka published in June, 2012 identify the "promotion of economic growth", "support for the development of less developed areas" and "alleviation of vulnerability" as priority areas. These policies call for examination of the viability of Japan's assistance in the human resources development and science and technology areas, including higher education, so that Sri Lanka can perform more adequate as well as efficient economic and social management. The policies also emphasize the importance of paying due attention to environmental conservation with a view to supporting the country's economic development in a sustainable manner.

"The Public Policy and Public Finance" which is the target component of this sub-program was targeted earlier in Phase I of the JDS Program for Sri Lanka and one university has so far accepted 17 students.

2. Cooperation Framework

(1) Project Objective

The project objective is to strengthen the Sri Lankan government's administrative capacity through providing opportunities to the young capable government employees who are expected to play leadership roles and who will contribute to the socio - economic development of the country, to obtain Master's degree. It also aims to create a human network, which will eventually strengthen the bilateral relationship/ partnership between Japan and Sri Lanka.

(2) Project Design

1) Overall Goal

The foundations for various industries are efficiently as well as effectively developed to ensure continuous economic development.

2) Project Objectives

- Development of the practical capacity of administrative officers involved in the planning and execution of policies and plans designed to contribute to the promotion of economic growth in Sri Lanka.
- Contribution by returnees from studying in Japan to the strengthening and expansion of the foundations for cooperation between Sri Lanka and Japan as persons with a good understanding of Japan.

(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

National Graduate Institute for Policy Studies

- 2 participants / year total 8 participants / 4 years

Asian Public Policy Program, School of International and Public Policy, Hitotsubashi University

- 2 participants / year total 8 participants / 4 years

(5) Activity

[National Graduate Institute for Policy Studies]

Target	Contents/ Programs to achieve target
During study in Japan	
<ul style="list-style-type: none"> • Students will learn approach techniques from the perspective of policy analysis and mathematical models as well as evidence-based policy evaluation techniques useful for a realistic solution to political issues. • Students will acquire knowledge and skills of program management and project management for policy planning and implementation. • Students will be able to organize the structure, focus, and vision of policy issues for their country 	<ul style="list-style-type: none"> • In the first half of program, students will focus on learning core courses--economics, development studies, political and public administration and international relations, and analysis of social systems --in order to gain basic knowledge indispensable for administrative officers. Students will then focus on one of the above subjects and learn the elective courses. • Students will analyze actual policy issues, work out plans to resolve problems in their society and

<p>by comparing policies and their lessons in Japan and other Asian countries.</p> <ul style="list-style-type: none"> • Students will be able to prepare blueprints of policies and institutional arrangements in their ministerial jurisdictions as well as their implementation plans. Students are also expected to improve their practical skills for policy formulation. • Students will be able to prepare a draft describing effective measures to resolve their country's social and economic issues and problems considering their historical and unique contexts. Students will also improve their practical ability to carry out reforms in the executive branch of government. 	<p>economy by using the acquired knowledge and techniques, and present their analysis in a research paper.</p> <ul style="list-style-type: none"> • Students will receive intensive guidance on how to prepare a research paper from instructors who specialize in their chosen area, write and submit a research paper, and make an oral defense. • Students will share the experience with government officials and students from other middle-income countries facing similar policy issues. • Study will be conducted in cooperation with administrative agency in national level and administrative agency in charge of local government, and case study presentations and workshops will be held in Sri Lanka or in Japan. • To promote the application of policy experience accumulated in Japan, case studies of actual policy issues in the field will be conducted in Japan. • The GRIPS Summer Program will be held comprising multiple events (special lectures by (ex-) officers of foreign governments and international organizations; domestic field trips; and students' conference of their research papers), which are to be strongly linked with the problems and challenges that Sri Lanka faces.
<p>Identify measures against developing issues through writing thesis</p>	<ul style="list-style-type: none"> • The topics of the research papers will be selected in a way that will enable students to acquire knowledge and skills needed to resolve future problems related to institutional arrangements and operations as well as the management of the executive branch of government by utilizing the experience of Japan and other Asian countries. The program will provide practical, multi-level guidance to equip students not only with theoretical knowledge but also with practical solution-oriented skills. The program will be mainly taught by instructors with experience in the operation of the public sector such as administrative officers and staff of development agencies.

[Hitotsubashi University]

Target	Contents/Programs to attain the target
<p>During study in Japan</p>	
<p>Equip students with understanding of economic theories and economic way of thinking that would prepare them to design and implement economic policies.</p>	<ul style="list-style-type: none"> • Core courses that include macroeconomics, microeconomics, econometrics and economics of public policy, to acquire understanding of economic theory and skills and economic way of thinking.
<p>Equip students with skills to analyze and evaluate effectiveness of policies.</p>	<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 macroeconomic policies, to acquire necessary knowledge and skills to solve specific public policy problems.

Equip students with an understanding of how theory and practice interact in real-life policy settings.	<ul style="list-style-type: none"> • Be exposed to actual examples of economic policy design and implementation through workshops and intensive courses,
Through discussions on policy in seminars and interactive lessons, strengthen the ability to express one's ideas and to persuade others, and to forge a common understanding on issues.	<ul style="list-style-type: none"> • Small-group seminar under an academic advisor for the duration of the program, to sharpen skills in thinking through issues and debating on them.
Through dissertation, gain experience in identifying policy issues, considering the environment and constraints in a country, empirically measuring and estimating effectiveness of policies, and coming up with theoretically consistent policy proposals for that issue.	<ul style="list-style-type: none"> • Completing a high-quality Master's Thesis under the guidance of academic advisor on relevant policy issues, to acquire the skill to analyze and formulate policies.
Develop a better understanding of different cultures and values.	<ul style="list-style-type: none"> • Through interaction with other students from Asia and through their study in Japan, develop a better understanding of different cultures and values.
Implementation of the Special Program	<ul style="list-style-type: none"> • Through seminars and lectures given by leading outside experts in specific policy areas, gain a deeper understanding of real life policies. • Special courses and tutorials as necessary to improve mathematics and English language skills that are essential in profiting from the courses offered. • Visiting local governments and areas outside Tokyo, to understand public policy issues at the local level and exchange views with local government officials.

(6)-1 Inputs from the Japanese Side

<ol style="list-style-type: none"> 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

<p>1 batch: 4 participants × 4 years = 16 participants</p> <p>[breakdown]</p> <p><u>National Graduate Institute for Policy Studies</u></p> <p>From the year 2014 (Until 2016) : 2 participants</p> <p>From the year 2015 (Until 2017) : 2 participants</p> <p>From the year 2016 (Until 2018) : 2 participants</p> <p>From the year 2017 (Until 2019) : 2 participants</p> <p><u>Asian Public Policy Program, School of International and Public Policy, Hitotsubashi University</u></p> <p>From the year 2014 (Until 2016) : 2 participants</p> <p>From the year 2015 (Until 2017) : 2 participants</p> <p>From the year 2016 (Until 2018) : 2 participants</p> <p>From the year 2017 (Until 2019) : 2 participants</p>
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(7) Inputs from the Sri Lanka Side

- 1) Participation to discussion with faculties of accepting universities.
- 2) Dispatch of JDS participants
- 3) 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) Job Experience, etc.
 - Confirmed officer (the officer who has completed his/her probation period)
 - Public officers belonging to the permanent cadre of All Island and Non All Island Services, excluding officers serving in Semi-Governmental Organizations, shall be eligible to apply.
 - Central Bank of Sri Lanka shall be eligible to apply to Component 1-1: Public Policy and Public Finance of Hitotsubashi University for one seat at the maximum.
- 2) Others
 - Sri Lankan national
 - Below the age of 40 (as of 1st April of the year commencing the study)
 - A person currently not serving in the military
 - A person with a proper understanding of the objectives of the Project and a clear intention to contribute to the development of Sri Lanka on return to Sri Lanka after completing the study
 - In principle, a person who has not already received a scholarship through overseas aid and obtained a master's degree as a result of studying abroad. A person who is not receiving or due to receive a scholarship through overseas aid.
 - A person of sound body and mind
 - A person with sufficient English language ability to study in Japan

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 :
Sri Lanka
2. Target Priority (Sub-Program) Area :
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Sri Lanka Office

Itemized Table1

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area : Human Resource Development for Promotion of Economic Growth
2. Component: Economics Including Development Economics
3. Managing Organization : Department of External Resources, Ministry of Finance & Planning
4. Target Organizations: All ministries and agencies

(2) Background and Needs (Position of JDS in Development Plan of Sri Lanka)

Since the end of the conflict in 2009, Sri Lanka has maintained a steady annual economic growth rate of 8%. The Mahinda Chintana Vision for the Future as a national development strategy envisages doubling of the GDP per capita to US\$ 4,000 by 2016 (income doubling plan) to advance the status of Sri Lanka from a middle income country to a more developed country. However, the country faces a number of destabilizing problems, including a chronic fiscal deficit which is equivalent to 7 – 8% of the GDP and a high inflation level. The economic structure of the country is that the trade deficit is covered by money which is transferred from people working abroad and also by foreign aid. Any sustainable economic growth requires the proper identification of the economic and fiscal shortcomings so that sound economic policies can be formulated.

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

Japan's Country Assistance Policies for Sri Lanka published in June, 2012 identify the "promotion of economic growth", "support for the development of less developed areas" and "alleviation of vulnerability" as priority areas. These policies call for examination of the viability of Japan's assistance in the human resources development and science and technology areas, including higher education, so that Sri Lanka can perform more adequate as well as efficient economic and social management. The policies also emphasize the importance of paying due attention to environmental conservation with a view to supporting the country's economic development in a sustainable manner.

In connection with the component "Economics, Including Development Economics", Phase I of the JDS Program for Sri Lanka targeted "Macroeconomy and Development Economy" and one university has so far accepted 14 students.

2. Cooperation Framework

(1) Project Objective

The project objective is to strengthen the Sri Lankan government's administrative capacity through providing opportunities to the young capable government employees who are expected to play leadership roles and who will contribute to the socio - economic development of the country, to obtain Master's degree. It also aims to create a human network, which will eventually strengthen the bilateral relationship/ partnership between Japan and Sri Lanka.

(2) Project Design

1) Overall Goal

The foundations for various industries are efficiently as well as effectively developed to ensure continuous economic development.

2) Project Objectives

- Development of the practical capacity of administrative officers involved in the planning and execution of policies and plans designed to contribute to the promotion of economic growth in Sri Lanka.
- Contribution by returnees from studying in Japan to the strengthening and expansion of the foundations for cooperation between Sri Lanka and Japan as persons with a good understanding of Japan.

(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 (IDEC)

- 3 participants / year total 12 participants / 4 years

(5) Activity

[Hiroshima University]

Target	Contents/ Programs to achieve target
1) Before arrival in Japan	
To make accepted candidates prepare for studying advanced materials through distance education.	• Candidates are provided with textbooks on basic economics and are required to conduct self-study under the instruction of teaching assistants and professors. Candidates need to submit periodical reports by e-mail and take exams to confirm their achievements. In addition, candidates with low English ability are also provided with English language textbooks
2) During study in Japan	
<ul style="list-style-type: none"> • To acquire basic and advanced knowledge of economics • To acquire interdisciplinary knowledge and analytical method. 	<ul style="list-style-type: none"> • Students will learn the fundamental knowledge and skills necessary for economic analysis. • Later, students can obtain more specialized knowledge based on their interests taking applied economics courses

	<ul style="list-style-type: none"> • IDEC offers an interdisciplinary curriculum to learn international affairs and regional studies as well as economics. Therefore, students can learn cross-sectoral knowledge and skills. • Students will acquire practical knowledge through various seminars, discussions with experts and researchers working for other universities or research institutes and discussions with frontline professionals working for a government or international organization. • To train specialists capable of addressing local and global environmental issues, we have “Global Environmental Leaders (GELs) Education Program.” Through a summer course, field research, and internship, students can obtain specialized knowledge and skills to create coherent practical solutions for environmental issues on a global scale.
To learn techniques necessary to write thesis.	<ul style="list-style-type: none"> • Through the seminar classes, student can receive more deliberate supervision and obtain basic skills necessary for academic research. • Through Special English Writing courses, student can obtain basic skills in writing academic papers.
3) After return	
Utilization of research output	<ul style="list-style-type: none"> • In order to get feedback from graduates on how they utilize the knowledge acquired in our course and how we should improve the on-going JDS program, we hold a follow-up seminar in Sri Lanka after students going back to the country. We also provide advice and recommendations on practical issues from the academic view point.

(6)-1 Inputs from the Japanese Side

<ol style="list-style-type: none"> 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 the Number of JDS Participants

<p>1 batch: 3participants × 4 years = 12 participants</p> <p>From the year 2014 (Until 2016) : 3 participants</p> <p>From the year 2015 (Until 2017) : 3 participants</p> <p>From the year 2016 (Until 2018) : 3 participants</p> <p>From the year 2017 (Until 2019) : 3 participants</p>

(7) Inputs from the Sri Lanka Side

- 1) Participation to discussion with faculties of accepting universities.
- 2) Dispatch of JDS participants
- 3) 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) Job Experience, etc.
 - Confirmed officer (the officer who has completed his/her probation period)
 - Public officers belonging to the permanent cadre of All Island and Non All Island Services, excluding officers serving in Semi-Governmental Organizations, shall be eligible to apply.
- 2) Others
 - Sri Lankan national
 - Below the age of 40 (as of 1st April of the year commencing the study)
 - A person currently not serving in the military
 - A person with a proper understanding of the objectives of the Project and a clear intention to contribute to the development of Sri Lanka on return to Sri Lanka after completing the study
 - In principle, a person who has not already received a scholarship through overseas aid and obtained a master's degree as a result of studying abroad. A person who is not receiving or due to receive a scholarship through overseas aid.
 - A person of sound body and mind
 - A person with sufficient English language ability to study in Japan

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 :
Sri Lanka
2. Target Priority (Sub-Program) Area :
Human Resource Development for promotion of Economic Growth
3. Operating Committee:
Ministry of Finance & Planning, Ministry of Public Management Reforms, Embassy of Japan, and JICA Sri Lanka Office

Itemized Table1

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area : Human Resource Development for Promotion of Economic Growth
2. Component: Business Management
3. Managing Organization : Department of External Resources, Ministry of Finance & Planning
4. Target Organizations: All ministries and agencies

(2) Background and Needs (Position of JDS in Development Plan of Sri Lanka)

Since the end of the conflict in 2009, Sri Lanka has maintained a steady annual economic growth rate of 8%. The Mahinda Chintana Vision for the Future as a national development strategy envisages doubling of the GDP per capita to US\$ 4,000 by 2016 (income doubling plan). What is necessary to achieve this vision includes the improved productivity of every industrial sector based on active investment throughout the private sector, fostering of new industries and upgrading of existing industries. Meanwhile, investment equivalent to 35% of the GDP is required to sustain the current level of economic growth, illustrating the need for a massive increase of the investment in the private sector. At present, the amount of domestic investment is equivalent to 20.1% of the GNP while the corresponding figure for foreign direct investment is 0.9% (2010). The development of a favorable system for investment, deregulation to develop a business environment in which private enterprises can act freely and the development of human resources capable of handling a globalized economy are required to achieve the desirable economic growth.

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

Japan's Country Assistance Policies for Sri Lanka published in June, 2012 identify the "promotion of economic growth", "support for the development of less developed areas" and "alleviation of vulnerability" as priority areas. These policies call for examination of the viability of Japan's assistance in the human resources development and science and technology areas, including higher education, so that Sri Lanka can perform more adequate as well as efficient economic and social management. The policies also emphasize the importance of paying due attention to environmental conservation with a view to supporting the country's economic development in a sustainable manner.

"Business management" which is the target component of this sub-program was not targeted earlier in Phase I of the JDS Program for Sri Lanka but newly targeted in Phase II.

2. Cooperation Framework

(1) Project Objective

The project objective is to strengthen the Sri Lankan government's administrative capacity through providing opportunities to the young capable government employees who are expected to play leadership roles and who will contribute to the socio - economic development of the country, to obtain Master's degree. It also aims to create a human network, which will eventually strengthen the bilateral relationship/ partnership between Japan and Sri Lanka.

(2) Project Design

1) Overall Goal

The foundations for various industries are efficiently as well as effectively developed to ensure continuous economic development.

2) Project Objectives

- Development of the practical capacity of administrative officers involved in the planning and execution of policies and plans designed to contribute to the promotion of economic growth in Sri Lanka.
- Contribution by returnees from studying in Japan to the strengthening and expansion of the foundations for cooperation between Sri Lanka and Japan as persons with a good understanding of Japan.

(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

International Program, Waseda Business School, Waseda University

- 2 participants / year total 8 participants / 4 years

Graduate School of International Management, International University of Japan

- 2 participants / year total 8 participants / 4 years

(5) Activity

[Waseda University]

Target	Contents/Programs to attain the target
During study in Japan	
Acquire the knowledge of Japanese business characteristics through WBS education materials and communication with Japanese company management	<ul style="list-style-type: none"> • Through variety of course materials, seminars, and group research guidance, students can acquire the following knowledge: <ul style="list-style-type: none"> ➢ To provide students with ability of understanding business knowledge that is helpful to create government policies (Acquisition of basic business knowledge related to the government policy making) ➢ To understand the past public-private partnership examples in order to promote industrial development.

	<ul style="list-style-type: none"> ➤ To understand excellent Japanese public and private business activities as well as HRM (Human Resource Management) in organizations through various case studies and facility visits. Learning the “best practices” of Japanese government and industries through site visits. ➤ To study the methodology of connecting technology with high business performance by studying Technology Management courses.
Learn techniques necessary to write thesis.	<ul style="list-style-type: none"> • Students belong to seminars and decide the research theme, under the guidance of research advisors, and acquire necessary knowledge and methodology. Through two years of the seminar activities, students learn the way of writing theses identifying the solutions for the issues raised by him/herself. • Research work (thesis work) is conducted along with seminar. Internship and field work may be conducted as part of research.
Develop human resources network	<ul style="list-style-type: none"> • Through the communication with other students, students can create a network among Japanese students as well as international students and understand the difference of business styles at different countries.

[International University of Japan]

Target	Contents/Programs to attain the target
1) Prior to arrival in Japan	
Prepare the Sri Lankan GSIM-IUJ scholars prior to their joining the MBA program.	<ul style="list-style-type: none"> • GSIM faculty travels to Sri Lanka and conducts pre-arrival seminars.
2) During study in Japan	
Train tomorrow’s leaders who can effectively work in global environments	<ul style="list-style-type: none"> • To learn and understand how to improve business environment, enterprise management, including small and medium enterprises (SME) and investment strategies. Strategies on attracting foreign investments and localization aspects. • To acquire theoretical knowledge needed for financial and investment management, attracting domestic and foreign investments, and concerned policy matters such as Public Private Partnership and trade blocks, such as SAARC (South Asian Association for Regional Cooperation). • In order to acquire above, our program teaches how to tap into global resources to develop their countries by using various strategies in finance, marketing, technology, and management. • In the first year of the MBA curriculum, all students learn the fundamental skills necessary to be leaders who can be effective as well as socially responsible. • In the second year students will select the courses under the supervision of a faculty advisor. • GSIM plan to conduct field trips to places so that Sri Lankan students will get real experience in enterprise management, such as Tokyo Stock Exchange, IBM,

	<p>and financial institutions, etc. to see how to attract private investments to large projects such, logistic centers, ports, universities, and infrastructure projects.</p> <ul style="list-style-type: none"> • GSIM regularly invites specialists on enterprise management from various countries' public institutions, enterprises, universities, and private sector institutions for seminars.
<p>Thesis writing on a topic relevant to practical aspects of fostering new industries, improving and managing existing industries, including state enterprises and SMEs.</p>	<ul style="list-style-type: none"> • GSIM faculty members conduct introductory sessions so that the students can learn about each faculty member's area of specialization and research interest. Students choose their academic supervisors by the end of their 1st year and take "Research Seminar I, II and III" in their 2nd year. • "Research Seminars" serve as a vehicle for writing the research report or thesis. In the "Research Seminars," students can choose either one of the followings processes: • Students participate in the Research and Education Platform (REP). The REP is our research framework where students and faculty can work together on a specific theme and conduct innovative research work. Students join one of the research themes in REP (initiated by their supervisors) and write their thesis or research report based on these research activities. <p>OR</p> <ul style="list-style-type: none"> • Students can set their own research theme in line with the target priority area of the JDS program. They conduct their own research under the individual guidance provided by their supervisors to complete their thesis or research project.

(6)-1 Inputs from the Japanese Side

<ol style="list-style-type: none"> 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

<p>1 batch: 4 participants × 4 years = 16 participants</p> <p>[breakdown]</p> <p><u>Waseda Business School, Waseda University</u></p> <p>From the year 2014 (Until 2016) : 2 participants</p> <p>From the year 2015 (Until 2017) : 2 participants</p> <p>From the year 2016 (Until 2018) : 2 participants</p> <p>From the year 2017 (Until 2019) : 2 participants</p> <p><u>Graduate School of International Management, International University of Japan</u></p> <p>From the year 2014 (Until 2016) : 2 participants</p>
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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 Sri Lanka Side

- 1) Participation to discussion with faculties of accepting universities.
- 2) Dispatch of JDS participants
- 3) 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) Job Experience, etc.
 - Confirmed officer (the officer who has completed his/her probation period)
 - Public officers belonging to the permanent cadre of All Island and Non All Island Services, excluding officers serving in Semi-Governmental Organizations, shall be eligible to apply
- 2) Others
 - Sri Lankan national
 - Below the age of 40 (as of 1st April of the year commencing the study)
 - A person currently not serving in the military
 - A person with a proper understanding of the objectives of the Project and a clear intention to contribute to the development of Sri Lanka on return to Sri Lanka after completing the study
 - In principle, a person who has not already received a scholarship through overseas aid and obtained a master's degree as a result of studying abroad. A person who is not receiving or due to receive a scholarship through overseas aid.
 - A person of sound body and mind
 - A person with sufficient English language ability to study in Japan

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 :
Sri Lanka
2. Target Priority (Sub-Program) Area :
Human Resource Development for promotion of Economic Growth
3. Operating Committee:
Ministry of Finance & Planning, Ministry of Public Management Reforms, Embassy of Japan, and JICA Sri Lanka Office

Itemized Table1

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area : Human Resource Development for Promotion of Economic Growth
2. Component: Environment Management/Disaster Management and Climate Change
3. Managing Organization : Department of External Resources, Ministry of Finance & Planning
4. Target Organizations: All ministries and agencies

(2) Background and Needs (Position of JDS in Development Plan of Sri Lanka)

The work to improve various aspects of the infrastructure, including power supply, water supply, sewerage and roads, is earnestly in progress in Sri Lanka to stimulate economic activities. Under these circumstances, the importance of environmental consideration to prevent environmental destruction, pollution and the unnecessary resettlement of residents is growing. The increasing commercial activities following economic growth and the diversification of social life have worsened the problems of traffic congestion, air, water and soil pollution, industrial waste and household waste. The Mahinda Chintana Vision for the Future calls for strengthening of the measures to deal with environmental problems. The JDS Program aims at developing human resources capable of addressing issues which have emerged as a result of economic development.

The disaster in December, 2004 caused by the Indian Ocean earthquake and tsunami prompted the Government of Sri Lanka to legislate the Disaster Management Act (May, 2005). At the same time, the Ministry of Disaster Management and other organizations were established to underline the country's determination to strength its disaster control measures and disaster preparedness. However, the strengthening of effective disaster control measures is a real challenge because of the difficulty of coordinating various ministries and the insufficient disaster management budget, manpower and technical knowhow. Meanwhile, the Government of Japan has identified "measures to control climate change and disasters" as one of the priority fields for its aid for Sri Lanka and a number of projects are being implemented to ensure the sounding of disaster warnings, conveyance of information to disaster prone areas, improved response to disasters and capacity building for disaster prevention in communities. It is hoped that the JDS Program will produce capable officers of the relevant ministries to effectively handle environmental and disaster management issues.

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

Japan's Country Assistance Policies for Sri Lanka published in June, 2012 identify the "promotion of economic growth", "support for the development of less developed areas" and "alleviation of vulnerability" as priority areas. These policies call for examination of the viability of Japan's assistance in the human resources development and science and technology areas, including higher education, so that Sri Lanka can perform more adequate as well as efficient economic and social management. The policies also emphasize the importance of paying due attention to environmental conservation with a view to supporting the country's economic development in a sustainable manner.

The component "Environment Management/Disaster Management and Climate Change" is a new component for the JDS Program for Sri Lanka. However, there have been many JICA projects relating to this component as part of the Program for Climate Change and Disaster Prevention, including "the Disaster Management Capacity Enhancement Project Adaptable to Climate Change" (a technical cooperation project from FY 2010 to FY 2012), "Emergency Grant Aid (for flood disaster in 2010)" (FY 2010), "Emergency Natural Disaster Rehabilitation Project (Yen loan planned FY 2011-2016)", and "Land Slide Disaster Protection Project of the National Road" (Yen loan planned FY 2012 -FY 2019).

2. Cooperation Framework

(1) Project Objective

The project objective is to strengthen the Sri Lankan government's administrative capacity through providing opportunities to the young capable government employees who are expected to play leadership roles and who will contribute to the socio - economic development of the country, to obtain Master's degree. It also aims to create a human network, which will eventually strengthen the bilateral relationship/partnership between Japan and Sri Lanka.

(2) Project Design

1) Overall Goal

The foundations for various industries are efficiently as well as effectively developed to ensure continuous economic development.

2) Project Objectives

- Development of the practical capacity of administrative officers involved in the planning and execution of policies and plans designed to contribute to the promotion of economic growth in Sri Lanka.
- Contribution by returnees from studying in Japan to the strengthening and expansion of the foundations for cooperation between Sri Lanka and Japan as persons with a good understanding of Japan.

(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

- 2 participants / year total 8 participants / 4 years

School of Engineering, the University of Tokyo

- 2 participants / year total 8 participants / 4 years

(5) Activity

[University of Tsukuba]

Target	Contents/Programs to achieve target
1) Before arrival in Japan	
<p>To help incoming students become ready to undertake course works and researches.</p>	<ul style="list-style-type: none"> • The University of Tsukuba requires incoming students to take and pass the information literacy test through the E-learning system. • If necessary, prospective supervisors instruct students to learn about basic mathematics, statistics, and/or data collection. • The Master's Program in Environmental Sciences provides 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 as global environmental leaders. • To acquire independent and matured skills for analyzing and solving problems so that students become capable of contributing to effective administrative management immediately after returning to Sri Lanka. 	<ul style="list-style-type: none"> • In providing tailor-made education to meet each student'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. • Responding to each student's needs, the Program undertakes internships in Japan and other countries. • The Program requires all students 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 environmental leader certificate. • The Program invites experts from universities /research institutions in Japan or from overseas and holds an annual international seminar to improve students' research areas. • If there is need, faculty members of the Program and students travel to students' 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 students 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 students to learn about how to find necessary documents and write master's theses. • Students continuously enroll in thesis courses for two years and make thesis topic presentations several times. • Students incorporate external opinion from experts who are invited to annual JDS international seminars.

To develop human resource network	<ul style="list-style-type: none"> • Students develop their own international human networks through participating in or presenting at conferences and JDS international seminars. Faculty members of the Program and the students stay in touch after graduation and contribute to the improvement of problems in Sri Lanka by sharing information or conducting research collaboratively.
3) After returning to Sri Lanka	
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.

[the University of Tokyo]

Target	Contents/ Programs to achieve target
During studying in Japan	
Learning basic knowledge and skills of civil /infrastructure engineering, which are required for public works on environment and disaster mitigation issues.	<ul style="list-style-type: none"> • 44 lecture courses, exercises and internships on civil/infrastructure engineering are provided every year, mainly in English language.
Learning how to develop and introduce the technologies of landslide, flooding, and drought disaster mitigation into Sri Lanka.	<ul style="list-style-type: none"> • For flood and drought, the students will develop their capacity to transfer the latest knowledge and technologies in real time monitoring, data transmission, accessing available weather forecasting information, and prediction methods of river discharge and soil moisture, which can be indices of flood and drought. • For landslide disasters, the students take parts in development of “early warning” technology which detects abnormal behaviors of slope and urges evacuation in advance. In addition, comprehensive system of technology including detection of high risk slope (by considering topography, geology, weathering, simple survey, and risk to local society), analysis of observed data, and issuing warning are developed. Those results are transferred to practical engineers in Sri Lanka.
Understanding the methodology, experiences and problems on disaster mitigation, which are brought from Japan and Asian countries.	<ul style="list-style-type: none"> • For landslide disasters, a JSPS (Japan Society for the Promotion of Science) activity entitled “Standardization and dissemination of mitigation technologies for landslide disasters” has been started for 3 years schedule (2013-2015). It is cooperative researches and technical developments on slope disaster mitigation with government managers, engineers, and researchers from Japan and Asian countries. The methodology, experiences and problems on landslide disaster mitigation are brought from these countries, and they are transferred after modification according to the requirement of each country. The JDS students also join this project.

Identify measures against developing issues through writing thesis	• Under the guidance of supervisor, students write master's thesis concerning disaster prevention technologies.
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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
[breakdown]
- Graduate School of Life and Environmental Sciences, University of Tsukuba
- 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
- School of Engineering, the University of Tokyo
- 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 Sri Lanka Side

- 1) Participation to discussion with faculties of accepting universities.
- 2) Dispatch of JDS participants
- 3) 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) Job Experience, etc.
 - Confirmed officer (the officer who has completed his/her probation period)
 - Public officers belonging to the permanent cadre of All Island and Non All Island Services, excluding officers serving in Semi-Governmental Organizations, shall be eligible to apply
- 2) Others
 - Sri Lankan national
 - Below the age of 40 (as of 1st April of the year commencing the study)
 - A person currently not serving in the military
 - A person with a proper understanding of the objectives of the Project and a clear intention to contribute to the development of Sri Lanka on return to Sri Lanka after completing the study

- In principle, a person who has not already received a scholarship through overseas aid and obtained a master's degree as a result of studying abroad. A person who is not receiving or due to receive a scholarship through overseas aid.
- A person of sound body and mind
- A person with sufficient English language ability to study in Japan

Appendix 7 Findings of the Supplementary Survey on the Target Organizations

Results of the Questionnaire Survey with the Target Organizations

Questionnaire

- I Number of possible candidates as JDS Participants in your Organization
 - I-1 Total number of officers
 - I-2 Employment status of officers (No. and %)
 - I-2-(1) Number of permanent employed
 - I-2-(2) Percentage of permanent employed
 - I-2-(3) Number of part timers
 - I-2-(4) Percentage of part timers
 - I-3 Number /percentage of officers of qualified age (No. and %)
 - I-3-(1) Number officers age 22-29
 - I-3-(2) Percentage of officers age 22-30
 - I-3-(3) Number of officers age 30-39
 - I-3-(4) Percentage of officers age 30-39
 - I-4 Academic Background (No. and %)
 - I-4-(1) Number of bachelor's degree holders
 - I-4-(2) Percentage of bachelor's degree holders
 - I-4-(3) Number of master's degree holders
 - I-4-(4) Percentage of master's degree holders
 - I-5 English Proficiency: Number/percentage of officers who have good command in English.(No. and %)
 - I-5-(1) English Proficiency: Number of officers who have good command in English.
 - I-5-(2) English Proficiency: Percentage of officers who have good command in English.
 - I-6 Number/percentage of officers in your organization who meet the requirements 1(1) to (5) above. (No. and %)
 - I-6 -(1) Number of officers in your organization who meet the requirements 1(1) to (5) above. (No. and %)
 - I-6 -(2) Percentage of officers in your organization who meet the requirements 1(1) to (6) above. (No. and %)
 - I-7 Does your organization permit your officers to be absent from duty during study period in Japan (generally for two years)? (Y/N)
 - I-8 Is there any organizational rule or regulation which allow your officers to be absent from duty during study period? (Y/N)
- V Scholarship programs offered to your organization other than JDS
 - V-1 Are there any scholarship which have been offered (or is scheduled to be offered) to your organization other than JDS Program by foreign assistance successively every year? (Y/N)
 - V-2 If the answer is "yes" in 5.(1), when is/was/will be the scholarship offered? (Curent/Past 5 years/Determined in the near future)
 - V-3 If the answer is "yes" in 5.(1), please describe in detail. (Bachelor/Master/Doctor/Short course/others)

Government Ministry/ Organization	No. of officers	EM Status (PERM_No.)	EM Status (PERM_%)	EM Status (PT_No.)	EM Status (PT_%)	Age (22-29_No.)	Age (22-29_%)	Age (30-39_No.)	Age (30-39_%)	Academic (BA_No.)	Academic (BA_%)	Academic (MS_No.)	Academic (MS_%)	EN proficiency (No.)	EN proficiency (%)
	I-1	I-2-(1)	I-2-(2)	I-2-(3)	I-2-(4)	I-3-(1)	I-3-(2)	I-3-(3)	I-3-(4)	I-4-(1)	I-4-(2)	I-4-(3)	I-4-(4)	I-5-(1)	I-5-(2)
Central Engineering Consultancy Bureau	1400	1050	75	0	0	300	21	187	13	600	43	187	13		70
Ministry of Local Government & Provincial councils	245	245	73.5	0	0	65	26.5	180	73.5	245	100	0	0	220	89.8
Ministry of Agriculture	5							5	100	5	100	3	60	5	100
Ministry of Disaster management	6	6	100	0	0	4	66.67	2	33.33	6	100	0	0	6	100
Ministry of Environment & Renewable Energy	248	248	100	0	0	42		123		106		32		120	
Mahaweli Authority of Sri Lanka	960		93		7		20		35		35		15		40
Ministry of Ports & Highways and Road Development Authority	134	116		35		9		125		134		9			100
Ministry of Industry & Commerce	628							73	11.62	136	21.66	55	8.76	51	8.12
Ministry of Civil Aviation	10	10	100	0	0	0	0	1	10	8	80	7	70	10	100
Ministry of Co-operatives & Internal Trade	9	9		0	0	2		7		9		0		9	100
Ministry of Livestock & Rural Community Development	23	23	100	0	0	1	4.3	6	26	23	100	20	87	23	100
Ministry of Public Administration & Home Affairs	1145	957	83	0	0	133	11.6	526	45.8	1100	96	323	28	938	82
Ministry of Telecommunication and Information Technology	24	24		0		7		6		11		1			75
Ministry of construction, Department of Buildings	61	60		0		2		18		53		7		60	
Ministry of construction, National physical Planning Department	130		99				35		42		75		10		100
Ministry of construction, State Engineering Corporation of Sri Lanka	635	81		544		91		544			75		10		75
Ministry of construction, Department of Government Factory	16	15		1		4		12		16		0		16	
Ministry of Economic Development	192	192	100			19	10	172	90	192	100	16	8	172	90
Ministry of Technology & Research	921	916		5		7		270		338		40		135	50
Ministry of Minor Export Corp Promotion	11	11	100					4	36	9	90	7	64	11	100
Ministry of Justice	22	22	100					8		8		3		22	
Ministry of Labour and Labour Relations	500	500	100			100	20	200	40	375	75	10		100	20
Department of Animal Production and Health	561	561	100			15	3	110	19.6	555	98.9	156	27.8	500	89
Tea Research Institute of Sri Lanka	245	245	100			65	26.5	180	73.5	245	100			220	89.8
Ministry of Plantation Industries	11	11	100					11	100	5	45	6	55	11	100
Water Resources Board	15	15	100			2	13.34	2	13.34	6	40	9	60	15	100

Appendix 8 Recruitment and Selection Methods for Candidates for the First Batch (To Commence Study in Japan in FY 2012)

In relation to the recruitment and selection in Sri Lanka of the candidates for the first batch under the Phase II JDS Programme for Sri Lanka, the consultants provided assistance for the target organizations to find and select eligible and willing candidates in line with the practical details of this programme, such as accepting universities, the number of students to be accepted by each university, qualifications required to be eligible for the programme and recruitment and selection schedule, all of which were agreed at the first meeting of the Operating Committee held on 13th September, 2013.

(1) Preparation of Recruitment Materials, etc.

As recruitment materials for the Phase II JDS Programme for Sri Lanka, 500 copies of the guidelines, 1,500 copies of the leaflet and 1,200 copies of the poster were printed and distributed to each target organization via the ERD. In addition, the Home Page of the Phase II JDS Programme for Sri Lanka has been set up with an exclusive enquiry e-mail address so that any e-mail enquiry about the JDS Programme for Sri Lanka can quickly receive a reply. Application was encouraged through newspaper ads.

(2) Recruitment Meeting

The consultant held the recruitment meeting in five cities, i.e. Colombo, Galle, Ratnapura, Kurunegala and Vavuniya and explained the outline and purpose of the Phase II JDS Programme for Sri Lanka, accepting universities in Japan, the eligibility and concrete schedule to those who were interested in applying for the programme in FY 2014. After the meeting, the consultant met the person in charge of the JDS Programme at each target organization to request the further promotion of the JDS Programme throughout the organization. A total of 266 people attended these meetings from six target organizations.

(3) Test on Mathematical Knowledge and English Competency Test

On 30th November and 1st December, applicants underwent the English competency test and the test on mathematical knowledge respectively. The English test took the form of IELTS with British Council, and the mathematics test papers were provided by the International University of Japan.

(4) Collection of Application Documents

The closing date for the submission of application documents at each target organization was 8th November (extended to 13th), 2013. These documents were then collected at the ERD to which each target organization forwarded the application documents of their officials. In accordance with the customary intra-government application procedure in Sri Lanka, each applicant submitted three copies (for his/her own organization, ERD and JDS Programme Office to keep one copy each) of the application documents to his/her organization for their forwarding to the

ERD which then forward them to the JDS Programme Office. The total number of applicants was 79 from 26 government ministries and agencies of whom 72 were found to be eligible (7 applicants were found to be ineligible).

(5) Applicant Screening Based on Application Documents by Accepting Universities and Results

The application documents and results of the test on mathematical knowledge and the English competency test were passed to the relevant accepting universities on 28th November, 2013 for documentary examination (screening) of the applicants by these universities to be completed by 15th January, 2014. Whether or not the result of these test would be used as part of the documentary examination or as simply reference information was left to the discretion of each university.

(6) Health Check (to be revised later)

On February 3rd and 4th, 2014, a health check was conducted for the 42 applicants who had successfully passed the screening process.

(7) Technical Interview by Professors of Accepting Universities and Results (to be revised later)

The technical interviews of the applicants by a professor of the relevant accepting university were conducted from 2th (Sunday) to 6th (Thursday) February, 2014.

Technical Interview Schedule

	Date	Day	Schedule
1	Feb. 2/ Early Morning of Feb. 3	Sun	Departure from Narita Arrival in Colombo
2	Feb. 3	Mon	Briefing on schedule in Colombo and the Procedures of Technical Interviews Technical Interviews Courtesy Call on JICA Sri Lanka Office Dinner hosted by Japanese Ambassador
3	Feb. 4	Tue	Technical Interviews
4	Feb. 5	Wed	Exchange-view Session with Relevant Ministries Feedback Session on the Result of the Interviews and Consultation Session with OC Members
5	Feb. 6	Thu	Departure from Colombo and Arrival in Japan

This technical interview used a 100 point scale, consisting of items relating to the academic background and learning capacity, items relating to the aptitude to study and personal ability to complete the study and items relating to the potential of the selected applicant to contribute to the development of Sri Lanka.

(8) Comprehensive Interview by Members of the Operating Committee and Results

Comprehensive interview were conducted on March 7th and 8th. In the Operating Committee following the comprehensive interview, JDS Fellows and standbys were endorsed.

The selection results of applicants for the first batch are shown in the table below.

Selection Results of Applicants to the First Batch

Component	Accepting University	Post-Graduate Course	Number of Eligible Applicants	Number of Applicants Who Have Passed the Documentary Examination	Number of Applicants Who Have Passed the Technical interview	Number of Applicants Who Have Passed the General Interview	Final Number of Students Approved by the Operating Committee	Planned Number of Places
Public Policy and public Finance	GRIPS	Degree Programs	11	6	3	3	3	3
	Hitotsubashi University	School of International and Public Policy	4	2	1	1	1	1
Economics Including Development Economics	Hiroshima University	Graduate School for International Development and Cooperation	13	7	4	3	3	3
Business Management	International University of Japan	Graduate School of International Management	12	6	4	2	2	2
	Waseda University	Graduate School of Commerce	7	7	7	2	2	2
Environment Management / Disaster Management and Climate Change	University of Tsukuba	Graduate School of Life and Environmental Sciences	17	8	5	2	2	3
	The University of Tokyo	School of Engineering,	7	6	3	2	2	2
Total			71	42	27	15	15	15

Appendix 9 Replies to the Supplementary Questionnaire Survey with Returned Officials and Those Currently Studying in Japan

(1) Results of the Questionnaire Survey with Returned Officials

The questionnaire was distributed to 25 officials who had returned to Sri Lanka by the time of the distribution of the questionnaire, and 14 of them replied (8 from the Class 2010 and 6 from the Class 2011)

Questionnaire

1. Your skill improvement as the result of participation in JDS Program.

1-(1) Did your technical skill change before and after participating JDS Program compare?

1-(1)-i Y=Yes / N=No / NC=No change

1-(1)-ii And if “yes”, in what aspect and how?

1-(1)-iii If “no”, why?

1-(2) Did your attitude toward work(i.e. discipline, moral, sense of responsibility, and passion) change before/ after participating JDS Program and why?”

1-(2)-i Y=Yes / N=No / NC=No change

1-(2)-ii And if “yes”, in what aspect and how?

1-(2)-iii If “no”, why?

2. Academic work in Japan

1-(2) Did your attitude toward work (i.e. discipline, moral, sense of responsibility, and passion) change before/ after participating JDS Program and why?

2-(1)-i Y=Yes / N=No / NC=No change

2-(1)-ii And if “yes”, in what aspect and how?

2-(1)-iii If “no”, why?

2-(2) Do you think the content of your academic research appropriate in order to tackle the development issue (i.e. the regional development, correction of regional disparity, measure of poverty alleviation and regional autonomy) in your country?

2-(2)-i Y=Yes / N=No / O=Others

2-(2)-ii And why?

2-(3) Did you have good communication with your professor(s)?

2-(3)-i Y=Yes / N=No / O=Others

2-(3)-ii And why?

2-(4) What kind of trouble in terms of academic work, if any, did you encounter throughout academic life?

2-(4)-i (answer)

2-(4)-ii And why?

2-(4)-iii How did you solve the problem?

2-(5) Was the support from your university in terms of academic work enough and why? In what way do they need to improve?

2-(5)-i

2-(5)-ii

2-(6) Do you have any advice in terms of academic work for future JDS Program Participants?

3. Daily life in Japan

3-(1) How was your daily life in Japan?

3-(1)-i 1=Enjoyable / 2=Notenjoyable / 3=Others

3-(1)-ii And why?

- 3-(2) What kind of trouble in terms of daily life, if any, did you have during JDS Program?
- 3-(3) Was the support from university in terms of daily life enough?
- 3-(3) -i 1=Enough / 2=Not enough / 3=Others
- 3-(3) -ii And why?
- 3-(3) -iii In what way do they need improvement?
- 3-(4) Do you have any advice in terms of daily life in Japan for future JDS Program Participants?
4. Support and coordination by the Agent
- 4-(1) Do you think the support and coordination by the Agent before and during your stay in Japan satisfying?
- 4-(1)-i 1=Satisfying / 2=Not satisfying / 3=Others
- 4-(1)-ii In what way do they need improvement?
5. Capacity improvement of your organization as a result of sending JDS Participants to Japan.
- 5-(1) Did you diffuse your knowledge you acquired in Japan to your colleagues?
- 5-(1)-i Y=Yes / N=No / O=Others
- 5-(1)-ii If the answer is yes, how?
- 5-(2) Do you think the capacity of your organization improved as a result of sending you to Japan?
- 5-(2)-i Y=Yes / N=No / O=Others
- 5-(2)-ii And why?
- 5-(3) Did you return to the same organization you had previously worked for after returning to Sri Lanka?
- 5-(3)-i Y=Yes / N=No / O=Others
- 5-(3)-ii If the answer is yes, did the work condition (ex salary, allowance, and job title) change?
- 5-(3)-iii When you returned to the same organization, was there any drastic change in its organizational structure? Y=Yes / N=No
- 5-(3)-iv If it was the case, was there any problem for you to adapt to the new structure or work environment?
- 5-(4) Have you been adopting the knowledge and skill you acquired in Japan to your current work?
- 5-(4)-i Y=Yes / N=No / O=Others
- 5-(4)-ii If not, is there any limitation?
6. Network in Japan
- 6-(1) Do you still keep contact with those you got acquainted with in Japan? Y=Yes / N=No
- 6-(2) If the answer is “yes” in 6.(1), who do you still keep contact? (multiple answers)
- 6-(2)-i professor
- 6-(2)-ii university friends
- 6-(2)-iii business person
- 6-(2)-iv others
- 6-(3) How are you going to utilize the network you have acquired in Japan (ex network with professors, friends, and business person) in your current work?
7. Scholarship by other country
- 7-(1) Is there any scholarship offer to your organization by foreign assistance other than JDS Program which offer master’s degree or higher? Y=Yes / N=No
- 7-(2) If the answer is “yes” in 7 (1), what do you think is the benefit of this scholarship compared to JDS?
8. Others
- Do you have any opinion and/or advice to JDS program or its participants-to-be?

1-(1) Did your technical skill change before and after participating JDS Program compare?			1-(2) Did your attitude toward work (i.e. discipline, moral, sense of responsibility, and passion) change before/ after participating JDS Program and why?			
No.	1-(1)-i	1-(1)-ii	1-(1)-iii	1-(2)-i	1-(2)-ii	1-(2)-iii
1	Y	by subject knowledge and research technics how to do a research and comply with theoretical and empirical background conditional		Y	two years living experience with Japanese peoples, other foreign friends, with Japanese professors, living with Japanese society	
2	Y	my computer skills & using internet was not much that developed before participating the programme		Y	my attitude of work changed very much especially in sense of responsibility & passion for work aspects after the programme. The main reason for that is what I saw & experienced in Japan. I saw how Japanese work with full of responsibility & accountability for their work with commitment.	
3	Y	Got new knowledge and was able to expand my technical capacities greatly.		Y	I learned to work hard in a tight study schedule, which gave me strength to take any responsibility at work. I was able to improve efficiency and punctuality	
4	Y	Presentation skills, Data analysis, Organizing research		Y	To improve efficiency & effectiveness/ using other's experience through observation, discussion, learning	
5	Y	Logical and rational decision making skills. Since I am working as the Director of a public sector training institute, I am inserting several public management aspects into annual training programmes.		Y	I had positive attitude even before going to Japan. However, I got a chance to polish it to serve the people in a very passionate manner.	
6	Y	I feel compare to past efficiency of my most of abilities have increased		Y	Absolutely every good things have increased.	
7	Y	Improved Computer Literacy & Presentation Skills, Comparative & Analytical skills		Y	Improved positive attitudes, discipline & moral.	
8	Y	Communication skills and leadership skills. Having studied a academically and practically important curriculum under MA programme along with observations in many Japan organizations I was able to develop my knowledge and skills.		Y	Having observing and experiencing many positive things in Japan I could improve my attitudes towards my job.	
9	Y	Punctuality and time management and group solidarity.			Basically the research writing skills and courses related to gender and economic development.	
10	Y	Using IT skill and make decisions.		Y	Moral, because of that Japanese cultural aspects has given lot for me such as moral, endurance, sacrifice etc.	
11	Y	could know useful computer applications & softwares, could get practical knowledge related to the theories,		Y	Overallly I could improve my attitudes such as confidence to get any responsibility, punctuality, positive thinking, and etc.	

2-(1) Did your attitude toward work(i.e. discipline, moral, sense of responsibility, and passion) change before/ after participating			2-(2) Do you think the content of your academic research appropriate in order to tackle the development issue (i.e. the regional development, correction of regional disparity, measure of poverty alleviation and regional autonomy) in your country?		2-(3) Did you have good communication with your professor(s)?		
No.	2-(1)-i	2-(1)-ii	2-(1)-iii	2-(2)-i	2-(2)-ii	2-(3)-i	2-(3)-ii
1	Y	theoretical knowledge and research works , and other practical sessions		Y	it is very related with addressing current socio economic issues	Y	no limitations and boundaries to have consultation on any academic as well as personal matter . I really appreciated.
2		Main thing is I learnt how to conduct a good research & new ways of analyzing data using newly developed statistical packages along with good participation skills.		Y	because we tried to see the issue in depth and tried to find solutions in a very practical way.	Y	They were very helpful in our work & I had a good academic relationship with him.
3		Yes, the knowledge got from my work is directly relate to my work. I studies International Development Program at IUJ and it is 100 percent relevant for me as a statistician who is responsible for supplying data for the country for development policies		Y	My thesis was on informal sector employment and it is a vital sector of the countries' economy and the finding are very important at decision making specially on decent work conditions.	Y	They are very helpful and talented I got ,lot of knowledge from them.
4	Y			Y		Y	
5		Yes, I ask myself the reasoning before each and every decision making. I always go for optimum benefits for the money spent. I know the aspects of public policy well; it gives me additional smartness to me.		Y	Individual and organizational performance are essential to achieve what you have mentioned within brackets in the above question. My research addresses a system issue in the performance appraisal. I presented my finding in front of all heads of departments in the province.	Y	They are so friendly. They allocated time for any clarification in the subjects and academic advices.
6		Certainly I was able to take enough knowledge that can be apply to my working environment.		Y	Because in my case I did my research regarding Plantation sector poverty. And I proposed some projects which helps enhance their living conditions..	Y	Of course. They are very good and kind professor. we have communication with them through mail. and recently they visited Sri Lanka and I have organized some meeting too.
7		Improved both theoretical & practical knowledge related to career development		Y	My research is directly related to improve the efficiency & effectiveness of procurement activities of public organizations.	Y	IUJ professors are very closed & friendly with all students. Usually, I had good communication with them.
8		Since I attached to subnational level (provincial council) I had great opportunity to study local government system in both countries and hope that knowledge can utilize for my job.		Y	I think I discussed a very important national issue so it may help to look at the regional development in a different VIEW.	Y	I needed frequent meetings and share my views with my professor and i was able to get that opportunity.
9		Basically the research writing skills and courses related to gender and economic development.		Y	yes especially idealed with gender development and economic issues is the one of the millennium development goal which our country need to achieve. further, poverty and vulnerability always targeting the women so my research findings is much help full as a post conflict reconstruction mechanism	Y	She is the person put me in a right path in order to fulfil my research objective, she directed well and guided in unmeasurable way to get the good result.
10	Y	New policy planning knowledge, New economical theories, and particularly team work.		Y	CBO concept. and practices would be helpful for the lower income and middle income families	Y	Always they encouraged me to get fruitful knowledge.
11	Y	Yes of course, I could learn about Economics, International Relations and other subjects .Since I'm a physical science graduate, which the most of them are new subject areas for me		Y	My research was related to the economics. It is about Taxation. I tried to find out the determinants to increase tax revenues in the country and now I have some idea to improve that research further with more data related to that	Y	I could communicate with him any time and he gave me a great academic support regarding that. He always encouraged me and gave required guidance

2-(4) What kind of trouble in terms of academic work, if any, did you encounter throughout academic life?			2-(5) Was the support from your university in terms of academic work enough and why? In what way do they need to improve?		2-(6) Do you have any advice in terms of academic work for future JDS Program Participants?	
No.	2-(4)-i	2-(4)-ii	2-(4)-iii	2-(5)-i	2-(5)-ii	2(6)
1	lack of knowledge of econometric, Degree name not mentioning Economic. It is just MSc not specific subject areas.		discussed with Professor, Senior students and colleagues	Y	arrange special econometrics courses. change the degree name	it is really good programme. because I highly appreciated about research works.
2	Main trouble was my poor knowledge on Econometrics which was very essential in analyzing data.	I had no proper knowledge	attended classes, asked friends, referred books	Y	T think support is enough	I think they should possess the knowledge of analyzing data and efficient way to acquire data from the country.
3				Y	IUJ has a very good experience in graduate studies.	Please work hard to get the best out of it.
4				Y	Course offering	It is good to search accommodation near university.
5	YES	Previous studies in my research area was not available at the university library.	I got an opportunity to see my research problem from a different angle with my supervisor's guidance.	Y	Academic seminar with credit weight is a very good arrangement. It took through me mile stones in the research process.	Don't be nervous; it's your research; read more; put everything into your critical thinking; supervisors are talented; frequently disturb them to produce a better research paper
6	I didn't face any difficulty throughout academic life.			Y	My University was ICU (Tokyo), I feel it is the world best university. Academic life, University staff and facilities are excellent.	If we have any chance to work any Japanese company at least one week as internship, then it would be a great opportunity to understand Japanese companies culture and can be applied some of the in to our organization.
7	I had to manage my academic works without suffering to my family life.	My family members stayed with me in Japan & I have two kids. Therefore I was little bit busy with my house works.	I could manage my academic works & allocate sufficient time for my family life successfully.	Y	We had good professors & enough library & computer facilities for studies.	Always try to manage the time effectively & get maximum benefits of the academic life in Japan.
8	Some core subjects are too advanced and not directly relevant for the degree field			Y		I think reconsideration of curriculum may be good in terms of relevancy to the degree field
9	this is the first degree which i was studied in the English medium so it is a big challenge and i overcome with my supervisor support as well as the my university guidance.			Y	technical support to use the computer and specially the library was very much helpful to get th suitable books and they provided the interuniversity links to get the needed books too.	for the curriculum better we can select the contemporary issues and subjects which are more useful to our research and knowledge.
10	Nothing special.			Y	Convenient environment for studies in fact.	Be prepare for the thesis before leave mother country.
11	The time is the main problem to me. The term is bit small and have lots of readings. However, that time is not enough to read all relevant readings.	Selected the most important reading materials and gave the priority.	Selected the most important reading materials and gave the priority.	Others	If IUJ can increase the no. of MSA apartment inside the University, we are able to work more using library and other facilities and the library time should be 24 hours during the exam season	Enjoy the life not only the studying in the library, PC lab and the dormitories but also with the Japanese community and there valuable traditions and customs

3-(1) How was your daily life in Japan?		3-(2) What kind of trouble in terms of daily life, if any, did you have during JDS Program?	3-(3) Was the support from university in terms of daily life enough?			3-(4) Do you have any advice in terms of daily life in Japan for future JDS Program Participants?	
No.	3-(1)-i	3-(1)-ii	3(2)	3-(3)-i	3-(3)-ii	3-(3)-iii	3(4)
1	Enjoyable	good coordination of JICE, University staff, General Publics of Japan, Disciplined society	language problem, there was not and host family foe each student,	Enough	well organized university and provided everything I needed		
2	Enjoyable	I had my family with me and enjoyed travelling with them during vacations.	only the language problem.	Not enough	language problem	If they could arrange us somebody who can cooperate us with in our documentary work, especially with managing with letters and forms we receive everyday to overcome the language barrier.	better to learn the language well.
3	Enjoyable	friendly and organized at all events.		Enough	IUJ provided enough support.		Be loyal to the country and always obey their rules and also learn from Japanese people hard working, punctuality, respectful...so on
4	Enjoyable	Comparatively enjoyable	Language/ Earthquake	Enough			It is good to improve Japanese language
5	Enjoyable	New environment; calm and strong people; weather with four seasons; enough places and things to see and learn	Too cold during a period;	Enough	Dorms with 100 Gbs LAN connection provided a good staying experience. Safety measures were wonderful. Two cultural events organized by the Graduate Students Organization with the university's support are magnanimous. Local government's and medical requirements were met with the university assistances. Flea markets were good.		It is an amazing experience; live through; don't miss.
6	Enjoyable	I met lot of friends	Frankly no any trouble..	Enough	supports from the university was excellent.		Improve Japanese language as much possible.
7	Enjoyable	I built good relationships with local people, participated several cultural events & visited several places in Japan with my family members.	Monthly scholarship allowance was not sufficient to stay with family members. Therefore, I had to face financial difficulties.	Not enough	As off campus students some times we had to face difficulties without sufficient transportation facilities. Specially, It was difficult to participate weekends & night lectures.	Transportation facilities should be improved, specially in weekends.	Try to build good relationships with foreign students as well as local people.
8	Enjoyable	my family members lived with me and nice environment of Japan	Since winter season is very long we felt many difficulties especially we were not permitted to have our own vehicle we had numerous problems in transportation.	Some time there were some restrictions such as limitations in transportation facilities		reconsideration of some regulation such as driving restrictions and find universities which have enough infrastructure facilities such as good transportation network	Consider transportation and medical facilities around universities before select a university.

3-(1) How was your daily life in Japan?		3-(2) What kind of trouble in terms of daily life, if any, did you have during JDS Program?	3-(3) Was the support from university in terms of daily life enough?			3-(4) Do you have any advice in terms of daily life in Japan for future JDS Program Participants?	
No.	3-(1)-i	3-(1)-ii	3(2)	3-(3)-i	3-(3)-ii	3-(3)-iii	3(4)
9	Enjoyable	I love the country and people and most of the time i got the much help and interaction with the people.		Enough			
10							
11	Enjoyable	Very clean, very calm and systematic in everywhere of Japan. With the great support of Japanese community, the life in Japan was very interesting and easy. Therefore, I and my family could visit many places and could participate to many events. I and my family love Japan a lot.	Sometimes communication, since Japanese people are very kind and helpful, it is not a huge problem for me and my family.	Enough		Increasing no. of married students apartments and no. of study rooms; open the shokudo for breakfast time; establish convenient store in the university; and be the same treating behavior for the off campus students who live with families and for the students who live with their families in MSA	Always try to follow Japan rules and regulations and be obedient to them as much as possible. And try to adopt them in their lives and try to apply their lives in their countries. Be honest like Japanese and don't be competitive with the same country guys. Always try to be together with all not only with the specific groups or teams. And be communicate with all not staying whole the time in the dormitory rooms and other studying places. Should be participated for the functions and ceremonies.

4-(1) Do you think the support and coordination by the Agent before and during your stay in Japan satisfying?		5-(1) Did you diffuse your knowledge you acquired in Japan to your colleagues?		5-(2) Do you think the capacity of your organization improved as a result of sending you to Japan?		5-(3) Did you return to the same organization you had previously worked for after returning to Sri Lanka?				
No.	4-(1)-i	4-(1)-ii	5-(1)-i	5-(1)-ii	5-(2)-i	5-(2)-ii	5-(3)-i	5-(3)-ii	5-(3)-iii	5-(3)-iv
1	Satisfying		Y		Y		Y	no same capacity but different subject areas	Y	
2	Satisfying	I think it's good if they can help us in when leaving the apartments and disposing our things after the programme	Y	with my developed presentation skills, and changing attitudes for work.	Y	I could make an attudanal change among peers and start new projects.	Y		N	no, but I felt the difference of working culture in Japan & Sri Lanka.
3	Satisfying		Y	I am responsible for many kind of trainings even for international group trainings on subjects related to statistics and development economics.	Y	I am involving number of working groups of the department. I think my seniors. know my capacity	Y	no	N	
4	Satisfying		Y			I transferred to a line ministry.	N			
5	Satisfying	Don't reduce the stipend; laptop and book allowances should be given continuously.			Y	The presentation on research findings was done. One training programme on performance management for veterinary surgeons was done. Two other training programmes were held.	Y	In fact, I have been appointed as the Director of an institute. However, I am contributing to my provincial council through capacity development of provincial staff	N	For a short period (4 months), I had worked for my previous organization as an Assistant Secretary. During that period, I assisted to hold a big conference and prepared job descriptions for all employees of my organization ever first time in its history
6	Satisfying	Jice gave excellent support through academic life.	Y	I was able to do some presentations regarding my Japan tour. my audience was staff members of my office and other similar offices.	Y	yes of course. I feel because of my Japanese tour I working through out the district rather working on my division. I am helping to take ISO certificate in other divisions too.	N			
7	Satisfying	We had periodical monitoring meetings & they kept good communication with us.	Y	I tried to apply some theoretical & practical knowledge to my working place to improved efficiency & effectiveness.	Y	I introduced some efficient methods to the organization.	Y	I introduced some efficient methods to the organization.	N	
8	Satisfying		Y		Y		N		Y	
9	Satisfying		Y	I could teach and gave knowledge to my office employees.	Y	i can improved my language skills and communication and interaction with the people in all over the world.	Y	same as previous but chances are available to getting other jobs.	N	
10	Satisfying	We had sufficient support	Y	By conducted lectures and practicing the theories learned.	Y	As I am implementing some of them in my current organization.	N			
11	Satisfying	More Field trips and more Japanese language trainings. Please allow family members who live long time with their families to attend the graduation ceremony	Y	I explained how was my life in there	Y	My working capacities, attitudes and abilities were increased	Y	no. however, for the next promotion, it is compulsory to have a master degree after through the second department exam.	N	No more IT facilities like in Japan and the difference in both countries working environment

5-(4) Have you been adopting the knowledge and skill you acquired in Japan to your current work?		6-(1) Do you still keep contact with those you got acquainted with in Japan?	6-(2) If the answer is "yes" in 6.(1), who do you still keep contact? (multiple answers)				6-(3) How are you going to utilize the network you have acquired in Japan (ex network with professors, friends, and business person) in your current work?	
No.	5-(4)-i	5-(4)-ii	6-(1)	6-(2)-i	6-(2)-ii	6-(2)-iii	6-(2)-iv	6-(3)
1	Y		Y	1	1		1	yes
2	Y		Y	1	1		1	sharing knowledge and trying for a students exchange programme.
3	Y		Y	1	1		school teachers, village community,	share knowledge, by contracting them through emails...
4	Y		Y	1	1		Land owner	To change ideas and obtain suggestions
5	Y		Y	1	1			My research supervisor is ready to assist me in any public management encounters at my current work station; he is maintaining a separate social network account for his supervisees in the Facebook
6	Y		Y	1	1			I like if our professors and friends visit Sri Lanka and I can have some meetings with them.
7	Y		Y	1	1		Local people	Still I don't have such plan.
8			Y	1	1	1	Community people	sharing experiences and views
9	Y		Y	1	1		1	
10	Y		Y	1	1		1	Taking practical examples from Japan.
11	Y	My present working unit is different with the previous working unit. This place hasn't more development technology and not engage with policy making activities. However, til my retirement at 60 years I am working for the same department. Therefore, this knowledge and the experience is very important for my career	Y	1	1		Japanese Friends / elementary school Teachers.	Through e-mail, Facebook and Skype

7-(1) Is there any scholarship offer to your organization by foreign assistance other than JDS Program which offer master's degree or higher?		7-(2) If the answer is "yes" in 7 (1), what do you think is the benefit of this scholarship compared to JDS?	8
No.	7-(1)	7-(2)	8
1	Y		highly recommended
2	N		I think this programme needs to extend to obtain a phd degree because once we get into work after return there are less opportunities for us for further studies
3	Y	Monitory benefits are larger for other scholarships than JDS.	Thank you very much to Japanese government and JDS program. Now I am quiet confidence about my self.
4	Y	Its directly related to the fisheries sector	It would be great to open for the all ministries in Sri Lanka
5	Y		There are opportunities to continue doctoral studies immediately or even after a short break in those countries
6	N		Again I have to thank all Japanese citizens who contribute me to study in Japan. Thank you Jica, Jice and my wonderful university, (ICU). I love Japan and all Japanese citizens. Thank you.
7	N		JDS program is very useful to build career of future leaders of our country. In here, I would like to thank Japanese government to give such opportunity for us.
8	Y	Greater opportunity to study along with internships	In my opinion JDS is a great opportunity to study in a very advanced country and I think it is fortune for anybody
9	N		JDS Program is a valuable and much effective program in order to acquire knowledge. Personally the program included field trips and seminars with the academic program so its much helpful in a way to improve our skills and knowledge.
10	Y	Language skill development and financial benefit.	Learn Japanese prior to land Japan. Be prepared for thesis writing.
11	N	I have no idea related to that since I haven't received any short term or long term scholarship before than this. I think this scholarship provides us the vast contribution and greatest support. However, I request to give permission to our families, who live with us for the whole tough period giving huge support, to attend our graduation ceremony.	They should not from the same designation and not from the same organizations. Participants should be various designations and each should be from the separate organizations.

(2) Results of the Questionnaire Survey with Officials Currently Studying in Japan

14 of 15 Class 2012 students (officials) replied to the questionnaire.

Questionnaire

1. Your skill improvement as the result of participation in JDS Program.

1-(1) Do you think your technical skill change before and after participating JDS Program compare?

1-(1)-i Y=Yes / N=No / NC=No change

1-(1)-ii And if “yes”, in what aspect and how?

1-(1)-iii If “no”, why?

1-(2) Do your attitude toward work (i.e. discipline, moral, sense of responsibility, and passion) will change before/ after participating JDS Program compared and why?”

1-(2)-i Y=Yes /N= No

1-(2)-ii And if “yes”, in what aspect and how?

1-(2)-iii If “no”, why?

1-(3) What do you think is the advantage for you to learn in Japan/ and in your university?

1-(3)-i In Japan

1-(3)-ii In university

2. Academic work in Japan

2-(1) As a result of participation in JDS Program, do you think you will acquire enough knowledge which can be utilized in your work?

2-(1)-i Y=Yes / N=No / NC=No change

2-(1)-ii And if “yes”, in what aspect and how?

2-(1)-iii If “no”, why?

2-(2) Do you think the content of your academic research appropriate in order to tackle the development issue (i.e. the regional development, correction of regional disparity, measure of poverty alleviation and regional autonomy) in your country?”

2-(2)-i Y=Yes / N=No / O=Others

2-(2)-ii And why?

2-(3) Do you have good communication with your professor(s)?

2-(3)-i Y=Yes / N=No / O=Others

2-(3)-ii And why?

2-(4) What kind of trouble in terms of academic work, if any, have you encounter throughout academic life?

2-(4)-i (answer)

2-(4)-ii And why?

2-(4)-iii How did you solve the problem?

2-(5) Has the support from your university in terms of academic work been enough and why? In what way do they need to improve?

2-(5)-i Y=Yes / N=No / NC=No change

2-(5)-ii And why?

2-(6) Do you have any advice in terms of academic work for future JDS Program Participants?

3. Daily life in Japan

3-(1) How is your daily life in Japan?

3-(1)-i 1=Enjoyable / 2=Notenjoyable / 3=Others

3-(1)-ii And why?

- 3-(2) What kind of trouble in terms of daily life, if any, have you encountered in terms of daily life?
- 3-(3) Has the support from university in terms of daily life been enough?
 - 3-(3) -i 1=Enough / 2=Not enough / 3=Others
 - 3-(3) -ii And why?
 - 3-(3) -iii In what way do they need improvement?
- 3-(4) Do you have any advice in terms of daily life in Japan for future JDS Program Participants?
- 4. Support and coordination by the Agent
 - 4-(1) Do you think the support and coordination by the Agent before and during your stay in Japan satisfying?
 - 4-(1)-i 1=Satisfying / 2=Not satisfying / 3= Others
 - 4-(1)-ii In what way do they need improvement?
- 5. Capacity improvement of your organization as a result of sending JDS Participants to Japan.
 - 5-(1) Do you have intention to diffuse your knowledge you acquired in Japan to your colleagues?
 - 5-(1)-i Y=Yes / N=No / O=Others
 - 5-(1)-ii If the answer is yes, how?
 - 5-(2) Do you think the capacity of your organization will improve as a result of sending you to Japan?
 - 5-(2)-i Y=Yes / N=No / O=Others
 - 5-(2)-ii And why?
- 6. Others
 - 6-(1) How are you going to utilize the network you have acquired in Japan in your work (ex. Network with professors, friends, and Business person)?

No.	Affiliated University	1-(1) Do you think your technical skill change before and after participating JDS Program compare?			1-(2) Do your attitude toward work(i.e. discipline, moral, sense of responsibility, and passion) will change before/ after participating JDS Program compared and why?			1-(3) What do you think is the advantage for you to learn in Japan/ and in your university?	
		1-(1)-i	1-(1)-ii	1-(1)-iii	1-(2)-i	1-(2)-ii	1-(2)-iii	1-(3)-i	1-(3)-ii
1	ICU	Y	Usage of new technologies such as banking system, Library book searching and lending system, Transport system and separation of garbage etc.	-	Y	Discipline change- I learnt lots of good practices in my academic area as well inn daily life in Japan	-	I can learn the techniques and innovative ideas from well developed country like japan	very good exposure with the International Environment
2	ICU	Y	Technical skill such as problem analyzing, problem solving, presentation skills have improved due to the learning methods followed in the University	-	Y	Japanese show high dedication to what ever work they are involved in. This really influence my attitudes toward work in positive work.	-	Learning in Japan advantages me in may aspect. It is really a good opportunity to live and learn in a high developed country like Japan. The mixture of high developed technology and attitudes of Japanese people toward work and life helped me a lot to improve my attitudes as well. in addition to that learning in japan helped me to create network of friends every where in Japan.	International Christian University, where I study in japan is really a great place for any student who like to explore world. It is definitely an International University with lot of students and staff from all over the world. It provides you an open space to learn anything you want to learn. Academic staff is highly professional and unbelievably flexible. It is really enjoyable and valuable opportunity as wecan subject matters in different view points
3	IUJ	Y	I have developed computer usage for decision making with public policy modeling course and use of computer programme (STRATA) to analyze data	-	Y	I have developed the skill to finish work day by day and to help others even in same position to get through barriers. The responsibility to work on time and desire to work hard	-	Japan is very friendly country to Sri Lanka and the Japanese are more kind	To get experience in diverse cultures and to have a global network
4	IUJ	Y	The skills of analyzing micro and macro level issues, effective communication skills like presentations, IT skills as using econometrics for analyzing data and inter- personal skills were developed.	-	Y	A person who is expectation is to learn has so many opportunities to get developed their attitudes and discipline. politeness, punctuality and dedication for service etc. are very good lessons for developing nations that can be easily get from Japan. If there is a rewarding system to select people who have achieved those expected attitudes etc. that would encourage others too.	-	An Asian country which has raised to highest level with using correct management strategies, technology and international relations. Japanese experience is very much related to our context too.	Diversity of students. I could learn about many cultures and have relationships with many people in many countries.)lease comment in this column.
5	IUJ	Y	using computer is increased the knowledge of computer and analyzing the information through some software is increased	-	Y	efficient and effective work, Sincerity, punctuality and respect others.	-	Japan is developed country. learn about system in Japan	International students are here
6	IUJ	Y	Macro Economics and Statistical Analysis	-	Y	Time Management, Team Working, etc.	-	Very Good	Good
7	IUJ	Y	knowledge about information technology	-	Y	responsibility, broad thinking in policy formulation	-	Broder diversity, multicounty experience, Building up international relation	prominent lectures ands coverages developed curriculum, real application , easharing experience.
8	IUJ	Y	By the knowledge and skills that acquired and it will help to improve my work effectiveness	-	Y	can face the challenges in a positive way, because, I am sound with knowledge.	-	efficiency and time management.	knowledge and skills of very talented and enthusiastic resources panel
9	IUJ	Y	To great extent, By some program that I studied, By Improving my English speaking skills, Specially by studying discipline, behavior and attitudes of Japanese people	-	Y	To a great extent, specially by studying discipline, behavior and attitude of Japanese people	-	Actually it is a great advantage for me	to some extent
10	IUJ	Y	By the way of analysis a problem through the knowledge I gained	-	Y	can face the challenges Confidently and positively because my attitude toward work is improved	-	time management and hard working.	knowledge and skills of very talented and enthusiastic resources panel
11	Hiroshima University	Y	I learnt institutional policy design and how to analyze the policy and how to develop a better policy.	-	Y	I learnt to work towards organizational mission and vision and how to organize my work to achieve it.	-	We can understand different culture and different people.	We can learn among different specialized area from different countries..
12	Hiroshima University	Y	it improve my analytical knowledge technical working skill specially econometrics.	-	Y	improved my confidence to do new and crate things related to my job	-	very good place to study	-
13	Hiroshima University	Y	In research skills; understanding empirical research done in the field of economics and doing empirical research	-	Y	Getting more and more information in decision making, being punctual and responsible in any job assigned with positive mind.	-	There are enough human and physical resources especially with enough time	-
14	Hiroshima University	Y	In Research, it uplifted my econometric knowledge in some extent and managing data via eviews software	-	Y	as mentioned earlier, the knowledge of e-views and econometrics can be used as a decision making tool in my career.	-	the exposure on developed country becomes knowledge in many aspects in addition to formal education.	when I compare my experience with others who study at Tokyo and Neegatha, the research activity is highly dominated in this university, it is more valuable for me.

2-(1) As a result of participation in JDS Program, do you think you will acquire enough knowledge which can be utilized in your work?			2-(2) Do you think the content of your academic research appropriate in order to tackle the development issue (i.e. the regional development, correction of regional disparity, measure of poverty alleviation and regional autonomy) in your country?			2-(3) Do you have good communication with your professor(s)?		
No.	2-(1)-i	2-(1)-ii	2-(1)-iii	2-(2)-i	2-(2)-ii	2-(3)-i	*comment	2-(3)-ii
1	Y	Punctuality, Immediate response in the work, reduce of Human power(usage of machineries). I will utilize or apply these techniques in my organization	-	O	it may useful to measure the hardships of the female headed households especially in the war affected area and their empowerment. It is very important issue in the development	Y		For my academic knowledge enhancement as well make me as real academic person
2	Y	During my academic life I followed a lot of courses highly related to my job. In addition to that I learned to see problems in different view points which will be very useful in my future work.	-	Y	I am doing my research on the Microcredit institutions of Sri Lanka. As a developing country microcredit plays a huge role in poverty alleviation. Therefore I believe that my research will help to tackle a development issue in my country	Y		The class size of the ICU is comparatively very small and we have very good relationship with our professors
3	Y	Knowledge on subject matter like economy, policy development and decision making. Also to understand different persons necessities and working together with different people Please comment in this column.	-	Y	According to the recommendations in my research it help to speed up the current licensing process and there by help to improve international trade. It will directly give positive results in national economic development	Y		Every problem in my academic life I solve with the consultation of the professor
4	Y	Some lessons are not directly involve with the current work. But as policy makers those knowledge is very important to take effective policies.	-	Y	I could gain a good knowledge on how to do a research and analyze data. This can be applied in my country.	Y		This is needed to have a good knowledge.
5	Y	Not fully but I have learned about management concepts and local government setup in different countries. this will make to move in correct path in my work	-	Y	Because I am measuring the customer satisfaction in the service delivery of the Divisional Secretariats. I will find some improvement in the quality of delivering services.	Y		I meet my supervisor every week and other supervisor for other subjects we are meeting apart from the class time.
6	Y	Being part of an international community itself I acquired a lot of knowledge and skills	-	O	Still I am working for the research study, Resulted still unpredictable	Y		Being teaching Assistant for Microeconomics and being events organizer, I have a good rapport with professors
7	Y	strategic thinking in policy formulation	-	Y	yes my research is modernization of public procurement policy in srilanka at least some what I have captured the real issues related with that and would be most suitable. when i apply part of its finding to our country development	Y		for my research progress in right direction it is very much essential to have good contact. apart from professors are very kind in order to clear the course problem I need to communicate
8	Y	it couldn't specify into limited area. overall knowledge definely helpful.	-	Y	-	Y		-
9	Y	To great Extent, I followed some core and elective courses that are related to my duty in Sri Lanka. Those are very useful for me. Specially I can get more knowledge regarding my research.	-	Y	My research is a very practical issue for my province (solid waste management). I think I can get a vast knowledge from Japan about this matter. Not only this but also other practical knowledge that I gain in Japan will be very useful for tackle the future development issues.	Y		specially my research
10	Y	I acquired technical as well as practical skills for utilization of my work.	-	Y	-	Y		-
11	Y	My research can be directly applied to improve the solid waste management in Kalmunai, Sri Lanka.	-	Y	It will contribute to clean development mechanism and low carbon society.	Y		Communicating over the email and advice and feedback from professor.
12	Y	it's very related my work and it will improve my job performance.	-	Y	My research directly related to Farming community and production in Sri Lanka	Y		-
13	Y	I think that I can contribute in making decisions for economic development of my country with a better understanding of the local economy and the global economic trends. .	-	N	My academic research can contribute to achieve growth targets of my country according to data before the country became a low-middle income economy and before the country achieve peace, defeating terrorism. Currently, economic status of the country is changing rapidly due to peace and more investment. I think, therefore, I have to gain more knowledge and update the knowledge in order to tackle future development issues. The academic research and related activities done here provided me a powerful background for my future work.	Y		had to show my performance and make sure my works were correct with his vast knowledge. Also I communicate with him at the seminar on economic development.
14	N	-	subjects are more theoretical. it does not try to make a bridge with practical knowledge. most of the subjects were based on revisions.	O	actually, my research focus on development issue in macro economy. but it does not address any regional matter.	Y		-

2-(4) What kind of trouble in terms of academic work, if any, have you encounter throughout academic life?			2-(5) Has the support from your university in terms of academic work been enough and why? In what way do they need to improve?			2-(6) Do you have any advice in terms of academic work for future JDS Program Participants?	
No.	2-(4)-i	2-(4)-ii	2-(4)-iii	2-(5)-i	*comment	2-(5)-ii	2-(6)
1	No any trouble encountered by me so far	Everythings are perfectly designed and carried-out by academic staff	-	Y		I am receiving enough supports for my academic work from the university management	Work hard and Study well by using the facilities of the university
2	none	-	-	Y		We have very good facilities in this university and the academic staff is also highly capable	Always keep close contacts with your professors as well as with your colleagues
3	difficulty to understand some areas in some subjects	due to less mathematics knowledge	I improved my mathematics knowledge with the help of colleagues, seniors, teaching assistants and library books	Y		they are providing teaching assistants and faculty also every time prepared to help	Better to improve the mathematical background
4	Some courses contain mathematics and complex statistics areas. It is sometime difficult to follow speedily to a person who do not have sound knowledge on them.	-	By attending teaching assistants and discussing with friends.	Y		We too have to dedicate for work.	Some times new subject areas that have not studied, international community, new challenges of adjusting to different climatic seasons, managing activities here strengthen you and your capabilities.
5	lot of readings	I am not familiar in the field of reading and they are giving around 100 pages for reading and i am poor in in English also It is very difficult to catch the points from the readings	I somewhat managed	Y	They need to consider our own countries way of teaching pattern what we had before come here	certain extent they are giving support in terms of the study	They need lot of mathematics for IDP and PMPP in first year. before come here if they are not from the mathematics background they have to familiar with some basic concepts in mathematics and economics
6	No academic Problems	-	-	Y		-	Sri Lankans are so far doing well
7	many assignment s in each subject , so much reading increases the load	due to the curriculum set up	managed to comply	O		the course works for the core subjects are to be reduced	in order to cope up with the current situation in the academic studies get the help of seniors, solve the problem as group make the good relationship and enjoy all the event s this would reduce the pressure.
8	inapplicable	-	-	Y		I think, IUJ is academically strong and professors are highly talented, dedicated, committed and very well supported.	-
9	-	-	-	Y		-	-
10	-	-	-	Y		I think, IUJ is academically strong and professors are highly talented, dedicated, committed and very well supported.	-
11	Collection of primary data in Kalmunai was very hard to me.	The public cooperation is very hard in this area..	I solved the problem with the assistance of Professor and Divisional Secretaries.	Y	Financial assistance for data collection.	Incentives for the participants in the household survey.	Availability of quality data relevant to the research is important.
12	-	-	-	-		-	it is useful to have previous basic math's course
13	Nothing special.	-	-	Y		I had enough resources and help from academic and other staff.	It is better to give more chances to share knowledge and experiences with Japanese students.
14	no trouble	-	-	Y		-	if possible, practical knowledge - for instance, how other countries has tackled some development issues and how about the successive experience given by japan- should be included.

2-(6) Do you have any advice in terms of academic work for future JDS Program Participants?		3-(1) How is your daily life in Japan?			3-(2) What kind of trouble in terms of daily life, if any, have you encountered in terms of daily life?
No.	2-(6)	3-(1)-i	*comment	3-(1)-ii	3-(2)
1	Work hard and Study well by using the facilities of the university	1		Number of places are available to visit and enjoy around Tokyo	The communication problem encounter almost every places (specially in the shops)
2	Always keep close contacts with your professors as well as with your colleagues	1		It is completely a new and enjoyable experience for me to live in Japan. Japan is very peaceful country so that anyone can enjoy their life to the fullest here. There are so many new things that you can experience.	The only trouble that I faced during my stay in Japan is mostly due to my poor ability in using Japanese language. Even though it is not a problem in ICU, when you go out you need lot of Japanese . There are very few places that provide services in English language
3	Better to improve the mathematical background	1		I have every thing I need to spend daily life happily	no
4	Some times new subject areas that have not studied, international community, new challenges of adjusting to different climatic seasons, managing activities here strengthen you and your capabilities.	1		Could go many places in Japan, experienced changes of seasons and learnt to lead a very simple life.	Communication in Japanese language, harsh weather conditions.
5	They need lot of mathematics for IDP and PMPP in first year. before come here if they are not from the mathematics background they have to familiar with some basic concepts in mathematics and economics	1		Because of tight schedule academic works we are not able to do all the extra activities. we always focus about our studies.	snow and terrible cold and communication problem
6	Sri Lankans are so far doing well	3	IUJ life is not enjoyable, But I know Japan is an enjoyable place	The location of IUJ is far away from cities. It is very costly to reach enjoyable places. Moreover, GSO of the university always doing same routine activities to make poor and staled happiness	Winter is terrible especially for off campus residents
7	in order to cope up with the current situation in the academic studies get the help of seniors, solve the problem as group make the good relation ship and enjoy all the event s this would reduce the pressure.	1		-	-
8	-	1		-	only the language problem
9	-	2		This is very isolated are in Japan. If we are in around Tokyo or other urban area. It will be great opportunity for enjoyable life. I would like to visit many are in Japan. But I must spend lot of money to visit some area from here, specially for travelling and accommodations. If we are in around Tokyo, we do not need such expenses. As well we can get lot of Japanese experiences if we could have in urban area.	Travelling problems, No good shops for getting foods or other thing around this are. JICE do not allow for driving, so we have lot of trouble in daily life. Our families also not happy with this life.
10	-	1		-	Nothing
11	Availability of quality data relevant to the research is important.	1		Freedom to move, better transportation service, and well organized shopping..	Language restrict communication.
12	it is useful to have previous basic math's course	1		-	little bit difficult to communicate
13	It is better to give more chances to share knowledge and experiences with Japanese students.	1		All facilities related to academic and day today life are available and I enjoyed with a very safe environment without pollution.	Nothing special..
14	if possible, practical knowledge - for instance, how other countries has tackled some development issues and how about the successive experience given by japan- should be included.	1		-	-

No.	3-(3) Has the support from university in terms of daily life been enough?				3-(4) Do you have any advice in terms of daily life in Japan for future JDS Program Participants?	4-(1) Do you think the support and coordination by the Agent before and during your stay in Japan satisfying? 1.Satisfying/2.Not satisfying/3.Others		
	3-(3)-i	*comment	3-(3)-ii	3-(3)-iii	3-(4)	4-(1)-i	*comment	4-(1)-ii
1	2		University provides Japanese language classes and advises to manage the daily life which are not enough to manage daily life	If they help to get the communication services such as mobile phone and internet for the individual usage in the apartment that would be better	Pleade learn Japanese language to use in your daily life	1		-
2	1		They are always there for us to help	If the university provide more information on daily life in Japan it will more helpful.	It is very useful if you learn Japanese.	1		-
3	1		-	-	If future participants can have knowledge more on Japanese it will be an advantage	1		-
4	1		all the facilities are given.	-	Sometimes it would be a challenge. You should have courage to face any situation. That is also a good lesson.	1		They have progressive meetings and always look about our needs and good supervision is done.
5	1		they are doing their best	-	they need to prepare for snow they need to familiar at least certain extent with the language	2		we want to buy lot of books. their allowance for books are not enough. when we go to do our survey JICE did not pay for the survey. We want to pay the cost accompanying with the cost of the survey. further for travelling air tickets also are not provided by the JICE. From Japan to Sri Lanka I will cost around 0.15million Yen for return. It is unfair
6	2		If university located in a area where is having enough public transportation, our family members can use them on our own expense. In this area we are very helpless as we are Indirectly discouraged to be out from university transportation for family members.	If we are given perdition to drive a light vehicle, we need not to depend on university transportation.	Please give them more chances to apply for universities in urban areas	-		-
7	1		-	-	you need to prepare in advance in some places which you are going to select for your higher studies	1		-
8	2		IUJ administration have some rules, which are demotivated our daily life. If one time we leave dorm and move to outside apartment, they are not allowed to come back to the dorm again. as a basic requirement of a human, we like to live with our family. if we bring our family here, after returning them to home country IUJ administration not allowed to come to the dorm again, though there are available rooms. i think this kind of rules, discourage not only our day to day life, but also our academic life. .	I think this kind of strict rule should not be applied to the graduate school.	-	1		-
9	3		To some extent	Travelling facilities is not enough specially for weekends	JICA must consider about the universities. In the future, please provide universities in urban areas	2		Murakami-san is not doing his job well. He always think we are as slaves. He is very bad guy. please provide other coordinator for IUJ
10	1		-	-	-	1		-
11	1		All the facilities provided are good.	-	Learning Japanese language and bring your family to Japan and enjoy the academic life and daily life in Japan.	1		All the support and coordination are well.
12	1		-	-	Better to learn Japanese Langue	1		-
13	1		-	-	To learn Japanese	1		-
14	3	JICE committed on daily life, not the university.	-	-	-	1		-

	5-(1) Do you have intention to diffuse your knowledge you acquired in Japan to your colleagues?			5-(2) Do you think the capacity of your organization will improve as a result of sending you to Japan?			6-(1) How are you going to utilize the network you have acquired in Japan in your work (ex. Network with professors, friends, and Business person)?
No.	5-(1)-i	*comment	5-(1)-ii	5-(2)-i	*comment	5-(2)-ii	6-(1)
1	Y		Through training, chatting and changing (organization environment) with my experiences	Y		I will apply my knowledge, experiences and some of the management techniques which gained in Japan in my organization	I will create very efficient network between organizations and the staff which will help everyone to know changes and updates of organizations immediately
2	Y		I can conduct presentations about things I learnt here. Both academic and personal life	Y		As a responsible government officer I can share my knowledge that I have gained from Japan both with my co-workers and with my colleagues.	As I have acquired a good network in Japan I hope that I can get their cooperation for my work back in my country
3	Y		I share my experiences and knowledge during decision making process in various official meetings	Y		the decisions taken by me are important to develop the current processes and there is a direct development of administration with my decisions as a middle level manager	I use my network to solve various problems in different subject areas and I get my network friend support to solve them. Also when I have such opportunity I help them.
4	Y		In meetings, training programs I can share my experiences with colleges and subordinates too.	Y		I have acquired new knowledge and I have Japanese experiences which could be applied accordingly.	I can contact professors here through electronic media and when I do a study there I can get advices and share my experiences with them. relationships with friends in many countries would be important to me to have a good network in my organization according to the situation.
5	Y		through individual presentations, group discussions and discussions in the class	Y		improve in English knowledge	we have email contact with professors and colleagues and some of them are in our social web sites. we can share our experiences and problems through these social medias..
6	Y		I am going to work as a trainer for provincial public officers. Therefore I can use my knowledge gained in Japan to train others as well	Y		Because, we found many answers for our common development problems. Implementation of them as it is, may difficult. But we can come up with some models at least	I found different people from different nations who are good for certain issues. Whenever, I am having a dilemma, I can consult appropriate Pearson by Skype or Email for their support. And also I am going to form a Facebook group to share common development issues with selected people.
7	Y		by acquiring new knowledge, attitude and skills improvement	Y		-	it will be very helpful for the future correspondence in my field and further studies. Multi country friendship will help me to up to date about the changing world
8	Y		-	Y		-	through mails and alumina try to retain this relationship
9	Y		As a middle level manager I can do it in different ways, for example by policy making, by training, by technology improvement, by attitude changing etc.	Y		I have a dream that development of my city as Japan's city. After my graduation, I'll do it anyhow. Surely you can proud of it	At the moment I have an excellent friend list, so I can keep this network for my life time.
10	Y		-	Y		-	By maintaining relationship through mails and by taking information when needed
11	Y		Developing better relationship among the public and government and making aware the problem and way of solving the problem.	Y		The individual capacity improvement will have a significant impact on the organizational capacity. Capacity improvement is a long term process. It needs to be improved continuously.	by sharing the knowledge and experience among each other over the share point system or Facebook.
12	Y		they will learn working with me hand i have plane to train some officers under me.	Y		it can directly apply my office work	i met friends in IDEC from different countries. so we can share our experience and new knowledge
13	Y		When ever we make decisions, when they ask questions or clarifications on related matters	Y		I think that now I can perform duties more successfully..	In future researches, exchanging experiences regarding economic issues, and maintain good friendship that is important in maintain peace in the Asian region..
14	N		-	Y		-	so far, no exact idea