JICA BASIC RESEARCH:
FACTOR ANALYSIS OF
THE OUTCOME
OF
JAPANESE GRANT AID FOR
HUMAN RESOURCE DEVELOPMENT
SCHOLARSHIP (JDS)

FINAL REPORT

JUNE 2015

Japan International Cooperation Agency (JICA)

International Development Center of Japan Inc.

Acronyms and Abbreviations

ABE:	African Business Education (Initiative for Youth)
ADB:	Asian Development Bank
AEC:	ASEAN Economic Community
ASEAN:	Association of South-East Asian Nations
AUN/SEED-Net:	ASEAN University Network / Southeast Asia Engineering Education Development Network
CBT:	Computer Based Test
CIS:	Commonwealth of Independent States
EPA:	Economic Partnership Agreement
GDP:	Gross Domestic Product
GRIPS:	National Graduate Institute for Policy Studies
IDCJ:	International Development Center of Japan Inc.
IELTS:	International English Language Testing System
JAAP:	JICA Alumni Association of the Philippines
JAOL:	Japan Alumni of Laos
JASSO:	Japan Student Services Organization
JBIC:	Japan Bank for International Cooperation
JDS:	Japanese Grant Aid for Human Resource Development Scholarship
JDS Co., Ltd.:	Japan Development Service Co., Ltd.
JETRO:	Japan External Trade Organization
JFY:	Japanese Fiscal Year
JICA:	Japan International Cooperation Agency
JICE:	Japan International Cooperation Center
LDC:	Least Developed Country
MES:	Myanmar Engineering Society
MEXT:	Ministry of Education, Culture, Sports, Science and Technology
NGO:	Non-Government Organization
ODA:	Official Development Assistance
OECD:	Organization for Economic Co-operation and Development
PBT:	Paper Based Test
PDM:	Project Design Matrix

PEACE:	Project for the Promotion and Enhancement of the Afghan Capacity for Effective Development
PHRDP:	Professional Human Resource Development Project
SNS:	Social Networking Service
TICAD:	Tokyo International Conference on African Development
TOEFL:	Test of English as a Foreign Language
UIS:	UNESCO Institute for Statistics
UMFCCI:	Union of Myanmar Federation of Chamber of Commerce and Industry
UNDP:	United Nations Development Programme
UNESCO:	United Nations Educational, Scientific and Cultural Organization
WTO:	World Trade Organization
YLP:	Young Leaders Program

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Chapter 1   Overview of the Basic Research

1-1   Background

Japanese Grant Aid for Human Resource Development Scholarship (JDS) has been implemented since the 1999 Japanese fiscal year (JFY). By providing capable young government officers from partner developing countries with opportunities to study and receive a master's degree at graduate schools in Japan, the JDS program has contributed to the development of core human resources who will be expected to address socio-economic development challenges in their own countries and to enhance the partnership between their countries and Japan by building and expanding a human network.

JDS has accepted a total of 3,193 foreign students from 14 countries during the period from JFY2000 to JFY2014. In JFY2014, JDS covered 12 countries including Asian and African countries namely, Laos, Uzbekistan, Mongolia, Tajikistan, Vietnam, Cambodia, Bangladesh, Sri Lanka, Myanmar, Philippines, Kyrgyz Republic (Kyrgyzstan) and Ghana. The interest and desire to join the JDS program by newly targeted countries have been increasing.

In addition to JDS, there has been an increase in other higher education scholarship programs that receive foreign students from developing countries such as the Long-term Training and Higher Education Loan Program of the Japan International Cooperation Agency (JICA), the Government-Sponsored Foreign Student Program of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and scholarship programs of the other donor agencies. These programs might be possible partners as well as possible competitors of JDS.

In view of these circumstances, in order to maintain and/or to improve the effectiveness of the JDS program, JICA has conducted the Basic Research "Factor Analysis of the Outcome of JDS" (hereinafter referred to as "the Basic Research") to review the achievements, contributions and advantages of JDS and to strengthen its implementation policy and strategies based on the lessons learned from the research.

1-2   Objectives

The Basic Research aims to:

(1) clarify and verify the key points on how to formulate and how to implement the projects to make them more effective by reviewing and analyzing the changes of the JDS graduates and the contributing/prohibiting factors before and after returning to their home countries;

(2) identify comparative advantages that JDS needs to further enhance and to create recommendations related to the future JDS implementation policy and strategies by comparing domestic and foreign scholarship programs.

1-3   Target Countries of the Research

The target countries of the Basic Research are the 11 countries of Laos, Uzbekistan, Mongolia, Tajikistan, Vietnam, Cambodia, Bangladesh, Sri Lanka, Myanmar, Philippines and Kyrgyzstan,

which were the target countries in JFY2014 and which have had the JDS graduates, who have already returned and started to work in their home countries.

Among the 11 countries, the field survey was conducted in the five (5) countries: namely, Kyrgyzstan, Laos, Mongolia, Myanmar, and Uzbekistan.

1-4   Research Period

The Basic Research was conducted for around seven (7) months from the beginning of November 2014 to the end of May 2015.

1-5   Methodologies and Steps of the Research

The Basic Research included the following three components

Table 1-1: Components of the Basic Research

Components	Period	Outputs (Time of Submission)
(1) Preparatory Survey and Literature Review in Japan	From the middle of November 2014 to the middle of December 2014	- Inception Report (in the middle of November 2014) - Detailed Implementation Plan of Information Gathering in Japan and in the Target Countries (by the end of December 2015)
(2) Information Gathering in Japan and in the Target Countries	From the end of December 2014 to the beginning of March 2015	
(3) Data Analysis and Report Preparation in Japan	From the middle of January 2015 to the end of May 2015	- Draft Final Report of the Basic Research (in the end of March 2015) - Final Report of the Basic Research (in the end of May 2015)

The methodologies and steps of each component are outlined below.

1-5-1   Preparatory Survey and Literature Review in Japan

There have been various reports and data already collected by JICA and the JDS implementation agencies about JDS; therefore, the study team of the Basic Research (hereinafter referred to as "study team"), first carefully read the existing reports and materials to understand the performance of JDS and any issues needed to be checked or discussed concerning the process or the achievements of JDS, and to identify what data is currently missing and needs to be collected through information gathering in Japan and in the target countries. The major activities of this component are explained below.

(1) Literature review to understand the JDS program and to collect data about the following survey items.

1）Historical changes of the JDS program from JFY1999 to JFY2014: Objectives and strategies, operation system and structure, operational/financial process and guidelines, country selection criteria, partner countries and number of JDS graduates etc.

2）Performance of the JDS program: Number of foreign students received, positions and capacities of the JDS graduates before and after studying in Japan, positive/negative changes/influences in the government agencies that the JDS graduates belong to and the Japanese universities which receive them, etc.

3）Information about similar higher education scholarship programs of the government of Japan and other donor countries: Policies/strategies, objectives, target, operation structure, selection process, follow-up system etc.

4）Relevant policies of the government of Japan related to the higher education scholarship for foreign students

5）National development plan, human resources development policies, political structure, socio-economic conditions, education system and development policies/strategies etc. of the JDS partner countries

6）Any other documents related to higher education and the foreign students studying in Japan and/or in other countries

(2) Classifying the eleven target countries in patterns and setting up hypotheses based on the comparative analysis results on the relevance, effectiveness/impact and efficiency/process of the JDS programs, the contributing and prohibiting factors of the JDS outputs/outcomes, and external contexts.

(3) Compilation of the information about the system and performance of similar scholarship programs to discuss and clarify the comparative advantages of JDS

(4) Preparation of the report, "Detailed Implementation Plan of Information Gathering in Japan and in the Target Countries"

1-5-2　Information Gathering in Japan and in the Target Countries

Following the Detailed Implementation Plan, the study team gathered information through a questionnaire survey, field survey, and interview survey in Japan to gain the supplemental data given below.

(1) Questionnaire survey to JDS graduates in the target countries was conducted through the internet. The outline and the result of the survey are shown in Chapter 3.

(2) The field survey was carried out in Kyrgyzstan, Laos, Mongolia, Myanmar, and Uzbekistan to interview the concerned parties in government (JDS Operating Committee and JDS target organizations), JDS graduates, the related organizations of the Japanese government (JICA Office, JICE Project Office, and the Embassy of Japan), and other donor agencies which conduct similar scholarship programs.

(3) An interview survey was conducted targeting the Japanese accepting universities and the

JDS implementation agents (hereinafter referred to as "Agents"), namely, Japan International Cooperation Center (JICE) and Japan Development Service Co., Ltd. (JDS Co., Ltd.).

1-5-3   Data Analysis and Report Preparation in Japan

Based on the entire information collected through literature review and information gathering in Japan and the target countries, the study team further analyzed the data and created the recommendations based on the findings and lessons learned from the data analysis.

1-6   Operational Structure of the Research

The study team consisted of experts from the International Development Center of Japan Inc. (IDCJ) and the name and the responsibilities of the team members are shown below.

Table 1-2: Structure of the Study Team

Name	Responsibility	Countries Covered for Desk Review and <u>Field Survey</u>
(1) Dr. Yoko Ishida	Team Leader and Comprehensive Analysis	<u>Laos</u>, Cambodia, Vietnam, Philippines
(2) Mr. Yusuke Hasegawa	Deputy Team Leader and Evaluation Analysis	<u>Mongolia</u>, Bangladesh, Sri Lanka
(3) Dr. Hiromitsu Muta	Expert in Human Resources Development	<u>Myanmar</u>
(4) Ms. Yoko Komatsubara	Expert in Human Resources Development	<u>Uzbekistan</u>, <u>Kyrgyzstan</u>, Tajikistan

In the process of information gathering in Japan and the target countries, Ms. Chie Ezaki and Ms. Yurie Urayama of the JICA Financial Cooperation Implementation Department participated in the interviews with the experts and accepting universities. Ms. Ezaki also participated in the field survey in Myanmar.

For the purpose of ensuring the relevance and quality of the Basic Research, JICA organized a Basic Research review meeting to include an academic with relevant knowledge and experience as an advisor as well as the JICA Financial Cooperation Implementation Department. The review meeting was held when the Detailed Implementation Plan, the Draft Final Report, and the Final Report of the Basic Research were being prepared. Dr. Atsushi Sunami, Professor, Executive Advisor to the President, and Deputy Director of Science, Technology and Innovation Policy Program, National Graduate Institute for Policy Studies (GRIPS), participated as an advisor in the review meeting.

In addition, as part of the information gathering in Japan, the study team had interviews with the other experts and key figures in order to obtain their comments from various viewpoints. The key persons interviewed were as follows.

- Mr. Shinji Asanuma (Visiting Professor, Asian Public Policy Program, School of International and Public Policy, Hitotsubashi University)

- Ms. Yuriko Okamoto (Program Manager, Asian Public Policy Program, School of International and Public Policy, Hitotsubashi University)

- Mr. Masafumi Nagao (Project Professor, Graduate School of Frontier Sciences, University of Tokyo; Visiting Professor, United Nations University)

- Dr. Yuriko Sato (Associate Professor, International Student Center, Tokyo Institute of Technology)

- Mr. Mitsuya Araki (President and Chief Editor, The International Development Journal Co., Ltd.)

- Mr. Hajime Koizumi (Ex-President, KRI International Corporation)

The study team conducted individual and group interviews with the staff of JICE, who have worked as an Agent since the inception of the JDS program, at its headquarters and JDS Project Offices in the field survey countries. The study team also received valuable support from JICE concerning data collection, questionnaire survey, and information sharing throughout the course of the Basic Research. An interview and exchange of opinions were conducted with JDS Co., Ltd. as well, which is currently working as an Agent of the JDS program for Ghana and Sri Lanka.

1-7   Constraints of the Research

Major constraints faced by the study team during the implementation of the research are as follows.

(1)   Performance of the target countries such as the JDS graduates' rate of return to their home organizations and the level of promotion after returning cannot be compared simply within the target countries due to differences in the government structure and promotion system, the time period of the JDS program being implemented, the number of returned graduates, and the year the JDS new system was introduced. In particular, Tajikistan and Sri Lanka still have a limited number of returnee graduates since the JDS program started recently, which made it difficult to include these countries in the comparative analysis.

(2)   The analysis of scholarship programs provided by the other donors was conducted based on the existing literature and data collected on the internet, except for the information obtained through the interviews with selected donor organizations in the field survey. The detailed information such as the entire implementation plan, operation status, and completion rate of the students about these programs was not collected.

1-8   Structure of this Report

This report is a summary of the main Japanese report of the Basic Research. Chapter 2 showed

the findings of the literature review. Chapter 3 explained the results of the questionnaire survey on JDS graduates. Based on the analysis results, the achievements of the JDS Program were summarized and the factors that contribute and inhibit the effective progress and achievement of the program were identified in Chapter 4 and Chapter 5 respectively.

Chapter 2   Findings of the Literature Review

This chapter presents 1) the outline and historical changes of the JDS program, 2) external factors involving the program, and 3) the performance of the program in the target countries based on the review of the documents related to the program.

2-1   Outline and Historical Changes of the JDS Program
2-1-1   Outline of the JDS Program
Box 2-1 shows an outline of the JDS program. Items such as Overall Goal, Project Purpose, and Output were clarified by the study team in consultation with JICA.

<u>Box 2-1: Outline of the JDS Program</u>

(1)	Project/Program name:	Japanese Grant Aid for Human Resource Development Scholarship (JDS) Program (Project name specified in E/N: The Project for Human Resource Development Scholarship)
(2)	Target area:	Higher education (support for studies to earn a master's degree at Japanese universities)
(3)	Target group:	Capable young officers (mainly government) of the partner developing countries
(4)	Background:	Under the government policy of "the 100,000 international students plan," the JDS program was established in 1999 to support the transition of developing countries to a market economy.
(5)	Overall goal:	- Capacity of government organizations engaged in policy decisions and institution building to address development issues is improved by the contribution of JDS returnees. - The friendship between the partner countries and Japan is strengthened where JDS returnees play an active role.
(6)	Project purpose:	Target officers acquire the necessary knowledge in a specialized field.
(7)	Output:	- Relevant persons are selected as human resources to study at graduate schools in Japan. - The system for receiving JDS students is developed in Japan. - JDS students continuously study and do research.
(8)	Implementation system:	Japan side: Ministry of Foreign Affairs and JICA Target countries side: Ministry in charge of JDS Operating committee: Basically consisting of the recipient country government, Japanese government, and JICA office.
(9)	Target countries:	12 countries as of JFY2014 (Laos, Uzbekistan, Mongolia, Tajikistan, Vietnam, Cambodia, Bangladesh, Sri Lanka, Myanmar, Philippines, Kyrgyzstan and Ghana). Indonesia and China were targeted until JFY2006 and JFY2012, respectively.

2-1-2　　Project Design Matrix (PDM)

Table 2-1 indicates the Project Design Matrix (PDM) of the JDS program. The PDM was prepared to be utilized as a basic document for the study team to design an analytical framework about such viewpoints as: 1) relevance, 2) effectiveness and impact, and 3) efficiency, process, and contributing and prohibiting factors of the program.

Table 2-1: PDM of the JDS Program

Project Summary	Indicators	Means of Verification	Important Assumptions
Overall Goal: 1. Returnee graduates contribute to solving development challenges in their home countries by utilizing the acquired knowledge. 2. The friendship between the partner countries and Japan is strengthened where JDS returnees play an active role.	1-1 Position/ work contribution of returned graduates in their government organizations 1-2 Capacity of returnee graduates to solve development challenges 1-3 Utilizing and transferring the acquired knowledge and skills in the workplace 2-1 Position of returnee graduates in their organizations (public and private) and degree of influence in society 2-2 Degree of friendly feelings toward Japan by returnee graduates 2-3 Participation of returnee graduates in alumni and other activities that promote friendship with Japan	1-1 List of JDS returnees 1-1, 1-2, 1-3 Questionnaire surveys given to returnee graduates and sending organizations; interviews with graduates and related persons; good practice case study 2-1 List of returned JDS returnees 2-1, 2-2, 2-3 Questionnaire surveys to returnee graduates and sending organizations; interviews with graduates and related persons; good practice case study	・Human resource development policy of the partner countries has not changed drastically. ・Economic situation of the partner countries has not changed drastically.
Project Purpose: ・Target officers acquire necessary knowledge in their specialized field.	1. Completion rate of JDS students 2. Self-assessment of capacity development to solve development challenges 3. Assessment of students' achievement by accepting universities	1. List of JDS returnees 2. Preparatory study reports, Questionnaire surveys of returnee graduates, interviews with graduates 3. Questionnaire surveys of accepting universities in the past; interviews with accepting universities	・Returnee graduates return to work in government organizations
Outputs: 1. Relevant persons are selected as human resources to study at graduate schools in Japan. 2. The system for receiving JDS students is developed in Japan. 3. JDS students continuously study and do research.	1-1 Reason for applying 1-2 Age and position when applying 2-1 Assessment of the receiving system and process of the program by target countries, returnee graduates and accepting universities 3-1 Assessment of students' study attitude and performance by accepting universities 3-2 Graduates' satisfaction level of education provided and life in Japan	1-1 Questionnaire surveys to returnee graduates, interviews with graduates and students 1-2 List of JDS returnees 2-1 Questionnaire surveys to returnee graduates and sending organizations, interviews with graduates, related persons, and accepting universities 3-1 Questionnaire surveys of accepting universities in the past, interviews with accepting universities 3-2 Questionnaire surveys of returnee graduates	・Health condition and/or economic situation of students have not changed drastically during their stay in Japan
Activities: 1. Conducting preparatory study 2. Preparing a receiving plan 3. Selecting candidate students 4. Selecting students by Japanese universities 5. Providing orientation 6. Making procedural arrangements, assisting students' daily life in Japan 7. Providing graduate courses and special programs by universities 8. Monitoring students regularly 9. Preparation and submission of a master's thesis by students	Inputs: [Japan side] ・Tuition fees ・Direct expenses for receiving the students ・Other expenses for students (domestic traveling and accommodation allowance) ・Expenses for special programs ・Service fees for the agents [Target countries side] ・No expenses for the program ・Responsible organization and target organizations support JDS program with recruitment and selection of students, monitoring activities during their stay in Japan, and the posting of returnee graduates etc.		Precondition: ・Human resources relevant to the program purpose are nominated as candidates by the target countries

(Source: Prepared by the study team based on JDS Preparatory Study Reports and Research Report on Evaluation of JICA Scholarship Programs)

2-1-3 Items to be Examined

Based on the above PDM, the items that were checked were used to analyze 1) relevance, 2) effectiveness and impact, and 3) efficiency and process (Box 2-2).

Box 2-2: Viewpoints and Items Checked to Analyze the Achievement Status of the JDS Program

(1) Relevance

    (1)-1   Consistent with the development policy/issues and human resource development policy of the target country

    (1)-2   Consistent with the needs of the target organizations

    (1)-3   Consistent with Japan's development cooperation policy

    (1)-4   Adequacy of means

(2) Effectiveness and impact

    (2)-1   Completion rate of a master's degree

    (2)-2   Rate of returning to their home organizations

    (2)-3   Change in position/duty of returnee graduates, rate of management positions

    (2)-4   Assessment of graduates by accepting universities

    (2)-5   Self-assessment of administrative capacity by returnee graduates

    (2)-6   Assessment of returnee graduates' administrative capacity by their organizations

    (2)-7   Contribution of the JDS Program to solving development challenges

    (2)-8   Contribution of the JDS Program to strengthening the bilateral partnership

(3) Efficiency and process

    (3)-1   Whether the program is operated smoothly under the new operation system

    (3)-2   Whether the Operating Committee is functioning appropriately

    (3)-3   Whether the Agent is functioning appropriately

    (3)-4   Whether the recruitment and selection are implemented smoothly

    (3)-5   Whether relevant persons are selected

    (3)-6   Whether participants are well prepared to study at accepting universities

    (3)-7   Whether the monitoring work is appropriately conducted

    (3)-8   Whether follow-up and alumni activities are conducted after returning to their home countries

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The literature review was conducted based on the outline, the PDM and the items to be examined shown above. The findings are summarized in the following sub-sections.

2-1-4 Historical Changes of JDS Program

The JDS Program was established in JFY1999 and started to accept students from Uzbekistan and Lao People's Democratic Republic in JFY2000 to support their transition to a market economy. In JFY2002, the program started to receive students from the countries other than

those in transition to a market economy. Since then, the target countries have gradually increased. In JFY2006, Indonesia became the first country to "graduate" from the program, followed by China in JFY2012. In JFY2012, Ghana joined the program as the first non-Asian target country.

In JFY2008, a new system for the JDS Program was introduced. Under the new system, the program is implemented based on a four-year basic plan developed for each target country in order to ensure consistency with mid and long-term development strategies and human resource development policies of the target country and the Country Assistance Policy of the Japanese government. From JFY2009 onward, the new system has been adopted gradually (Table 2-2).

Table 2-2: Historical Changes in the JDS Program

Fiscal Year	Event	Description
1999	The JDS Program was established.	・Scholarship program by grant aid scheme was newly introduced to support the transition to a market economy
2000	The first students were accepted.	・Uzbekistan and Laos
2002	Extended to the countries not in transition to a market economy	・Bangladesh
2006	The first country graduating from the program	・The program for Indonesia was terminated with the last students arriving in JFY2006.
2008	The new system was introduced.	・A four-year basic plan is prepared based on the JDS preparatory study for each country. ・Focuses in principle on government officers as a target group in the new system ・Candidates appointed in principle by target organizations in the new system ・Stress on consistency with mid and long-term development strategies and human resource development strategies of the target countries and Japan's Country Assistance Policy ・Aims at forming critical mass to a strengthened capacity to solve development challenges
2009	Began receiving students under the new system.	・Uzbekistan, Laos, Mongolia and Tajikistan ・JDS Preparatory Study started.
2011	Termination of the program for China was decided.	・The program for China was terminated with the last students arriving in 2012. ・The program was taken over by the succeeding program called the JDS for Chinese Young Leaders.
2012	First African country to join the JDS Program	・Ghana

(Source: Prepared by the study team based on JDS Preparatory Study Reports and JDS Operation Guideline under the new system)

2-1-5   Major Changes of the JDS Program under the New System

Major changes in program operations under the new system were as follows.

(1) Introduction of the Preparatory Study and Four-year Basic Plan

Under the new system, preparatory study is conducted every four years for each target country to develop a four-year basic plan to receive four batches of students and to prepare for the selection of students in the first batch. The preparatory study also includes setting target priority areas, planned accepting universities, target organizations and the ministry in charge of each priority area, and the number of candidates, as well as estimation of the total budget.

(2) Stress on Consistency with Priority Fields in the Country Assistance Plan

The JDS operation guideline of the new system stresses consistency between the JDS program and Japan's Country Assistance Plan for the target country when selecting priority areas for JDS participants.

(3) Selection of Host Universities Based on the Basic Plan

Under the new system, accepting universities are decided for each priority area during the preparatory study process based on consultations between the target country and JICA. Japanese universities submit proposals to JICA on their preferred country and priority area.

(4) Setting Target organizations for Each Sub-program/component in the Plan

Under the new system, target organizations and a ministry in charge are decided for each priority area during the preparatory study process.

(5) Focus on Young Government Officers as a Target Group

In principle, the new system focuses on young government officers as a target group, excluding persons in the private sector.

(6) In Principle, Recruitment by Target Organizations

While open recruitment of applicants was widely conducted from both government and private sectors under the previous system, the new system requires the target organizations to recruit candidate officers within their own organizations (though open recruitment may be conducted when necessary).

(7) Focus on Social Science Fields such as Law, Economics, and Administration

The operation guideline of the new system states that a basic policy of the JDS program is to receive students mainly in the field of social science such as law, economics, and administration.

(8) Exclusion of language pre-training from grant-eligible expenses

Previously, the JDS grant covered the cost of pre-training in the English and Japanese languages and the monitoring mission for the counterpart organization to visit Japan. These activities were excluded as grant-eligible expenses in JFY2011 and also as tasks required of the agent.

Currently, Myanmar is the only country that maintains the old system of program operations, but it is expected to introduce the new system as well as the preparatory study in JFY2015.

2-1-6   Application Eligibility and Qualifications

Applicant eligibility and qualifications have been established according to the JDS operation guideline of the new system, although there are slight differences in the details among countries. Table 2-3 shows a summary of eligibility and qualifications for JFY2014 applicants (arriving in Japan in JFY2015).

Table 2-3: Eligibility and Qualifications of JFY2014 Applicants of the JDS Program

Item		Eligibility and qualifications
Nationality		Nationals of the target countries
Age (As of April 1 of the year of arrival)		22 or above and less than 40 years of age (39 years or less) *Vietnam: 24 years of age or above and 39 years or less, Bangladesh: under 40 years of age, the Philippines: In principle, 22 years of age or above and less than 40 years.
Academic History	Basic Requirement	Bachelor's degree
	Other Requirements	A few accepting universities require 16 years of school education in principle, but work history or other experience is taken into consideration when an applicant does not meet this requirement. Other accepting universities/courses require applicants to hold a bachelor's degree preferably in law, engineering, and other science and engineering fields.
Career history	Job Category	Permanent officers of target organizations *Vietnam: Government organization staff member, Bangladesh: Officers of the Bangladesh Civil Service Cadre or Class-1 officers of the Bangladesh Bank, Myanmar: Government officers (nominated by ministries) and staff of Union of Myanmar Federation of Chamber of Commerce and Industry (UMFCCI) and Myanmar Engineering Society (MES) (nominated by the organizations), Sri Lanka: Government officers of the all-island service or non-all island service (other than quasi-government organizations)
	Work experience	More than two years of work experience in the target area within the target organizations *Myanmar: Applicants from the private sector should be engaged in full-time work with more than 2 years of work experience in the current organization. They are also required to take a temporary leave of absence and to return to the workplace.

Item	Eligibility and qualifications
Language Ability Criteria	Participants must have adequate English proficiency to pursue studies in the Master courses. Uzbekistan: Higher than IELTS5.0, Laos, Mongolia, and Vietnam: TOEFL 500 or above, Cambodia: TOEFL 500-550 (IELTS5.5) or above, Bangladesh: IELTS6.0 or above/TOEFL (PBT550, CBT213) or above, the Philippines: TOEFL (PBT550/iBT79-80) or above or IELTS6.5 or above, Myanmar: TOEFL500 or above.
Restrictions pertaining to applicants who have received or will receive other scholarships	Persons who earned a master's degree abroad through other scholarship programs are not allowed to apply. * Myanmar: Applicants who already have a master's degree are allowed to apply, Laos: Allowed to apply if two years or more have passed since studying abroad for more than one year.
Application by military personnel	Not eligible. * Kyrgyzstan: Persons, who were in the military, but are now civil servants, are allowed to apply.
Conditions for returnees	Uzbekistan and Kyrgyzstan: Returnees are required to work for at least 3 years in government organizations, Laos, Cambodia, Vietnam, Mongolia, and Bangladesh: At least 2 years of work after returning, Myanmar and the Philippines: There is a certain period of required work obligation after returning with a penalty clause, Tajikistan: At least 5 years of work after returning, Sri Lanka: At least 8 years of work after returning.
Other	Participants have to be healthy both physically and mentally. In addition, the following are included for the respective countries given below. Tajikistan: Only persons who have been nominated by the nominating organization can apply. Vietnam: All organizations including public corporations are targeted, but applicants in priority organizations are preferentially nominated. Candidates who become pregnant during the selection process or before leaving for Japan will lose their entitlement. Cambodia: Persons who are able to sign and submit a letter of pledge. The Philippines: Applicants for sub-program 2 (capacity development of administrative organizations) who are in the Bangsamoro category need to be nominated by the Bangsamoro Transition Committee. Applicants must receive a work evaluation of "very satisfactory" for the last one year from the organization they belong to. Kyrgyzstan: The scholarship must to be returned if the participant cannot complete or fulfill their obligation to return to work after completing the program. A letter of pledge has to be signed by three parties including a guarantor to ensure the scholarship will be refunded.

(Source: JICA)

2-2　External Factors Affecting the JDS Program

2-2-1　Japan's Policy for Receiving Foreign Students

Japan's policy for receiving foreign students dates as far back to more than a century to

JFY1901. The Japanese Government Scholarship was established in JFY1954. In JFY1964, the number of foreign students studying in Japan reached 3,000, and a division in charge of student exchange was set up in the Ministry of Education. In 1977, Prime Minister Fukuda gave a speech on Japan's foreign policy concerning ASEAN countries that later became known as the Fukuda Doctrine. It contained measures to support ASEAN, including expansion of the number of students accepted from ASEAN and support for returnee students. "The 100,000 international students plan" advocated by Prime Minister Nakasone in 1983 provided a great deal of momentum for Japan's international student policy. The plan aimed at achieving a target of 100,000 foreign students by JFY2000 from 8,116 students who were studying in Japan in JFY1982. In the 1980s, ODA loan programs to accept foreign students started in full force. From JFY1999, other ODA programs such as Grant Aid for Human Resource Development (JDS program) and the JICA Long-term Training Program also started. The number of foreign students in Japan reached 109,508 in JFY2003, which exceeded the target. They consisted of 98,135 privately-financed (89.6% of the total) and 9,746 government-sponsored (8.9%) foreign students (JASSO, 2015). Since then, the total number of foreign students has continued to grow, as the proportion of privately-financed students rises.

In his policy speech to the Diet session in January 2008, Prime Minister Yasuo Fukuda stated his "Plan for 300,000 Exchange Students" as an idea to attract superior human resources from abroad by industries, government and universities.

At the TICAD V conference held in June 2013, Prime Minister Abe announced the African Business Education Initiative for Youth (ABE Initiative), which aims to invite 1,000 youth-participants from African countries to Japan over five years and to provide opportunities to study in universities and work as an intern in companies. The first group consisting of 155 students mainly from Kenia and Ethiopia arrived in Japan in September 2014.

There are several major scholarship programs provided in Japan for foreign students that are classified by type of operating body. They are the Japanese government (MEXT) Scholarships, Japan Student Services Organization (JASSO) Scholarships, local governments scholarships, private foundations scholarships, and others. MEXT's Japanese Government Scholarships include scholarships for research students, young leaders' program (YLP) students, teacher training students, and undergraduate university students. JASSO provides the "MEXT Honors Scholarship for Privately Financed International Students."

2-2-2   Receiving Foreign Students in Japan

According to JASSO's annual survey, the number of international students who were enrolled at a Japanese university, graduate school, junior college, technical college, professional training college, educational institution that offered a university preparatory course, and Japanese language institutes in Japan was 184,155 persons as of May 1, 2014. They were composed of 171,808 privately-financed students (93.3% of the total), 8,351 Japanese government-financed students (4.5%), and 3,996 foreign government-financed students (2.2%) (JASSO, 2015). The

total number of international students studying at higher education institutions (i.e. all the institutions stated above excluding Japanese language institutes) was 139,185.

As for higher education institutions, the breakdown of the number of students by the type of institution was as follows: 65,865 undergraduate students at universities (35.8% of the total), 44,970 students at Japanese language institutes (24.8%), 39,979 students at graduate schools (21.7%), and 29,227 students in professional training colleges (15.9%). The data broken down by region showed that 91.5% of the total number of international students were from the Asian region, followed by Europe (3.8%) and North America (1.6%). By nationality, the majority of the students were from China (55.9% of the total), followed by the Republic of Korea (10.0%), Vietnam (8.8%), Nepal (3.6%), and Taiwan (3.6%) (Figure 2-1).
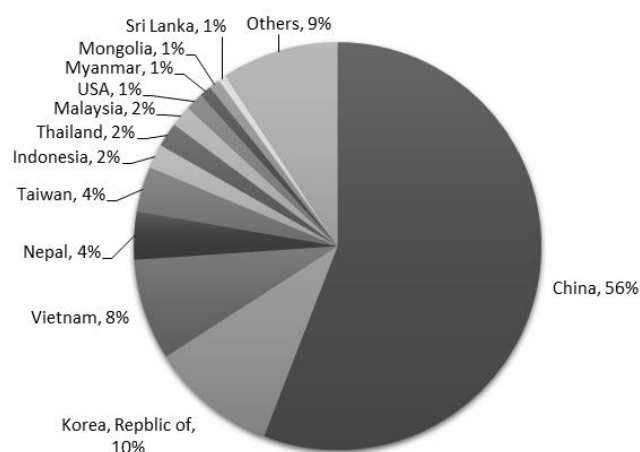
(Source: JASSO (2015), "Annual Survey of International Students in Japan 2014")

Figure 2-1: Number of International Students by Nationality

2-2-3   Japan's ODA for Receiving Foreign Students

As mentioned in section 2.2.1, under "the 100,000 international students plan", the ODA loan programs for accepting foreign students started in full force in the late 1980s, and the other ODA programs, Grant Aid for Human Resource Development (JDS program) and JICA Long-term Training Program started in JFY1999.

JICA's research study, "Effective Approach toward Development Issues: Higher Education" published in September 2003, stated that four projects out of seven grant aid projects provided in higher education in JFY2001 were those of the JDS program, indicating that support for incoming foreign students was becoming one of the main pillars of grant-aid modality in higher education. As for ODA loan assistance, the research study showed more projects began to include the "soft" component such as scholarships for students and scholars and training since the late 1980s, in addition to the "hard" component such as the provision and development of

equipment and facilities.

The research study also established four strategic goals for higher education development, namely 1) improve education activities, 2) improve research activities, 3) promote contribution to society, and 4) improve education management. The research study showed that inviting foreign students/scholars to Japanese universities through the JICA Long-term Training Program and the JDS program is now actively utilized as a measure to strengthen the research function, although the assistance for this purpose was previously centered on developing facilities and equipment by technical cooperation and grant aid.

Major ODA projects that include support for students to study in Japan as a main component are as follows.

- Malaysia: "Higher Education Loan Fund Project (HELP) phase 1-3 " (Loan aid) 1992, 1999, 2006

- Indonesia: "Professional Human Resources Development Project (PHRDP) phase 1-4" (Loan aid) 1990, 1995, 2006, 2014

- China: "Higher Education Projects" (Loan aid) (Provinces of Shaanxi, Gansu, Sichuan, Yunnan, and Hunan and the municipality of Chongqing) 2002-

- Mongolia: "The Project for Higher Education of Engineering" (Loan aid) 2014-

- "AUN/SEED-Net Project" phase1-3 (Technical Cooperation Project) 2003-2008, 2008-2013, 2013-2018

- JICA Long-Term Training Program: "The Project for the Promotion and Enhancement of the Afghan Capacity for Effective Development (PEACE)"; "African Business Education Initiative for Youth (ABE Initiative)" etc.

- The Japanese Grant Aid for Human Resource Development Scholarship (JDS) 2000-

As stated in section 2.1.4, the JDS program was terminated in Indonesia and China in 2006 and 2012, respectively. The abovementioned PHRDP for Indonesia (phase 3 and 4) can be thought of as a project succeeding the JDS program in Indonesia. The JDS program in China was replaced by the program called the JDS for Chinese Young Leaders. The new program is administered by the Ministry of Foreign Affairs and succeeds the previous JDS program to facilitate bilateral relations with China.

2-2-4   Politics, Economy, and Society of the Target Countries

Table 2-4 illustrates the political and economic situation of the eleven countries targeted in this study. Five ASEAN members, i.e. Laos, Vietnam, Cambodia, Myanmar and the Philippines have shown favorable economic growth, seeking to further strengthen international competitiveness by creating the ASEAN Economic Community (AEC) at the end of 2015.

Uzbekistan, Kyrgyzstan and Tajikistan have promoted the transition to a market economy after independence, while their politics and economy are still influenced by Russia. Mongolia is seeking to strengthen its ties with Europe, USA and Japan, while paying attention to relations with its neighbors—Russia and China. Mongolia's economic growth has been backed by the development of mineral resources. Bangladesh is increasingly attracting foreign investment as a major production base next to China and Vietnam, though its political and social situation remains unstable.

Table 2-4 also shows the number of internet users per 100 persons as an indicator of accessibility to information on universities and the educational situation in foreign countries. Vietnam, Uzbekistan, the Philippines have recorded high percentages of 43.9%, 38.2% and 38.0%, respectively. In contrast, Myanmar (1.2%), Cambodia (6.0%) and Bangladesh (6.5%) are in the group of low accessibility.

Table 2-4: Political and Economic Situation of Eleven Target Countries

Country (year)	Political System	Population (Million)	Economic Situation	Real GDP Growth (%)	GDP per capita (US$)	World Bank Classification	Number of internet users per 100 persons
Uzbekistan (2012)	republic	28.90	President Karimov's gradualism approach since independence in1991	8.2	1,367	Lower middle income	38.2
Laos (2013)	People's democratic republic	6.60	Joined ASEAN in 1997; departure from LDC by 2020	8.1	1,628	Lower-middle income	12.5
Cambodia (2013)	constitutional monarchy	14.70	Joined ASEAN in 1999; shortage of human resources due to civil war	7.4[*1]	1,016	Low income	6.0
Vietnam (2013)	Socialist republic	91.70	Joined ASEAN in 1995; aiming to strengthen international competitiveness	5.4	1,896	Lower-middle income	43.9
Mongolia (2013)	republic	2.93	Democratization in 1990s moving to a market economy; developing mineral resources	11.7	3,770	Lower-middle income	17.7
Bangladesh	republic	153.60	Toward	6.1	904	Low income	6.5

Country (year)	Political System	Population (Million)	Economic Situation	Real GDP Growth (%)	GDP per capita (US$)	World Bank Classification	Number of internet users per 100 persons
(2013)			potential production base next to China and Vietnam				
Myanmar (2013)	Presidential republic	51.41	Joined ASEAN in 1997; foreign investment increasing after democratization	6.4	868	Low income	1.2
Philippines (2012)	Constitutional republic	92.34	ASEAN original member; employment creation and Mindanao development are challenges	7.2	2,790	Lower-middle income	37.0
Kyrgyzstan (2013)	republic	5.50	Scarce energy resources; the second poorest country in CIS	10.5	1,158	Low income	23.4
Tajikistan (2012)	republic	8.20	The poorest country in CIS	7.5	953	Low income	16.0
Sri Lanka (2013)	republic	20.48	Developing a market economy; fiscal reform ongoing	7.3	3,280	Lower-middle income	21.9

(Source: MOFA Homepage; MOFA, "ODA Data Book 2013" for economic situation and World Bank classification; World Bank, "World Data Bank" (2013) for the number of internet users.)

2-2-5   Bilateral Relationship between the Target Countries and Japan

Table 2-5 summarizes the relationships between the target countries and Japan.

Japan has strong economic ties with ASEAN countries where many Japanese firms are actively doing business. It has forged a strategic partnership with Vietnam and the Philippines. More than 1,000 Japanese companies have their bases in each of these countries. Outside of ASEAN, Japan is promoting bilateral ties with Mongolia aimed at concluding a strategic partnership, apart from their friendship through Sumo wrestling. With countries in South and Central Asia, Japan has maintained friendly diplomatic relationships. It has been actively providing ODA to these countries as a major bilateral donor to support for their social and economic development. As for Japanese private investment, JETRO and Uzbekistan's Information Support and Foreign Investment Promotion Agency signed a Memorandum of Understanding (MoU) in August 2014 to facilitate their cooperation in an effort to activate business exchanges between the two countries.

Table 2-5: Bilateral Relationship between the Target Countries and Japan

Country (year)	Diplomatic Relation	Export to Japan (JPY Million)	Import from Japan (JPY Million)	Number of Japanese Firms	ODA Net Disbursement (US$ Million)	Japan's position among Bilateral Donors
Uzbekistan (2012)	Embassies already established in both countries; active human exchanges	8,566.57	7,790.90	16	-6.01	Within Top 5
Laos (2012)	Good relationship; 60th anniversary of diplomatic relations (2015)	9,857.25	10,993.71	103	88.43	Top
Cambodia (2012)	EOJ reopened in 1992 after 17 years	32,253.21	18,708.51	145	182.44	Top
Vietnam (2012)	Strategic partnership	1,203,414.75	857,307.52	1,299	1,646.71	Top
Mongolia (2012)	Toward Strategic partnership	2,059.98	27,525.36	Liaison office: 31 Companies: 194	110.65	Top
Bangladesh (2012)	Pro-Japanese nationality	57,345.91	78,634.57	183	305.46	Within Top 5
Myanmar (2012)	Strengthening bilateral relations comprehensively	53,623.60	100,350.00	200	92.78	Within Top 3
Philippines (2012)	Strategic partnership	745,479.60	945,775.88	1,260	-418.81	Within Top 5
Kyrgyzstan (2012)	Relationship promoted though active ODA	83.26	5,756.82	NA	19.57	Third
Tajikistan (2012)	Embassies already established in both countries	867.33	596.03	NA	32.98	Within Top 3
Sri Lanka (2012)	Good relationship through trade, economic and technical cooperation	22,090.19	36,138.13	118	162.21	Top

(Source: MOFA Homepage; JETRO Homepage (J-FILE) for the number of Japanese firms.)

2-2-6　Higher Education and Higher Education Students from Target Countries Studying Abroad

Table 2-6 shows an overview of higher education in the target countries and the situation concerning higher education students studying abroad. The data indicates that a relatively high

proportion of students are studying abroad among the total higher education students in Uzbekistan, Mongolia, Sri Lanka and Tajikistan. Among the higher education students studying abroad, many people choose the USA or Western Europe as in the case of Bangladesh (60.7% of the total higher education students studying abroad), the Philippines (59.3%), Vietnam (54.1%), and Sri Lanka (51.0%).

Table 2-6: Overview of Higher Education and HE Students from Target Countries Studying Abroad (2011)

Country	(1) Higher Education Students per 100,000 persons	(2) Number of HE Students (persons)	(3) Number of HE Students Abroad (persons)	(4) Proportion of HE Students Abroad among Total HE Students (%)	(5) Number of HE Students Studying in North America or Western Europe (persons)	(6) Proportion of HE Students Studying in North America or Western Europe among Total HE Students Abroad (%)
Uzbekistan	985.5	277,437	24,882	9.0%	1,988	8.0%
Laos	1,921.7	125,323	4,146	3.3%	214	5.2%
Cambodia	1,528.3	223,222	4,189	1.9%	1,156	27.6%
Vietnam	2,479.6	2,229,494	52,028	2.3%	28,171	54.1%
Mongolia	6,214.7	171,165	10,618	6.2%	2,425	22.8%
Bangladesh	1,313.8	2,008,337	22,484	1.1%	13,647	60.7%
Myanmar	1,259.8	659,510	6,988	1.1%	1,217	17.4%
Philippines	NA	NA	11,668	NA	6,920	59.3%
Kyrgyzstan	4,790.8	258,869	5,598	2.2%	1,231	22.0%
Tajikistan	2,446.6	191,198	9,075	4.7%	473	5.2%
Sri Lanka	1,157.9	242,300	16,578	6.8%	8,460	51.0%

(Source: (1) & (2) World Bank "World Data Bank"; (3) & (5) UNESCO Institute for Statistics (UIS); (4) & (6) Calculated by the study team.)

2-2-7 Recruitment and Promotion System of Civil Servants in the Target Countries

It is important for civil servants in developing countries who wish to study abroad to obtain a master's degree, to be able to foresee their career path after returning home in a transparent way. In other words, if the employment and promotion system of the government is openly established and executed based on fair examinations and performance evaluations, and if holding a higher education degree is considered necessary for promotion, officers will be further motivated to study abroad for their master's degree.

Table 2-7 summarizes the recruitment and promotion system of civil servants in some of the target countries. All of these countries have laws and regulations on public service that stipulate employment based on an open recruiting and fair promotion system and examinations and performance evaluations. Although there may be other various factors affecting recruitment and

promotion for civil servants such as political parties and individual connections, all the governments are striving to create a transparent personnel system, where holding a Master's or Doctor's degree is better for promotion.

Table 2-7: Recruitment and Promotion System of Civil Servants in the Target Countries

Country	Principal Authorities/ Ministries/Organizations	Employment System	Promotion System	Higher Degree and Promotion
Uzbekistan	President Cabinet of Ministers	No regular recruitment system; No civil service exam. There are mainly cases of new graduates employed through internship.	Promotion is managed by HR Division of each organization. Minister through division chief are politically appointed.	No clear rules, but a master's degree is needed for the director's post. In some ministries a doctor's degree is needed.
Laos	People's Action Party Office of the Prime Minister Ministry of Planning and Investment	Civil Service Exam was introduced in 2013. First selection is a uniform paper test organized by Ministry of Home Affairs. Second selection is a paper test and interview given by prospective ministries.	Government decree stipulates that civil servants are evaluated from the following five criteria: 1) administrative capacity, 2) knowledge, 3) work method 4) work period, and 5) performance.	Holding master's/doctor's degree is considered as an indicator of the "knowledge" criterion for promotion. Domestic higher education institutions offering master/doctor programs are underdeveloped. Japan and Australia are popular destinations to study for higher degrees.
Cambodia	Prime Minister's Office (Royal Government of Cambodia)	There are two lines of recruitment: employment based on examinations and appointment by RGC.	Promotion by seniority and internal examination	Holding a higher degree is a condition for promotion.
Vietnam	Politburo of the Communist Party Central Committee of the Communist Party	There are two lines of recruitment: employment based on examinations and appointment of persons engaged in	Promotion based on examination taken by qualified officers	Holding a higher degree is not a required condition for promotion, but may increase its potential.

Country	Principal Authorities/ Ministries/Organizations	Employment System	Promotion System	Higher Degree and Promotion
		volunteer activities in remote areas		
Mongolia	State Great Assembly and President Parliamentary and presidential elections are held every four years	After the Civil Service Law was enacted in 1995, the system was developed. Employment examination for vacant positions is held twice a year. There is no career track system.	There are rules and regulations stated in the related laws, but the personnel management tends to be treated by individual organizations.	Holding a higher degree is not necessarily a required condition for promotion, but may increase its potential.
Myanmar	President Assembly of the Union	Civil servants are divided into the officers who work as main administrative officials and the staff who are in charge of working on site. No regular recruitment system. In case of vacancies, selection is made through open recruitment, examination, and interviews. There is an age limit of 25 years and the selection is generally highly competitive.	Ministries/organizations try to have their officers become promoted to a higher position, while there are cases where candidates are sought from outside such as the private sector. Usually officers get promoted to Assistant Director after 2-7 years of working, and to Deputy Director after another 3 years.	Holding a higher degree is not necessarily a required condition for promotion, but it would put the person on a priority list for higher positions. Degrees from foreign universities are regarded as more valuable.
Philippines	President Political parties	Civil Service Examination (paper test and interview)	Personnel evaluation through a five-stage assessment based on predetermined criteria	Master's degree is required for the division chief and upper positions
Kyrgyzstan	President's Office Prime Minister's Office	Civil Service Law was enacted in 2004. Uniform examination and recruitment process based on open competition were introduced.	When vacancies occur, uniform examination and selection process for promotion based on open competition were introduced.	Holding a higher degree is not necessarily a required condition for promotion, but it is advantageous in interviews for upper positions.
Sri Lanka	Ministry of Finance	Employment	Promotion system	Holding a

Country	Principal Authorities/ Ministries/Organizations	Employment System	Promotion System	Higher Degree and Promotion
	Central Bank of Sri Lanka Ministry of Policy Planning, Economic Affairs, Child, Youth & Cultural Affairs Ministry of Public Administration, Local Government and Democratic Governance	examination for new graduates; special employment examination for civil servants; and employment examination preferentially for senior officers	based on performance evaluation through a structured interview is adopted.	higher degree is required to be promoted to grade 1 or special grade level.

(Source: Interviews for information with relevant government officers from Uzbekistan, Laos, Mongolia, Myanmar, and Kyrgyzstan; JICA offices in other countries.)

2-3   Performance of JDS Program

The performance of the JDS Program from JFY2000 to JFY2014 was summarized based on the existing reports and documents given below.

2-3-1   Number of JDS Graduates/Students by Target Country

The JDS Program accepted 20 students from Uzbekistan and 20 students from Laos in JFY2000, who were the first batch of JDS students received. As shown in Table 2-8, after Uzbekistan and Laos, the number of target countries increased, while the two countries of Indonesia and China graduated from the JDS Program in JFY2006 and JFY2013, respectively. In JFY2014, the JDS Program covered 12 target countries including five (5) countries from Southeast Asia; three (3) from Central Asia; two (2) from South Asia; one (1) from East Asia; and one (1) from Africa.

Table 2-8: Number of JDS Graduates/Students by Target Country (Performance, Unit: Person)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Total
Uzbekistan	20	19	19	20	20	20	20	20	19	14	15	15	15	14	15	265
Laos	20	20	20	20	20	20	25	25	25	20	20	20	19	20	20	314
Cambodia		20	20	20	20	20	25	25	25	25	24	24	24	24	24	320
Vietnam		20	30	30	30	30	33	34	35	35	28	29	30	30	30	424
Mongolia			20	20	20	19	20	20	20	18	18	16	17	18	18	244
Bangladesh			29	19	20	20	20	20	20	20	15	15	15	15	15	243
Myanmar			14	19	20	20	30	30	30	30	22	22	22	22	44	325
China				42	43	41	43	47	47	48	45	39	35	0	0	430
Philippines				19	20	20	25	25	25	25	20	20	20	20	20	259
Indonesia				30	30	30	30	0	0	0	0	0	0	0	0	120
Kyrgyz								20	20	18	14	14	15	15	15	131
Tajikistan										3	5	5	5	5	5	28
Sri Lanka											15	15	15	15	15	75
Ghana														5	5	5	15
Total	40	79	152	239	243	240	271	266	266	256	241	234	237	203	226	3,193

(Source: JICA）
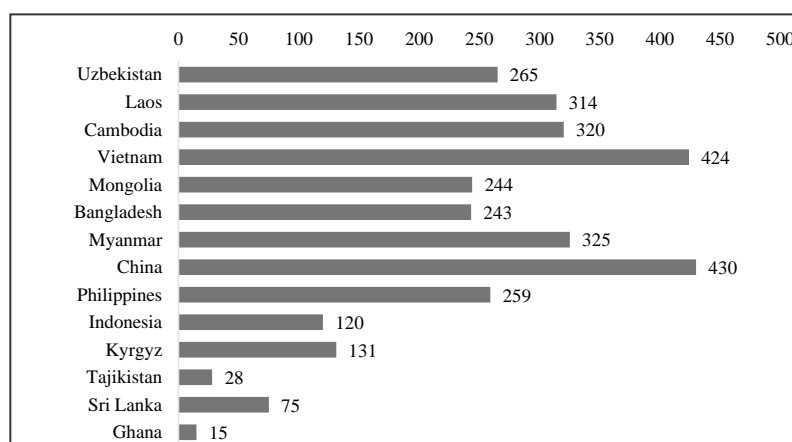
(Source: JICA）

**Figure 2-2: Number of JDS Graduates/Students by Target Country
(Performance, Unit: Person)**

2-3-2   Trend in the Number of the Graduates/Students from Each Target Country
Figure 2-3 shows the trend in the number of JDS graduates/students from the target countries. Around 15-30 foreign students were received by the JDS Program from all of the target countries, with the exception of China and Myanmar (more than 30 persons) and Tajikistan and Ghana (5 persons).
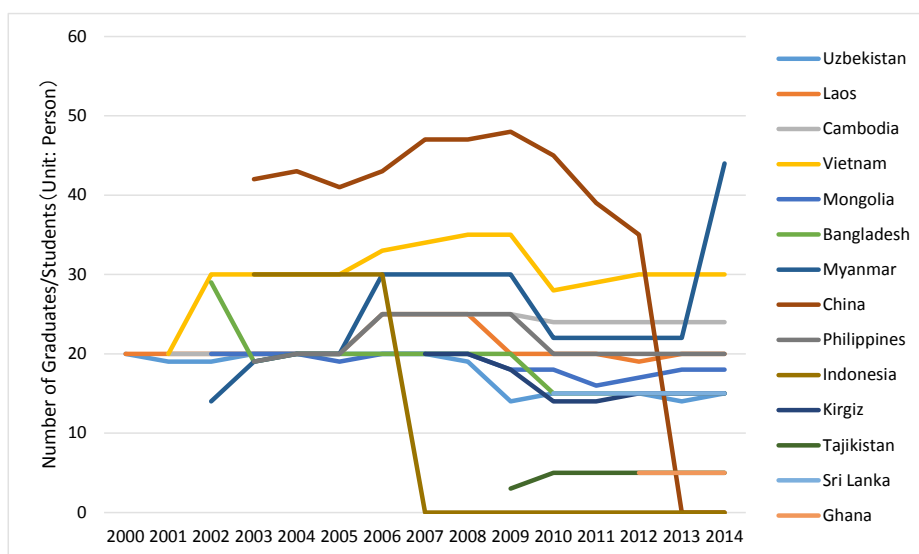
(Source: JICA)

**Figure 2-3: Trend in the Number of JDS Graduates/Students
from the Target Countries**

Of the total number of JDS graduates and students, 55% were from Southeast Asia, followed by East Asia (21%), Central Asia (13%) and South Asia (10%) as shown in Figure 2-4. From the four (4) countries of Vietnam, Myanmar, Laos and Cambodia, 1,383 graduates/students have been received, which account for 43% of the total number of JDS graduates/students.
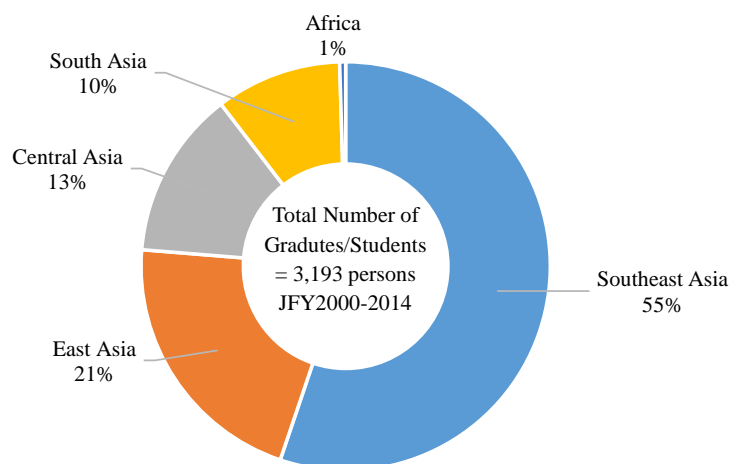
(Source: JICA)

Figure 2-4: Percentage of Graduates/Students by Region

2-3-3   Status of JDS Foreign Students on Their Arrival in Japan

Before the new JDS operation system was introduced, the applicants for the JDS program were invited from both the government and the private sector. Therefore, Uzbekistan, Cambodia,

Mongolia, Vietnam and Laos have a relatively smaller percentage of government officers, who worked for government agencies and/or government universities, of the total number of JDS graduate students arriving in Japan (Table 2-9).

Table 2-9: Which Organization Did the JDS Graduates Belong to on their Arrival in Japan (Graduates who were received from JFY2000 to JFY2011)

Country	Gov. Agency (A)	Gov. Univ. (B)	Private Company	Donor Agency	Other Agency	Student	Un-known	Total (C)	Percentage of Government Officers (A+B) in Total (C)
Uzbekistan	100	14	56	9	20	21[*]	0	220	51.8%
Laos	156	41	29	14	10	5	0	255	77.3%
Cambodia	149	8	37	11	37	6	0	248	63.3%
Vietnam	162	65	87	9	11	0	0	334	68.0%
Mongolia	90	32	30	25	14	0	0	191	63.9%
Bangladesh	150	28	14	4	1	0	1	198	89.9%
Myanmar	163	56	18	0	0	0	0	237	92.4%
Philippines	169	13	14	0	3	0	0	199	91.5%
Kyrgyzstan	86	0	0	0	0	0	0	86	100.0%
Tajikistan	13	0	0	0	0	0	0	13	100.0%
Sri Lanka	30	0	0	0	0	0	0	30	100.0%

Note: Gov. Agency = Government Agency, Gov. University = Government University
(Source: JICA)

JDS students from Uzbekistan, Cambodia and Vietnam were relatively younger in comparison to students from other target countries based on their average ages at the time of their arrival in Japan (Table 2-10). More than 50% of the JDS graduate students from Uzbekistan, Kyrgyzstan and Tajikistan were already employed in managerial posts when they arrived in Japan, which was a higher percentage in comparison to other JDS students.

When looking at the gender balance, there were more female graduate students than male students from Myanmar, Mongolia, and Philippines. The number of JDS students from Tajikistan have been limited with no female students as yet. Bangladesh and Cambodia had the lowest percentage of female graduates among the target countries.

Table 2-10: Average Age, Gender Balance and Positions of JDS Students at the Time of Their Arrival in Japan (JFY2000 to JFY2011)

Country	Average Age (years old)	Gender Balance				Managerial Posts at the Time of Their Arrival	
		Male (person)	Female (person)	Total (person)	Percentage of Female (%)	Those Who were in Managerial Posts (person)	Those Who were in Managerial Posts (%)
Uzbekistan	25.8	190	30	220	13.6%	104	47.3%
Laos	29.0	190	65	255	25.5%	59	23.1%
Cambodia	26.0	197	51	248	20.6%	63	25.4%
Vietnam	27.0	186	148	334	44.3%	51	15.3%
Mongolia	28.3	73	119	192	62.0%	35	18.2%
Bangladesh	31.5	162	36	198	18.2%	77	38.9%
Myanmar	32.7	83	154	237	65.0%	93	39.2%
Philippines	30.4	88	111	199	55.8%	49	24.6%
Kyrgyzstan	29.5	54	32	86	37.2%	63	73.3%
Tajikistan	30.1	13	0	13	0.0%	10	76.9%
Sri Lanka	35.5	19	11	30	36.7%	14	46.7%

(Source: JICA)

2-3-4　Fields of Education

Under the new JDS operation system, the fields of education (sub-programs and components) for each of the JDS target countries are decided based on the priority areas of Japan's country assistance plan. The distribution of JDS students from JFY2000 to JFY2014 according to field of education used by the Organization of Economic Co-operation and Development (OECD), is shown in Figure 2-5. There were 2,054 students in the fields of "social sciences, business and law," which accounted for 78.2% of the total number of foreign students.
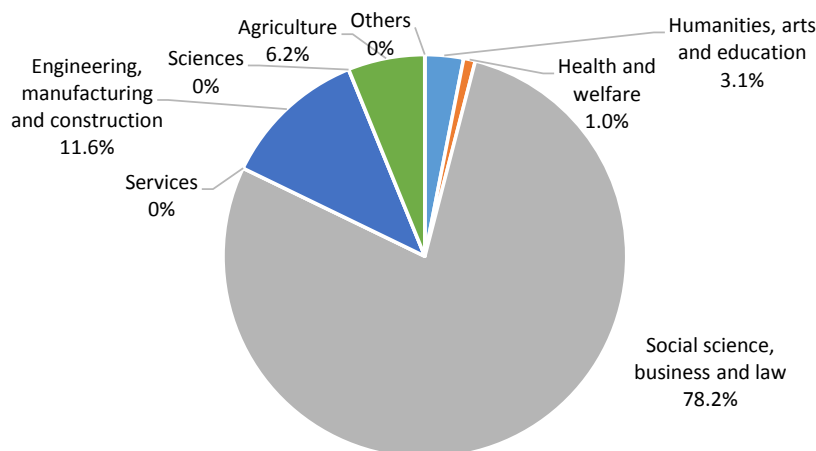
(Source: JICA)

Figure 2-5: Distribution of JDS Foreign Students (JFY2000-2014) According to Field of Education

The distribution of JDS students (JFY2000-2014) according to field of education by target country is shown in Figure 2-6. More than 70% of all JDS students from the target countries, excluding Cambodia, studied in the field of "social science, business and law," while the ratio was only 61.3% for students from Cambodia.
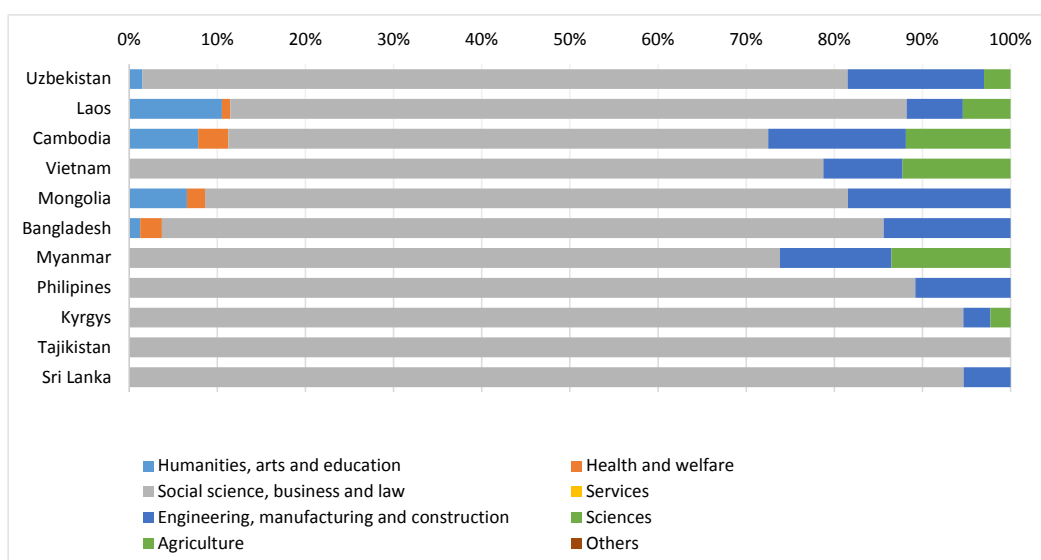
(Source: JICA)

Figure 2-6: Distribution of JDS Students (JFY2000-2014) According to Field of Education and Target Country

2-3-5   Accepting Universities

The distribution of JDS students according to accepting university is shown in Figure 2-7.
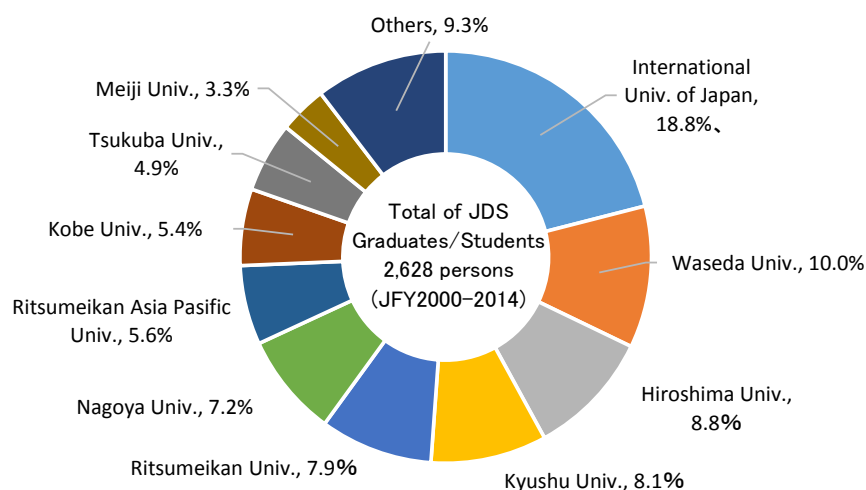
(Source: JICA)

Figure 2-7: Distribution of JDS Students (JFY2000-2014) According to Accepting University

29

The International University of Japan had the highest number of JDS students among the accepting universities with 493 students, which accounted for 18.8% of the total number of foreign students, followed by Waseda University (261), Hiroshima University (232), Kyushu University (214) and Ritsumeikan University (208). In total, 2,628 students from 11 target countries were received by 29 universities from JFY2000-2014.

2-3-6   Percentage of Those Who Earned Master's degrees

All (100%) of the JDS students received in JFY2012 from Myanmar, Philippines, Tajikistan and Sri Lanka successfully earned their master's degrees (Table 2-11). Students from Vietnam, Laos, Bangladesh and China had the second highest percentage at higher than 99%. Kyrgyzstan and Uzbekistan had a relatively low percentage, but it was still higher than 95%. In total, out of the 2,759 students received in JFY2012, 2,726 persons successfully earned their master's degrees, which accounted for 98.8% of the total.

Table 2-11: Percentage of Students Received in JFY2012 Who Did Not Earn a Master's Degree According to Target Country

Country	Students Received (persons)	Number who earned a master's degree (persons)	Number who did not earn a master's degree (persons)	Percentage who earned a master's degree
Uzbekistan	236	226	10	95.8%
Laos	274	272	2	99.3%
Cambodia	272	269	3	98.9%
Vietnam	364	362	2	99.5%
Mongolia	208	205	3	98.6%
Bangladesh	213	211	2	99.1%
Myanmar	259	259	0	100.0%
China	430	426	4	99.1%
Philippines	219	219	0	100.0%
Indonesia	120	118	2	98.3%
Kyrgyzstan	101	96	5	95.0%
Tajikistan	18	18	0	100.0%
Sri Lanka	45	45	0	100.0%
Total	2,759	2,726	33	98.8%

(Source: JICA)

As shown in Table 2-11, there were 33 cases where JDS students did not earn their master's degree by December 2014. In 18 cases, the students were not successful due to reasons related to educational capacity and/or achievement, while in 15 cases, it was due to physical/mental health problems.

2-3-7   JDS Returnees According to Workplace in Their Countries

The percentage of JDS graduates, who are working for government agencies or universities as of December 2014 are shown in Table 2-12. Myanmar, Philippines, Tajikistan and Sri Lanka have a higher percentage of graduates who are working for government agencies and universities, while the percentage is smaller for graduates from Uzbekistan and Mongolia. In Uzbekistan and Mongolia, many of the JDS graduates are currently working for private companies and donor agencies, which may be due to changes in government administration, the government recruiting system, and other factors; and 54 graduates from Uzbekistan work or live abroad.

Table 2-12: JDS Returnees According to Workplace in Their Countries (JFY2000-2011 Graduates as of December 2014)

| Country | Number of JDS Graduates by Workplace and Percentage of Government Officers | | | | | | | | | % of Gov. Officers Only Under the New OS（%） |
	Gov. Agency	Gov. Univ.	Private Company	Donor Agency	Others	Living/ Working Abroad	Un-known	Total	% of Gov. Officers	
Uzbekistan	65	11	57	11	17	54	5	220	34.5%	84.1%
Laos	153	28	39	20	14	1	0	255	71.0%	98.3%
Cambodia	120	12	50	15	33	12	6	248	53.2%	89.6%
Vietnam	127	61	104	9	23	2	8	334	56.3%	98.2%
Mongolia	52	22	56	24	10	1	26	191	38.7%	73.1%
Bangladesh	124	9	3	5	20	22	15	198	67.2%	96.8%
Myanmar	169	38	21	0	3	0	6	237	87.3%	--
Philippines	151	13	13	4	17	1	0	199	82.4%	100.0%
Kyrgyzstan	58	1	3	11	7	2	4	86	68.6%	85.7%
Tajikistan	13	0	0	0	0	0	0	13	100.0%	100.0%
Sri Lanka	30	0	0	0	0	0	0	30	100.0%	100.0%

Note: Gov. Officers = JDS graduates who are working at government agencies/universities.
(Source: JICA)

2-3-8   JDS Graduates' Position after Returning to Their Countries

More than 50% of JDS graduates from Laos, Bangladesh, Myanmar, Kyrgyzstan and Sri Lanka are currently in managerial positions in government agencies as shown in Table 2-13. In Laos, eight graduates are in top management positions of government agencies. There are 27 graduates who were promoted to top management positions in 11 target countries.

Table 2-13: JDS Graduates Who Are in Managerial Positions in Government Agencies/Universities (as of December 2014)

Country	Director General or Higher Levels (A)	Director Level (B)	Section Head Level (C)	Others	Number of Graduates in Managerial Posts (A)+(B)+(C)= (D)	JDS Graduates Working for Gov. (E)	Percentage of Graduates in Managerial Posts (D)/(E)
Uzbekistan	2	6	15	53	23	76	30.3%
Laos	8	28	78	67	114	181	63.0%
Cambodia	2	23	37	70	62	132	47.0%
Vietnam	2	16	23	147	41	188	21.8%
Mongolia	3	11	11	49	25	74	33.8%
Bangladesh	1	36	95	1	132	133	99.2%
Myanmar	4	17	89	97	110	207	53.1%
Philippines	1	10	25	128	36	164	22.0%
Kyrgyzstan	4	17	9	29	39	59	50.8%
Tajikistan	0	1	3	9	4	13	30.8%
Sri Lanka	0	18	4	8	22	30	73.3%

(Source: JICA and JICE)

2-3-9   Networking and Follow-up

Table 2-17 shows the status of networking among the JDS returnees in each of the target countries as understood from the existing literature. As for follow-up activities, holding debriefing meetings by graduates and seminars, and updating the alumni lists are conducted mainly by the JICE project office with support from the Embassy of Japan and JICA in each country.

Table 2-14: Networking by JDS Graduates in Each of the Target Countries

Country	Networking Situation
Uzbekistan	- An alumni association of former students, who studied in Japan, was established by JDS graduates in January 2005, which was registered as the NPO, "The Japan Universities Alumni Center" by the Government of Uzbekistan. - Various international seminars, voluntary activities, social gatherings, etc. have been conducted supported by the Embassy of Japan and/or the Japan Center for Human Development.
Laos	- JDS graduates are invited to join the alumni association of former students who studied in Japan, the "JAOL (Japan Alumni of Laos)," - There have not been any JDS-specific alumni associations established in Laos. - JAOL has promoted exchanges of information among the former students through its website.
Cambodia	- JICA Alumni of Cambodia was established in 2012. - There have not been any JDS-specific alumni associations established in

Country	Networking Situation
	Cambodia.
Vietnam	- JDS graduates are invited to join the alumni association of former students who studied in Japan. - An alumni meeting of JDS graduates was held in March 2013.
Mongolia	- There has not been any JDS-specific alumni established in Mongolia; however, JDS graduates have maintained some networking through SNS (Social Networking Service) and others - The Government of Mongolia has assisted former students of the study abroad program in their networking activity. - Various seminars and social meetings were held for JDS graduates by the Embassy of Japan.
Bangladesh	- An alumni association for JDS graduates was established. - The JDS Operation Committee has supported the alumni association for JDS graduates. - The alumni association has collaborated in the selection of JDS candidates.
Myanmar	- There have not been any JDS-specific alumni associations established in Myanmar. - JDS graduates are invited to join the alumni association of former trainees of the JICA training program in Japan.
Philippines	- JAAP（JICA Alumni Association of the Philippines) was re-structured in March 2013. JDS graduates are invited to join JAAP. - JDS-specific alumni associations have not been established. - JAAP has organized seminars and meetings for follow-up.
Kyrgyzstan	- There have not been any JDS-specific alumni associations established in Kyrgyzstan. - JDS graduates are invited to join the alumni association of former students who studied in Japan for networking and follow-up activities.
Tajikistan	- There have not been any JDS-specific alumni associations established in Tajikistan. - JDS graduates and others have tried to introduce a networking system through SNS.
Sri Lanka	- There are plans to invite JDS graduates to join the JICA alumni association for former trainees of the JICA training program in Japan.

(Source: JICA)

Chapter 3   Questionnaire Survey Findings

In this Chapter, the findings from the Questionnaire Survey on JDS graduates from 11 target countries are explained.

3-1   Outline of the Questionnaire Survey

The questionnaire survey targeted a total of 2,080 JDS foreign students from 11 target countries who were accepted by Japanese accepting universities until JFY 2011, and students from five countries who were accepted in JFY 2012 and had returned to their countries at the time of the survey. The request to undertake the questionnaire survey was made through e-mail using e-mail addresses known to JICA. For the convenience of survey respondents, two types of reply methods were used: a web-based online questionnaire and a questionnaire in Excel format attached by e-mail.

The recovery status of the questionnaires is summarized in Table 3-1. The number of valid responses and the valid response rate were 734 and 35.3%, respectively. The real target person and response rate were 1,975 and 37.2%, excluding the number of unknown addresses (105) from the number of object persons. The recovery rate of 37.2% was high and as reliable as questionnaire survey results using e-mail for request and collection of responses in developing countries.

Table 3-1: Number of Survey Targets and the Questionnaire Recovery Status

	Number of object persons ①	Number of unknown address ②	Number of responses by wrong form	Number of valid responses			Valid response rate (%)	
				by Web	by e-mail	Total ③	③ / ①	③ / (① −②)
Bangladesh	198	6		34	22	56	28.3	29.2
Cambodia	250	10		49	51	100	40.0	41.7
Kyrgyzstan	101	1		11	17	28	27.7	28.0
Laos	274	29		41	63	104	38.0	42.4
Mongolia	209	12		47	23	70	33.5	35.5
Myanmar	239	7		32	53	85	35.6	36.6
Philippines	199	9	4	30	30	60	30.2	31.6
Sri Lanka	30	2		6	4	10	33.3	35.7
Tajikistan	13	0		4	1	5	38.5	38.5
Uzbekistan	233	12		35	41	76	32.6	34.4
Vietnam	334	17		88	52	140	41.9	44.2
Total	2080	105	4	377	357	734	35.3	37.2

3-2   Questionnaire Survey Results

3-2-1   Profile of Respondents

Figure 3-1 shows the number of valid respondents by their home country. Vietnam ranked as the top country with the highest number of responses (140) or response rate (44.2%), followed by Laos, Cambodia and Myanmar. These four countries' respondents account for more than half of

all of the respondents.

Figure 3-2 shows the proportion of the respondent's age groups, dividing them up between a five-year range. Respondents were from ages 27 to 51 and the average age was 37 years old. The highest number of respondents was 280 between the ages of 35 to 39, which was 38.1% of the total. The next group of respondents was 216 between the ages of 30 to 34, which was 29.4% of the total.

Figure 3-3 shows the number of JDS respondents, who had completed their overseas education by the survey year and were divided into seven groups differentiated by two years. They had graduated 1 to 15 years ago, and the average number of years since graduation was 7. Around half of the respondents had graduated 1 to 6 years ago. Thus, the survey results were analyzed by dividing the respondents into 3 groups according to the number of years that had passed since completing the JDS program: 1 to 4 years (Group 1), 5 to 8 years (Group 2) and more than 9 years (Group 3) since it was assumed that this would affect their responses in some cases. Meanwhile, Kyrgyzstan, Tajikistan and Sri Lanka were omitted because of the small number of the respondents.

Regarding gender, male respondents were 456 (62.1%); and females were 278 (37.9%).
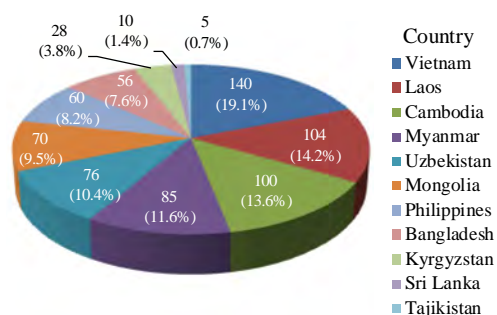
Figure 3-1: Respondent's Home Country
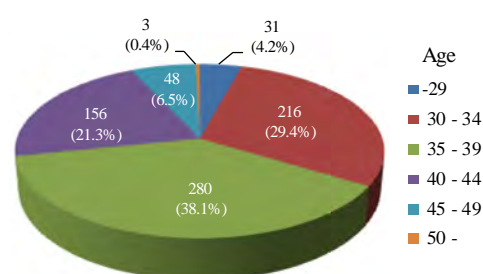
Figure 3-2: Respondent's Age
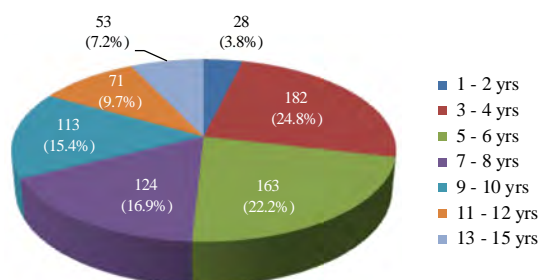
Figure 3-3: Number of Years After Completing the JDS Program

3-2-2 Preliminary Preparation of Analysis Results

(1) Method of application

Respondents who applied to the JDS program through public recruitment was 70.4% (498 out of 707), while 67.8% (477 out of 704) applied through endorsements from their workplace (Table 3-2). This showed that some of them applied on their own and obtained recommendations from their workplace.

Table 3-2: Application Method to the JDS Program

	Yes (%)	No (%)
1. I applied for JDS program through the public recruitment.	498 (70.4)	209 (29.6)
2. I applied for JDS program through the endorsement from the work place which I belonged to when I put in.	477 (67.8)	227 (32.2)

(2) Factors affecting participation in the JDS program

Figure 3-4 shows the factors that affect participation in the JDS program. "Full Scholarship offered by the Japanese government" was 4.63 points with the greatest number using a five-point scale. Motivation for research and respect for Japan's economic strength and high technological capacity and Japanese culture were also strong factors. In contrast, expectations of gaining a promotion were not such a positive factor that affected application to the JDS program. The marks in the figure show significance levels of difference among group averages based on the analysis of variance.

1 Full Scholarship offered by Japanese government.
2 I wanted to obtain master degree.
3 I required new knowledge and skills in performing my job.
4 I was interested in the contents of the JDS program.
5 The level of research in my field of specialization is high in Japan.

6 I was interested in coming to Japan for its power of economy and high technology.
7 I was interested in the Japanese culture/language/history.

8 For my future promotion.
9 My organization/the government would have reserved my position in the same organization or similar organization after completion of JDS program.

10 Colleagues and/or friends also studied in Japan.
11 My supervisor/organization advised me to participate in the JDS Program.
12 My supervisor also joined the JDS program.

** p<0.01 * p<0.05

Figure 3-4: Factors Affecting Participation in the JDS Program

(3)   Assignments and/or mission given by applicants' organizations

Only 26.2% of the respondents participated in the JDS program with an assignment and/or mission from their organizations when they applied. On average, they achieved 76.4% of their assignment and/or mission.

(4)   Information collection and application to other scholarships

About 59.4% of the respondents obtained information on the JDS program from ex-participants of the program. The rate of application to other scholarship programs prior to participating in the JDS program was not high, and accounted for about 23.9%.

Table 3-3: Information Collected from Ex-participants and Application to Other Scholarship Programs

	(1)		(2)	
	%	N	%	N
Bangladesh	70.9	55	27.3	55
Cambodia	59.0	100	29.0	100
Kyrgyzstan	46.4	28	7.4	27
Laos	70.2	104	27.9	104
Mongolia	57.1	70	15.7	70
Myanmar	70.6	85	12.9	85
Philippines	51.7	60	10.0	60
Sri Lanka	44.4	9	0.0	9
Tajikistan	80.0	5	0.0	5
Uzbekistan	55.3	76	30.3	76
Vietnam	50.0	140	35.0	140
Total	59.4	732	23.9	731

(1) Prior to your participation in the JDS Program, did you get information
    on the JDS Program from any ex-participants in your country?
(2) Prior to your participation in the JDS Program, did you apply
    for other scholarship?

3-2-3   Evaluation of the JDS Program

Figure 3-5 shows the evaluation results of the JDS program. Most of the evaluation items marks were over 4 points using a five-point scale. The support during their stay in Japan and support from the university including guidance from supervisors were highly evaluated with over 4.5 points. Their evaluation of their master thesis was also high at over 4 points.

There was a decreasing trend in the evaluation rate by the number of years that had passed since graduation with regard to evaluation of their master thesis, influence after returning to their home country, and follow-up support by their organization, JICA and accepting university.

At the same time, 99.9% of the respondents replied, "I would recommend participation in the

JDS program to my colleagues and subordinates," and among them 82.4% choose "strongly recommend." This showed that most of the respondents evaluated the JDS program very highly based on their own experience.

1 The support during stay in Japan was excellent.

2 My supervisor guided me well in my research.

3 The pre-departure support was sufficient.

4 I was satisfied with my university's support for foreign students.

5 I achieved my initial objectives and goals through my participation in the JDS program.

6 My supervisor understood the development issues in my country.

7 I had opportunities to get direct experiences such as site-visits, practical training, discussion and workshops.

8 The course offered by the university was relevant to my research topic.

9 The application and selection process was simple and clear.

10 I think my master thesis can lead to practical and effective actions in my country.

11 In my master thesis, I sufficiently analyzed the current issues in my organization and sector.

12 I could expand international expert's network through the JDS program.

13 I think the JDS fellows are influential in my country.

14 After completing JDS Program, the follow-up support by JICA was sufficient.

15 After completing JDS Program, the follow-up support by university was sufficient.

16 After completing JDS Program, the follow-up support by your organization was sufficient.

Figure 3-5: Evaluation Results of the JDS Program

3-2-4 Contribution of the JDS Program to Promotions and Salary Increases
(1) Promotions and salary increases

Table 3-4 shows the status related to promotions and salary increases of the respondents after completing the JDS program.

Of the respondents, 84.9% (547 out of 644) were promoted at their workplace; 59.4% were in a decision-making position; 74.4% were assigned to positions supervising subordinates; and 55.8% were involved in policy planning positions and institutional development related to their field or study (Table 3-4).

Regarding salary increases, the annual income of the respondents increased by 3.41 points (1.5 to 2.0 times) on average. By country, the promotion rate of graduates in Laos was the highest with 2.76 points. The rate of salary increases was higher in Bangladesh, Uzbekistan and

Cambodia at 3.89 to 4.20 points (2 to 2.5 times) (Table 3-5). Figure 3-6 shows the ranking for promotions and salary increases by country and the number of years that have passed since graduation.

The degree of contribution the JDS program has had on promotions and/or salary increases is estimated at 58.4%. This increases according to the number of years that have passed since completion of the JDS program. The degree of contribution for Group 1 (1 to 4 year after JDS), Group 2 (5 to 8 year) and Group 3 (more than 9 year) was 51.9%, 59.5% and 62.7%, respectively. By country, the degree of contribution was the highest for Tajikistan (65.0%), followed by Cambodia, Laos, Uzbekistan and Vietnam with a ratio of over 60% (Table 3-5, Figure 3-6).

Table 3-4: Position at the Workplace

	Yes (%)		No (%)	
1. Are you currently/Have you been in a position of making decisions?	431	(59.4)	294	(40.6)
2. Have you been assigned to supervise subordinates?	540	(74.4)	186	(25.6)
3. Have you been assigned to a position involved in policy planning and institution development related to the field or your study?	402	(55.8)	318	(44.2)

Table 3-5: Degree of Promotions and Salary Increases and Contribution of JDS Program

	Promotion			Increase of annual income			Contribution of JDS (%)		
	Mean	N	S D	Mean	N	S D	Mean	N	S D
Laos	2.76	95	1.74	3.19	96	2.79	63.9	104	24.0
Cambodia	2.51	91	1.82	3.89	87	3.20	62.7	98	26.1
Uzbekistan	2.46	59	1.66	4.00	66	3.69	62.9	72	26.8
Vietnam	2.34	126	1.65	3.69	123	2.28	63.0	134	24.4
Mongolia	2.18	62	1.82	3.36	64	2.86	54.5	68	30.3
Tajikistan	2.00	5	1.87	2.00	5	0.71	65.0	5	38.1
Myanmar	1.82	74	1.31	2.82	73	2.45	52.1	75	28.0
Kyrgyzstan	1.82	17	1.51	2.56	25	1.39	50.6	27	34.4
Philippines	1.55	55	1.68	2.58	57	1.41	52.0	58	33.8
Bangladesh	1.25	52	1.05	4.20	51	4.29	47.7	53	36.0
Sri Lanka	0.75	8	1.04	1.86	7	0.69	44.4	8	26.0
Total	2.17	644	1.68	3.41	654	2.87	58.4	702	28.6
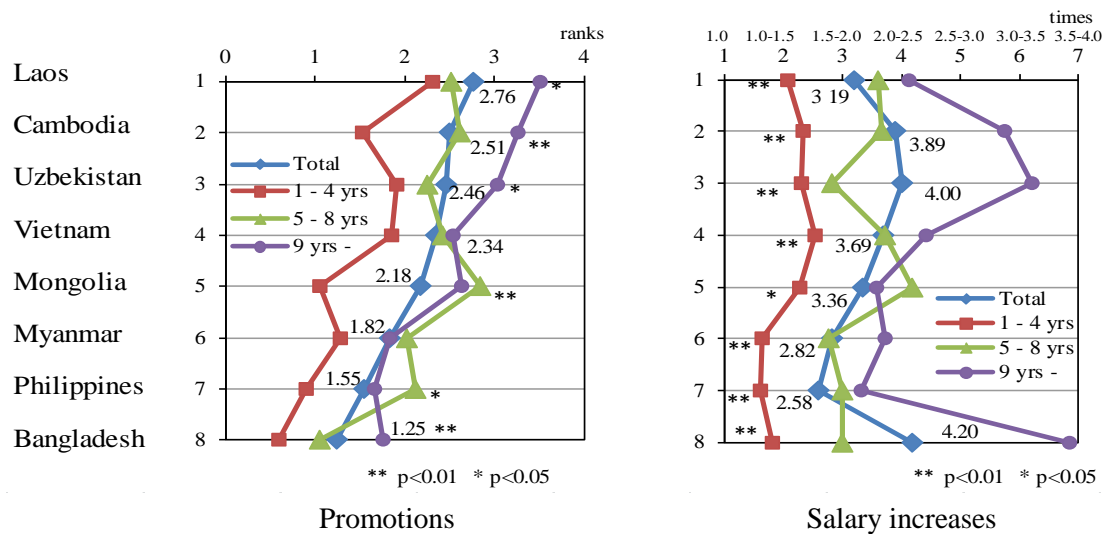
Figure 3-6: Ranking of Promotions and Salary Increases by Country and Number of Years Since Completing the JDS Program
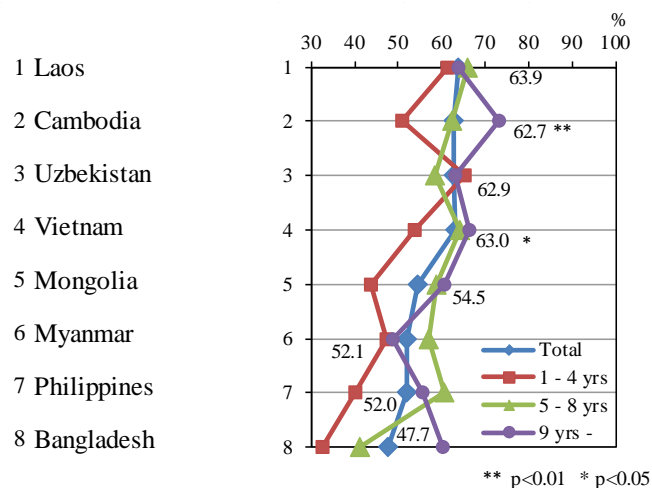
Figure 3-7: Contribution of the JDS Program to Promotions and Salary Increases by Country and the Number of Years Since Completion of the JDS Program

3-2-5   Effect of the JDS Program

(1)   Applicability of the knowledge and skills acquired through the JDS program

The application rate of the knowledge and skills acquired through the JDS program was 67.7% on average (Table 3-6). About 85.1% of the respondents shared their research from the JDS program at their workplace (Table 3-7).

Table 3-6: Application Rates of the Knowledge and Skills Acquired According to Country

	Mean	N	SD
Laos	74.1	99	16.9
Tajikistan	74.0	5	23.0
Mongolia	71.9	67	22.9
Myanmar	69.6	78	21.3
Vietnam	68.7	134	21.9
Philippines	65.9	59	23.8
Cambodia	64.1	93	20.5
Kyrgyzstan	63.6	28	26.6
Bangladesh	63.2	52	25.7
Uzbekistan	62.9	71	25.8
Sri Lanka	59.4	9	24.2
Total	67.7	695	22.4

Table 3-7: Applicability of the Knowledge and Skills Acquired

	Yes (%)		No (%)	
1 Have you shared the contents of your research in your organization your organization after returning to your country?	619	(85.1)	108	(14.9)
2 Have you had any opportunity to report on the life in Japan to your colleagues?	675	(92.7)	53	(7.3)

(2)   Application of the knowledge and skills acquired in Japan

The rate at which knowledge of Japanese work ethics such as hard work, punctuality and etc. was applied was the highest at 4.4 points. This rate did not change with the passing of years (Figure 3-8).

1 Introduction of Japanese disciplines (hard work, punctuality, and etc.) in your working place

2 Working on your supervisor/organization to develop/establish any policy/system after returning

3 Establishment or improvement of methods and techniques used at your work place

4 Establishment or improvement of the mechanism/system and management of organizations

5 Projects that you proposed have been implemented in your organization

6 Establishment or improvement of policies and systems by national and/or local government

** p<0.01 * p<0.05

Figure 3-8: Application of the Knowledge and Skills Acquired through the JDS Program

Table 3-8 shows where the acquired knowledge and skills were applied according to country.

Table 3-8: Application of the Knowledge and Skills Acquired through the JDS Program

	a. introduction of Japanese disciplines (hard work, punctuality, and etc.) in your working place	b. working on your supervisor/ organization to develop/establish any policy/system after returning	c. projects that you proposed have been implemented in your organization	d. establishment or improvement of policies and systems by national and/or local government	e. establishment or Improvement of the mechanism/system and management of organizations	f. establishment or improvement of methods and techniques used at your work place
Sri Lanka	4.78	4.10	3.20	2.80	3.50	4.00
Kyrgyzstan	4.61	3.57	3.36	3.39	3.39	3.89
Philippines	4.53	4.08	3.68	3.36	3.86	4.05
Bangladesh	4.53	3.76	3.07	3.07	3.49	3.69
Vietnam	4.41	3.69	3.46	3.06	3.46	3.83
Laos	4.40	3.86	3.49	3.36	3.63	3.92
Tajikistan	4.40	4.20	3.20	3.20	3.40	3.20
Cambodia	4.38	3.61	3.16	3.07	3.19	3.51
Mongolia	4.33	3.87	3.34	3.22	3.59	4.01
Myanmar	4.32	3.91	3.44	3.21	3.48	3.73
Uzbekistan	4.32	3.76	3.53	3.05	3.38	3.68
Total	4.41	3.80	3.40	3.17	3.49	3.80

(3)   Factors that promote the application of acquired knowledge and skills

The strongest factors that promote application of the knowledge and skills acquired in the JDS program was continuous effort/study after graduating at 4.27 points (Figure 3-9). Their supervisor's understanding about their expertise and conformance between the mandates of their department/division were also relatively strong promoting factors; and there was minimal change with the passing of years.

1 My continuous efforts/study after JDS

2 My manager's understanding toward my expertise

3 The mandate of the department/division to which I belong matches to my expertise
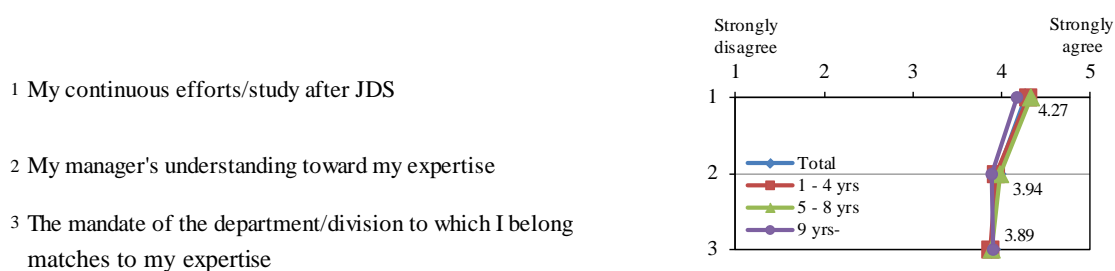
Figure 3-9: Factors Promoting the Application of Acquired Knowledge and Skills

3-2-6   Communication with Japanese or Japanese Organizations
(1)   Maintaining communication with the Japanese

Maintaining continued communication with the Japanese or Japanese organizations the respondents met during the JDS program after their return to their home countries was generally low ranging from 1.92 to 2.54 points (Figure 3-10). Communication tends to drop with the course of time; and there was significant difference among the three groups based on the number of years that had passed since graduation. Table 3-9 shows the communication

maintained with the Japanese according to country.

1 Professors to ask advice about work-related matters.

2 Japanese friends to ask advice about work-related matters.

3 Japanese to get beneficial advice or information to facilitate my job or further research.

4 Host university/organization in Japan to ask advice about work-related matters.

** p<0.01 * p<0.05
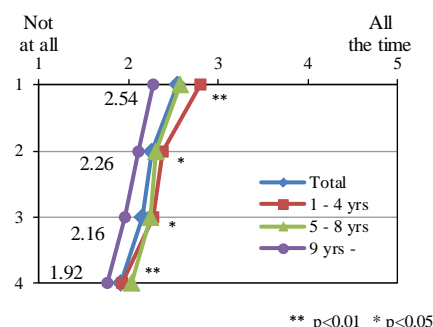
Figure 3-10: Maintaining Communication with the Japanese

Table 3-9: Maintaining Communication with the Japanese According to Country

	Professors			Japanese friends			Host University/ organization			Japanese		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Sri Lanka	3.40	10	0.70	1.89	9	0.78	1.67	9	0.87	2.10	10	1.10
Tajikistan	3.20	5	0.45	1.60	5	0.55	1.40	5	0.55	1.60	5	0.55
Myanmar	2.74	82	1.24	2.11	85	1.07	1.98	83	1.08	2.23	84	1.11
Cambodia	2.61	97	1.10	2.18	98	1.02	1.87	97	0.95	2.18	98	1.06
Vietnam	2.61	135	1.10	2.44	137	1.09	1.99	137	1.01	2.23	139	1.09
Kyrgyzstan	2.56	27	1.09	2.46	28	1.20	1.82	28	1.06	2.14	28	1.18
Bangladesh	2.54	54	0.97	2.30	54	0.90	1.98	54	1.05	2.22	55	0.94
Laos	2.50	102	0.97	2.45	101	1.00	2.19	104	1.00	2.46	102	1.20
Mongolia	2.41	69	1.12	2.00	69	1.06	1.78	69	0.95	1.96	69	1.12
Uzbekistan	2.40	73	1.18	2.14	74	1.06	1.68	73	1.01	1.95	74	1.16
Philippines	2.23	60	1.03	2.32	60	1.10	1.75	60	0.88	1.90	60	0.99
Total	2.54	714	1.09	2.26	720	1.05	1.92	719	1.00	2.16	724	1.10

(2)   Impression of Japan

The impression of Japan received a high score of over 4.5 points for all aspects (Figure 3-11). This favorable impression did not change over time.

1 My trust in Japan and the Japanese people has increased.

2 I have gained a deeper understanding of Japanese society and culture.

3 My interest in working with Japanese people has increased.
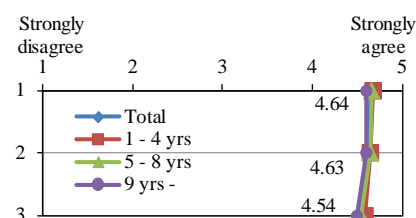
Figure 3-11: Impression of Japan

(3)   Relationship between the home country of JDS graduates and Japan

Participation in activities that reinforce cooperative relations between the home country of JDS graduates and Japan received 3.33 points. It decreased over time and there was a significant difference at the 5% level. The scores of Tajikistan and Kyrgyzstan were relatively high in this area (Table 3-10).

Table 3-10: Participation in Activities to Reinforce Cooperative Relations with Japan

	Mean	N	SD
Tajikistan	3.80	5	1.10
Kyrgyzstan	3.61	28	0.96
Cambodia	3.52	97	0.93
Vietnam	3.49	134	1.07
Bangladesh	3.45	51	1.29
Uzbekistan	3.35	71	1.24
Myanmar	3.25	83	1.10
Laos	3.24	87	1.03
Mongolia	3.14	70	1.21
Philippines	2.92	53	1.00
Sri Lanka	2.63	8	1.77
Total	3.33	687	1.11

3-2-7   Relations with JICA after the JDS Program

(1)   Impression toward alumni

About 83.1% of the respondents (606 out of 729) were members of JICA or JDS alumni. The score on impressions about alumni was high with over 4.0 points in all areas (Figure 3-12). By country, more than 90% of the respondents from Bangladesh and Kyrgyzstan were members of the JDS alumni; and there were five countries where 80% of the respondents were members of the JDS alumni (Table 3-11).

1 I look forward to the alumni event.

2 I can exchange useful information with alumni members.

3 Events organized by the alumni is meaningful.

4 Being a member of the alumni is advantageous for me.
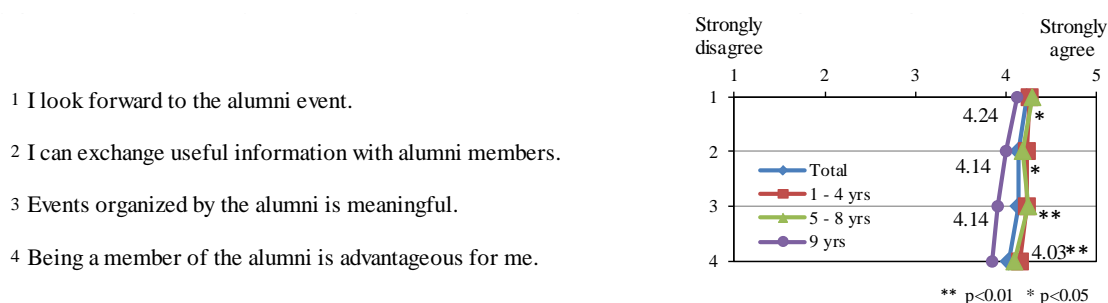
Figure 3-12: Impression toward Alumni

Table 3-11: Impression towards Alumni by Country

	Member of Alumni organization of JICA/JDS participants	I look forward to the alumni event.			I can exchange useful information with alumni members.			Events organized by the alumni is meaningful.			Being a member of the alumni is advantageous for me.		
	Mean %	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Bangladesh	94.5	4.52	52	0.73	4.37	52	0.77	4.27	52	0.91	4.17	52	0.94
Kyrgyzstan	92.9	4.31	26	0.62	4.23	26	0.71	4.35	26	0.69	4.28	25	0.68
Cambodia	87.0	4.14	87	0.82	3.98	87	0.93	3.83	87	0.82	3.82	87	0.91
Myanmar	86.9	4.04	73	0.79	3.96	73	0.81	4.16	73	0.78	3.83	72	0.92
Vietnam	85.0	4.44	118	0.73	4.31	118	0.79	4.22	118	0.88	4.19	118	0.91
Mongolia	82.9	4.19	58	1.02	4.22	58	0.96	4.21	58	0.95	4.07	58	1.17
Tajikistan	80.0	4.50	4	1.00	3.50	4	1.29	4.25	4	0.96	4.25	4	0.96
Laos	78.4	4.19	79	0.77	4.04	79	0.79	4.24	79	0.70	4.08	79	0.90
Philippines	78.0	3.93	46	1.00	4.07	46	0.88	3.89	46	0.95	4.00	46	0.97
Uzbekistan	73.7	4.27	56	0.98	4.20	56	0.94	4.18	56	0.88	4.02	56	0.96
Sri Lanka	50.0	4.00	5	0.71	4.20	5	0.84	3.80	5	0.84	3.60	5	0.89
Total	83.1	4.24	604	0.84	4.14	604	0.86	4.14	604	0.86	4.03	602	0.95

(2)   Relation with JDS alumni

The score on relations with JDS alumni was 2 points (higher than 2.0 but below 3.0) in all areas (Figure 3-13). The points tended to decrease with the passing of time and there was a significant difference.

1 I exchange knowledge and skills obtained in Japan with other alumni members.

2 I exchange information on Japan with other alumni members.

3 I attend the regular meetings of the alumni.

4 I participate in events to introduce Japanese culture.

5 I propose activities applying knowledge and skills obtained in Japan (to JICA alumni).
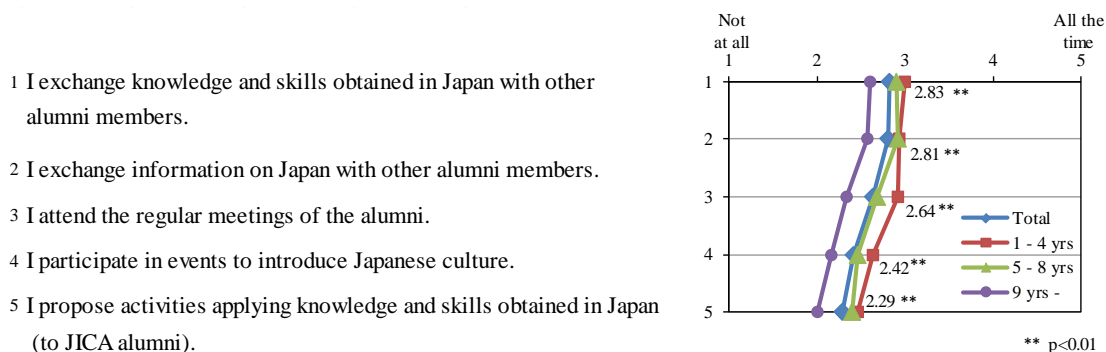
Figure 3-13: Relations with JDS Alumni

(3)   Relations with JICA

The score on relations with JICA after the JDS program was generally low even though the respondents occasionally participated in training and events organized by JICA; and it dropped further with the passing years (Figure 3-14).

1 I participate in events or training/seminar programs organized by JICA.

2 I work as a counterpart for JICA projects or for experts.

3 I consult or contact the JICA office about projects.

4 I work as a volunteer counterpart.
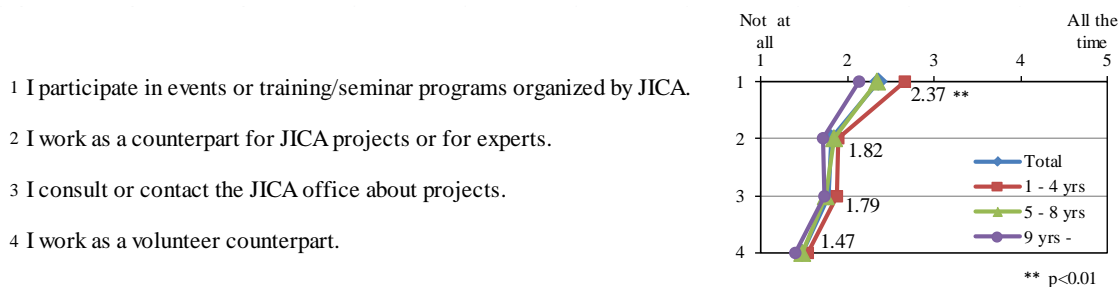
Figure 3-14: Relations with JICA after the JDS Program

(4)   Business Relations with Japan

On average, 49.7% of the respondents (363 out of 730) had relations with their Japanese accepting universities, professors, government officers and Japanese companies after completing the JDS program (Table 3-12. Myanmar had the highest score at over 70%.

Table 3-12: Business Relations with Japan after the JDS Program According to Country

	Yes (%)		No (%)	
Myanmar	60	(70.6)	25	(29.4)
Vietnam	80	(57.6)	59	(42.4)
Laos	56	(54.9)	46	(45.1)
Cambodia	53	(53.0)	47	(47.0)
Bangladesh	23	(41.1)	33	(58.9)
Uzbekistan	31	(40.8)	45	(59.2)
Mongolia	28	(40.0)	42	(60.0)
Tajikistan	2	(40.0)	3	(60.0)
Philippines	22	(36.7)	38	(63.3)
Kyrgyzstan	6	(22.2)	21	(77.8)
Sri Lanka	2	(20.0)	8	(80.0)
Total	363	(49.7)	367	(50.3)

3-2-8   Admission to a Doctoral Course

After obtaining their master's degree through the JDS program, 20.7% of the respondents were admitted to a doctoral course. If persons who were planning to apply to a doctoral course were included, the ratio increased to 74.7%. The ratio of those who had already obtained a doctoral degree was 8.3% and 38.3% of the respondents had been admitted to a doctoral course. Table 3-13 shows the ratio of those who were planning to apply to a doctoral course (including persons already admitted) according to country. Even in the lowest case, 64.0% of the respondents of Uzbekistan intended to apply for a doctoral course.

Table 3-13: Ratio of Persons Who Intend to Apply for a Doctoral Course

	I have been/was admitted to doctoral course. + I am planning to apply.		I have obtained doctoral degree.	
	%	N	%	N
Tajikistan	100.0	5	20.0	5
Bangladesh	85.7	56	20.4	49
Myanmar	82.9	82	9.6	73
Sri Lanka	80.0	10	0.0	7
Laos	79.6	98	9.8	92
Kyrgyzstan	78.6	28	0.0	23
Cambodia	74.7	99	4.4	91
Philippines	73.3	60	0.0	56
Mongolia	69.1	68	4.8	63
Vietnam	68.6	137	13.1	130
Uzbekistan	64.0	75	4.6	65
Total	74.7	718	8.3	654

3-2-9   Transfer and Career Change after the JDS Program

About 58.5% of the respondents (423 out of 723) transferred within their workplace or changed jobs after completing the JDS program. Excluding Bangladesh, their responses were over 4.0 points and high and indicated that it was possible to apply the knowledge and skills acquired in the JDS program even after a transfer or career change (Table 3-14). Moreover, this also appeared to be true for the 3 groups based on the number of years following completion of the JDS program.

Table 3-14: Application of the Knowledge and Skills Acquired in the JDS program after a Transfer or Career Change

	Mean	N	S D
Tajikistan	4.60	5	0.55
Myanmar	4.46	26	0.76
Mongolia	4.33	45	0.93
Vietnam	4.25	83	0.76
Laos	4.25	61	0.96
Philippines	4.20	25	0.91
Sri Lanka	4.17	6	0.75
Cambodia	4.16	63	0.99
Kyrgyzstan	4.11	19	0.88
Uzbekistan	4.08	50	0.99
Bangladesh	3.91	33	1.23
Total	4.20	416	0.93

N: Respondents who changed their department or
their employer.

3-3   Conclusive the Findings from the Questionnaire Survey

(1) A strong motivating factor to apply for the JDS program are the full scholarships offered by the Japanese government, scholarships where participants can obtain a master's degree related to their jobs and responsibilities, as well as the opportunity to experience the society and culture of Japan.

(2) More than half of the respondents obtained information about the JDS program from the ex-participants of the JDS program.

(3) The evaluation related to the content of the JDS program was very high and this has not changed over time. However, the high evaluation regarding application of the acquired knowledge to their job has tended to decrease with the passing years.

(4) The respondents are generally satisfied with JDS program and the majority responded they would recommend participation in the JDS program to their colleagues and subordinates.

(5) Most of the respondents were promoted and their annual income increased after completing the JDS program and returning to their home countries. Over time, this advantage has continued to exert a positive influence on promotions and salary increases.

(6) Around 70% of the knowledge and skills acquired in Japan is applied. More than 90% of the respondents have had an opportunity to report the content of their research and their life in Japan to their colleagues.

(7) The knowledge and skills acquired in Japan was applied to various areas. Knowledge of the Japanese work ethic such as working hard and punctuality received the highest score. Many respondents believe in putting forth continuous effort/study following the JDS program.

(8) The respondents have a good impression of Japan and it has not changed over the years. However maintaining relations with Japan is not adequate.

(9) The impression towards alumni is rather positive; however, actual activities for alumni are insufficient.

(10) Around half of the respondents have business relations with their accepting university, professors, JICA and other Japanese organizations in Japan for more than nine years.

(11) About 74.7% of the respondents have applied or intend to apply for a doctoral course, and 8.3% of them have already obtained a doctoral degree.

(12) Around 60% of the respondents transferred or changed their jobs. They believe the knowledge and skills acquired in the JDS program can be utilized in their work even after nine years.

Chapter 4   Achievement of the JDS Program

Based on the analysis results shown in Chapters 2-3, the achievements of the JDS Program have been summarized below from the viewpoints of 1) relevance; 2) effectiveness and impact; and 3) efficiency and process.

4-1   Relevance

(1)   Relevance to the Development Policy of the Target Countries

The objectives of the JDS Program are 1) to strengthen the government's administrative capacity in the target countries by providing the opportunity to obtain a Master's degree to young capable government employees; and 2) to enhance the bilateral relationship between the target countries and Japan.

The development policies of all of the target countries have prioritized human resources development of government organizations, in order to promote a market economy and enhance governance. Japan's ODA and investment from the Japanese private sector have contributed greatly to the socio-economic development of the target countries. Therefore, the target countries have tried to improve their partnership with Japan.

Considering JDS's objectives and the target countries' policies, the JDS Program has been highly relevant to the socio-economic development and human resources development policies of the target countries.

(2)   Relevance to Japan's International Cooperation Policy and Country Assistance Plan

The Development Cooperation Charter, which was established by the Cabinet of Japan in February 2015, states, "Asia is a region that has a close relationship with Japan and high relevance to its security and prosperity. In recognition of this close relationship and high relevance, Japan will extend development cooperation to the region."

As for the Association of Southeast Asian Nations (ASEAN) region, the Charter mentions that Japan will specifically strengthen assistance to the Mekong region as well as continue its assistance to countries that have already achieved a certain level of economic growth to keep them from being caught in the "middle income trap" through assistance to promote increased productivity and technical innovation such as human resources development. As for South Asia, Japan will support regional stability and the fulfillment of a variety of different levels of regional potential. With respect to Central Asia and the Caucasus, Japan will support nation-building and regional cooperation for long-term stability and sustainable development of the region and its neighboring regions.

The JDS Program has good relevance to what is described in Japan's Development Cooperation Charter in consideration of the above. Additionally, the target areas (the Sub Programs and the Components) for each target country are decided based on Japan's Country Assistance Plan to the target country. In conclusion, the JDS Program is very relevant to Japan's development cooperation policy in each of the target countries.

(3)   Relevance to the Sector Development Policy and the Human Resources Development Needs of the JDS Target Organizations

As mentioned above, the JDS Program is relevant to the development policy of the target countries, which also means the JDS Program is relevant to the sector development policy of the target countries. Japan's assistance plan in each of the target countries was created based on their development needs. Therefore, it would be possible to say that the JDS Program is relevant to the sector development policy and the human resources development needs of the target organizations of the target country.

Simultaneously, to improve the relevance of the JDS Program to the human resources development needs of the target countries, it should be noted that the Sub-Programs and the Components should be reviewed during the target four-year period and be more flexibly updated when necessary.

(4)   Appropriateness as Approaches/Methods

The JDS Program has targeted only government officers under the new operation system, which contributes to strengthening the enthusiasm of JDS students to study research themes that are directly linked to the development issues of their workplace (government organizations) and to improving their sense of purpose.

The JDS Program continuously provides a certain number of government officers from target countries with opportunities to study in Japan, which helps target country governments prepare their human resources development plan using the JDS Program as one valuable input that leads to the formation of critical mass among the government backbone officers. Additionally, the approach of the JDS Program improves the Japanese accepting universities' understanding of development issues and JDS students from the target countries.

Simultaneously, some relevant officers from the target countries pointed out the JDS Program should assist government officers to study for a Doctor's degree, study in Japan for shorter periods would be more appropriate for the government officers, and applicants also need to be invited from the private sector. Collaboration between the JDS Program and Japan's ODA technical assistance projects is expected to create synergistic effects. However, only a limited number of good practice cases such as the collaboration with "the Project for Human Resource Development in the Legal Sector (Phase 1 and Phase 2) have been reported."

In conclusion, the relevance of the JDS Program has been very high, although there are a few points that need to be addressed as mentioned above.

4-2 Effectiveness and Impact

The following points show the effectiveness and the impact of the JDS Program.

(1) Percentages of those who took a Master's degree and continue to work for government offices

The percentage of JDS graduates' earning a Master's degree was 98.9%. Although the percentages of Uzbekistan and Kyrgyzstan were relatively low among the target countries, all of the target countries had percentages higher than 95%, which shows one of the good achievements of the JDS Program.

When comparing the ratio of JDS graduates who worked as government officers before joining the JDS Program and JDS graduates who are still working for the government organizations, Kyrgyzstan, Mongolia and Bangladesh showed a larger decrease than the other countries, while Myanmar, Laos and the Philippines had a relatively smaller decrease, which may be an effect of the government system (regime changes etc.) and recruiting and/or promotion systems of the government officers. The reinstatement regulation of the government is effective in keeping the JDS graduates in government office in many of the target countries.

(2) JDS graduates' rise in rank and salary

The percentage of JDS graduates, who were in posts higher than Section Head in Bangladesh, Sri Lanka and Laos, was relatively high among the target countries, while graduates in Vietnam and the Philippines showed the lowest percentage. The questionnaire survey results showed that the degree of contribution the JDS program has had on promotions and/or salary increases is estimated at 58.4%.

(3) JDS graduates' utilizing what they learned in Japan

According to the questionnaire survey results, on average, 67.7% of the respondents in the target countries utilized the knowledge and skills they had obtained in Japan at their workplace. The percentages did not change even when the first batch of graduates were compared with later batches.

They have utilized what they learned in Japan when "introducing the Japanese work ethic at their workplace," "working on their supervisor/organization to develop/establish policy/systems," and "establishing or improving methods and techniques used at their workplace."　In general, the respondents evaluated the JDS Program highly.

(4)   JDS graduates' satisfaction level of the JDS Program and positive impression of Japan

The questionnaire results showed that most of the respondents were quite satisfied with the JDS Program; and they had introduced the JDS Program to their colleagues and/or juniors at their workplace. Simultaneously, many of them had a favorable impression of Japan. The first batch of graduates and later batches showed the same levels of satisfaction and positive impression.

(5)   Contribution to solving development issues

Many more JDS graduates have been promoted to managerial positions at their workplace; and they have been involved with policy making and/or the project implementation by utilizing what they acquired in Japan. The government organizations, to which the JDS graduates belong, have highly evaluated their outstanding capacity and strong sense of leadership. The JDS graduates have also actively transferred their knowledge and expertise to their colleagues and/or juniors. In a few target countries, critical mass has been being gradually and steadily created due to the positive existence and influence of JDS graduates at the workplace.

(6)   Contribution to improved bilateral relations

As mentioned above, the JDS graduates have a very positive attitude toward Japan in general as shown in the questionnaire survey results, which has contributed to an increase of Japanophiles and supporters of Japan, and improved bilateral relations with the target countries. Therefore, it is desirable for JICA to prepare and implement a more effective follow-up policy for the JDS graduates.

4-3   Efficiency and Process

After the new operation system was introduced, the selection process was standardized and transparency was improved according to many of the JDS graduates and relevant officers of the target government organizations. It was also noted that target countries have benefitted by visits by Japanese professors from the accepting universities who conducted the interviews of the applicants. This allowed government officers to learn about the way the professors interviewed and selected applicants. In contrast, a few stated the new system was complicated and time-consuming, and these views also need to be considered.

The operation committees have generally been functional with support from the Agents (JICE etc.). Meetings were implemented smoothly and JDS students were selected with a sense of ownership. The care and monitoring services provided by the Agents were highly evaluated by the JDS graduates, which has contributed to efficient and safe studying in Japan.

Under the new operation system, there was no preparatory training in the target countries. Therefore, many of the JDS students were not prepared to study in the postgraduate courses after their arrival in Japan according to the interview findings of the accepting universities. Although this situation has been addressed through efforts made by the accepting universities, it should be noted that this may negatively affect the process of the JDS Program.

Chapter 5   Contributing and Inhibiting Factors of the JDS Program

Based on the analysis results of the findings/data collected in the five (5) target countries during the field visits, the factors that contribute and inhibit the effective progress and achievement of the JDS Program were identified as shown in the table below.

Table 5-1: Contributing and Inhibiting Factors of the JDS Program

Goals	Contributing Factors	Inhibiting Factors
Pre-condition: Personnel, who fulfil the purposes of the JDS Program, is to be recommended.	[Related to Government Officers' Concern] - Applicants might feel more relaxed in Japan, since Japan and their country are more similar in culture and way of thinking. - Japan is one of the key countries from an economic standpoint due to increased investment and trading. - High interest in Japan's economic strength, technology and culture. - The degree to which Japan is regarded is very high. - Recommended by their supervisors. - Recommended by their colleague JDS graduates. - The chance of promotion is improved after earning a Master's degree. [JDS Comparative Advantages] - The target countries are able to maintain a strong ownership because of the JDS Operating Committee. - The selection process is transparent. - More seats are provided than the other scholarships. - Requirements of English scores are lower than other scholarships. - They study in English.	[Basic Capacity of Government Officers] - Poor English capacity of the applicants in the area of engineering - Poor English capacity of the local government officers - Quality of basic education has been limited, especially in algebra and English. [Promotion/Salary of Government Officers] - Recruitment and promotion system of the government officers has not been well established or enforced. - There is a regulation that does not allow government officers to take long-term leave. [JDS Comparative Disadvantage] - More seats are required. - The eligibility requirements concerning age limit are strict compared with other programs. - The target organizations are limited. - Applicants from the private sector are not accepted. - PhD course is not covered. - There is no preparatory training conducted. - There are no courses provided about Japanese culture and/or language. - Regulations for JDS graduates at the accepting universities are strict.

Goals	Contributing Factors	Inhibiting Factors
	They are able to study programs with distinguishing features of Japan. (Internship etc.)	
Overall Goal 1: Contribution to solving development issues	[JDS Comparative Advantages] - JDS is the only scholarship program which targets only government officers. - Fixed number of officers is continuously accepted every year. - Target areas (sub-programs/components) meet the development and human resources development needs of the target countries. - Their capacity will be improved through quality education in Japan. - Safe educational environment in Japan with the support of the Agents. - Collaboration with Japan's ODA projects. - Networking with universities, companies, individuals in Japan. [Expected Output of the JDS Program] - JDS graduates are to be posted to sections where they can utilize what they learn. - JDS graduates are to be promoted to influential posts. - JDS graduates are to utilize their knowledge and skills acquired in Japan. - JDS graduates are to transfer their knowledge and skills in the workplace.	[Promotion/Salary of Government Officers] - Some JDS graduates do not (or cannot) return to their original workplace due to a regime change, looking for better salary, status in the private sector etc. [JDS Comparative Disadvantage] - PhD course is not covered. - Applicants from the private sector are not accepted. - Applicants from the local government are given limited opportunities. - There is limited official networking with Japan after returning to their home countries. - There are limited opportunities available to update what they learn in Japan.
Overall Goal 2: Contribution to strengthening bilateral relations	[JDS Comparative Advantages] - JDS graduates are satisfied with the study and research environment in Japan. - JDS has good collaboration with Japan's ODA projects. - Strengthened networking with	[JDS Comparative Disadvantages] - Even in Japan, there are limited opportunities available to learn Japanese culture and language. - JDS graduates are given limited opportunities to get further information from Japan and to

Goals	Contributing Factors	Inhibiting Factors
	JDS graduates and accepting universities. - Networking with universities, companies, individuals in Japan. - Strengthened personnel networking through alumni activities in the target countries. [Expected Output of the JDS Program] - JDS graduates are satisfied with the living environment in Japan. - JDS graduates' have an improved and favorable impression of Japan. - JDS graduates will be promoted to influential posts. - JDS graduates are proud to be a part of "JDS Graduates" and "Ex-Students in Japan"	exchange information with the JDS graduates in other target countries. - Official systems to utilize JDS graduates by the government of Japan or Japanese private companies are limited.

(Source: Prepared by the Study Team)

JICA Basic Study:
Factor Analysis of the Output/Outcome of JDS
January 2015

The following questionnaire is designed for clarifying the outpu/outcome of JDS and for analyzing the contributing/inhibiting factors. Your input is very important for us to make our study result more effective.

When answering, you will find that most of the questions are given in the form of a 5-point scale rating. For a question with the 5-point scale, please select the number from 1 to 5 or 6, that best describes your opinion with respect to each of the statements, and write it in the appropriate box.

We highly appreciate your kind understanding and cooperation to the questionnaire survey by answering the following questions.

1 Your Personal Information (Please write in English.)

1) E-mail address:		2) Country:	
3) Name:	Last name (Surname)	Middle name	First (Given) name
4) Gender（Male=0　Female=1）:			
5) Age (at present):		6) Age (at time of participation):	
7) Name of company/organization (at present):			
8) Name of department/section (at present)			
9) Job title (at present):			
10) Name of University (which you went to in JDS Program)			
11) Name of Supervisor			
12) Sub program (area)			

2 Preparation for JICA JDS program

2.1 I applied for JDS program through the public recruitment.   1. yes   2. no ··

2.2 I applied for JDS program through the endorsement from the work place which I belonged to when I put in.   1. yes   2. no ··

2.3 To what degree did the following factors affect to your decision to participate in JICA JDS program ?

1 ----	2 ----	3 ----	4 ----	5
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

1) I was interested in coming to Japan for its power of economy and high technology · · · · · · · · ·
2) The level of research in my field of specialization is high in Japan. · · · · · · · · ·
3) I required new knowledge and skills in performing my job. · · · · · · · · ·
4) For my future promotion. · · · · · · · · ·
5) I wanted to obtain master degree. · · · · · · · · ·
6) I was interested in the contents of the JDS program. · · · · · · · · ·
7) I was interested in the Japanese culture/language/history. · · · · · · · · ·
8) Colleagues and/or friends also studied in Japan. · · · · · · · · ·
9) My supervisor/organization advised me to participate in the JDS Program. · · · · · · · · ·
10) My supervisor also joined the JDS program. · · · · · · · · ·
11) Full Scholarship offered by Japanese government. · · · · · · · · ·
12) My organization/the government would have reserved my position in the same organization or similar organization after completion of JDS program. · · · · · · · · ·

2.4 Prior to your participation in the JDS Program, did you have concrete assignments and/or missions from your organization that were implemented after returning to your country?

1 ----	2 ----	3 ----	4 ----	5
Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree

· · · · · ·

1) I you have concrete assignments / missions from your organization, please explain concretely.

2) How much of assignments and/or missions from your organization did you achieve?
Please write the number(%) in the box.　・・・・・・・・・・・ (%) ☐

2.5 Prior to your participation in the JDS Program, did you get information on the JDS program from any ex-participants in your country?　｜1. yes　2. no｜ ・・ ☐

2.6 Prior to your participation in the JDS Program, did you apply for any other scholarship?

1) If your answer is Yes, please specify.　｜1. yes　2. no｜ ・・ ☐

2) What do you think are advantages of JDS by comparison with other programs like Australia Awards Scholarships, Korean / KOICA Scholarship, DAAD, ADB, IMF, EU, Japanese Young Leaders Program, etc.?

3) What do you think what are disadvantages of JDS by comparison with other programs like Australia Awards Scholarships, Korean / KOICA Scholarship, DAAD, ADB, IMF, EU, Japanese Young Leaders Program, etc.?

3　Contents and system on JDS program
3.1　How would you evaluate the JDS program about the following points?

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

1) The application and selection process was simple and clear.　・・・・・・ ☐
2) The pre-departure support was sufficient.　・・・・・・ ☐
3) The support during stay in Japan was excellent.　・・・・・・ ☐
4) The course offered by the university was relevant to my research topic.　・・・・・・ ☐
5) I had opportunities to get direct experiences such as site-visits, practical training, discussi・・・・・・ ☐
and workshops.
6) I was satisfied with my university's support for foreign students.　・・・・・・ ☐
7) My supervisor guided me well in my research.　・・・・・・ ☐
8) My supervisor understood the development issues in my country.　・・・・・・ ☐
9) In my master thesis, I sufficiently analyzed the current issues in my organization and sect・・・・・・ ☐
10) I think my master thesis can lead to practical and effective actions in my country.　・・・・・・ ☐
11) I think the JDS fellows are influential in my country.　・・・・・・ ☐
12) I achieved my initial objectives and goals through my participation in the JDS program.　・・・・・・ ☐
13) After completing JDS Program, the follow-up support by your organization was sufficient.　・・・・・・ ☐
14) After completing JDS Program, the follow-up support by university was sufficient.　・・・・・・ ☐
15) After completing JDS Program, the follow-up support by JICA was sufficient.　・・・・・・ ☐
16) I could expand international expert's network through the JDS program.　・・・・・・ ☐

3.2 Would you recommend participation in the JDS programs to your colleagues or subordinates?

1	----	2	----	3	----	4	----	5
Not at all		Slightly Recommend		Somewhat Recommend		Considerably Recommend		Greatly Recommend

・・・・・・ ☐

4　Change in your position and annual income
4.1　Change in your position/work in the workplace and Increase in annual income

1) How many rank(s), has your position in your workplace become higher compared with the time before your JDS participation?
Please select the answer that best describes your rise and write the number in the box.
If you are at the same rank, please write "0".

0. Same　1. 1　2. 2　3. 3　4. 4　5. 5
6. 6　7. Other (Please specify: 　)　・・・・・・・・・ ☐

2) Are you currently/Have you been in a position of making decisions?　｜1. yes　2. no｜ ・・ ☐
3) Have you been assigned to supervise subordinates?　｜1. yes　2. no｜ ・・ ☐
4) Have you been assigned to a position involved in policy planning and institutional

development related to the field of your study? | 1. yes　2. no | ・・ | ☐

5) If your annual income at the time before the JDS is set at "1", how much volume is your current annual income? Please select the answer that best describes your income and write the number in the box.

1.　1 (Same)　　2. up to 1.5 times　　　3. 1.5 to 2 times　　　　4. 2 to 2.5 times　　　　5. 2.5 to 3 times
6.　3 to 3.5 times　　　7.　Other (Please specify:　　　　　)　・・・・・・・・・・・・・ ☐

6) To what degree (as a percentage) do you believe that your participation in the JDS program contributed to the change in your position in the workplace and in annual income?　Please write ・・・・・・・ (%) ☐

7) In above question, why do you think so? Please explain the reason.

☐ (text box)

8) After you participated in the JDS program, did you change departments inside your workplace or changed employers ? | 1. did change | 2. didn't change | ・・ | ☐

9) If you changed your job, what was the reason to change your job?
Please write reasons why you changed your job.

☐ (text box)

10) If you changed your department or your employer, is it possible for you to apply the knowledge and skills you acquired in the JDS Program to your new work?

1	----	2	----	3	----	4	----	5
Not at all		Slightly		Somewhat		Considerably		Totally

・・・・・・ ☐

4.2 Admission to doctoral course

1)　I have been/was admitted to doctoral course after completing JDS program. | 1. yes　2. no | ・・ | ☐

Name of University ☐
Name of Country ☐
Name of Scholarship (if you applied) ☐

2)　I have obtained doctoral degree. | 1. yes　2. no | ・・ | ☐
3)　I am planning to apply but I have not yet applied. | 1. yes　2. no | ・・ | ☐

5　Impact of the JDS Program
5.1　Applicability of the knowledge and skills acquired through the Training　　(%)

1)　How much knowledge/skills acquired through the JDS Program are you currently utilizing in your work? ☐
2)　Have you had any opportunity to report on the life in Japan to your colleagues? | 1. yes　2. no | ・・ | ☐
3)　Have you shared the contents of your research in your organization after returning to your country? | 1. yes　2. no | ・・ | ☐
4)　Which areas of knowledge and skills you acquired in Japan, do you think, have contributed to your department, organization or country?

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

a. introduction of Japanese disciplines (hard work, punctuality, and etc.) in your working place ・・ ☐
b. working on your supervisor/organization to develop/establish any policy/system after returning to your country ・・ ☐
c. projects that you proposed have been implemented in your organization ・・ ☐
d. establishment or improvement of policies and systems by national and/or local government ・・ ☐
e. establishment or Improvement of the mechanism/system and management of organizations ・・ ☐
f. establishment or improvement of methods and techniques used at your work place ・・ ☐

5) What are the promoting factos for applying your knowledge and skills acquired in Japan?

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

a. The mandate of the department/division to which I belong matches to my expertise ・・ ☐
b. My manager's understanding toward my expertise ・・ ☐
c. My continuous efforts/study after JDS ・・ ☐

6　Contact/communication with Japanese or Japanese organizations
6.1　What kind of contact/communication do you still keep with any Japanese persons you met during JDS

1	----	2	----	3	----	4	----	5	6
Not at all		Occasionally		Sometimes		Frequently		All the time	Joined some activities before, but not now

I maintain contact with:
1) the professors to ask advice about work-related matters. · · · · · · · · · · ☐
2) Japanese friends to ask advice about work-related matters. · · · · · · · · · · ☐
3) the host university/organization in Japan to ask advice about work-related matters. · · · · · · · · · · ☐
4) Japanese to get beneficial advice or information to facilitate my job or further research. · · · · · · · · · · ☐

6.2 How much do you agree on the following sentence?

I have participated in any activity, which is intended to reinforce the cooperative relationship between your country and Japan.

1	----	2	----	3	----	4	----	5	6
Not at all		Occasionally		Sometimes		Frequently		All the time	Joined some activities before, but not now

☐

6.3 Have you changed your perception of Japan due to joining the JDS program?

1	----	2	----	3	----	4	----	5
Strongly Disagree		Somewhat Disagree		Neither Agree nor Disagree		Somewhat Agree		Strongly Agree

1) My trust in Japan and the Japanese people has increased. · · · · · · · · · · · · · ☐
2) My interest in working with Japanese people has increased. · · · · · · · · · · · · · ☐
3) I have gained a deeper understanding of Japanese society and culture. · · · · · · · · · · · · · ☐

7 Relation with JICA after the JDS program

7.1 Are you a member of the alumni organization of JICA training/JDS participants? | 1. yes   2. no | · · ☐

7.2 Please answer the following.

What kind of impression do you have towards the alumni of JICA training/JDS participants?

1	----	2	----	3	----	4	----	5
Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree

1) I look forward to the alumni event. · · · · · · · · · · · · · · · · ☐
2) I can exchange useful information with alumni members. · · · · · · · · · · · · · · · · ☐
3) Events organized by the alumni is meaningful. · · · · · · · · · · · · · · · · ☐
4) Being a member of the alumni is advantageous for me. · · · · · · · · · · · · · · · · ☐
5) Other (Please specify:) · · · · · · · · · · · · · · · · ☐

7.3 How are you currently involved in the alumni of ex-participants of the JDS Program?

1	----	2	----	3	----	4	----	5	6
Not at all		Occasionally		Sometimes		Frequently		All the time	Joined some activities before, but not now

1) I attend the regular meetings of the alumni. · · · · · · · · · · · · · · · · ☐
2) I participate in events to introduce Japanese culture. · · · · · · · · · · · · · · · · ☐
3) I exchange information on Japan with other alumni members. · · · · · · · · · · · · · · · · ☐
4) I exchange knowledge and skills obtained in Japan with other alumni members. · · · · · · · · · · · · · · · · ☐
5) I propose activities applying knowledge and skills obtained in Japan (to JICA alum · · · · · · · · · · · · · · · · ☐

7.4 After completing the JDS Program, do you have any connection with JICA?

1	----	2	----	3	----	4	----	5
Not at all		Occasionally		Sometimes		Frequently		All the time

1) I work as a counterpart for JICA projects or for experts. · · · · · · · · · · · · · · ☐
2) I work as a volunteer counterpart. · · · · · · · · · · · · · · ☐
3) I consult or contact the JICA office about projects. · · · · · · · · · · · · · · ☐
4) I participate in events or training/seminar programs organized by JICA. · · · · · · · · · · · · · · ☐

7.5 After completing the JDS Program, do you have any connection with any Japanese entities (ministries, private sctors, universities) at work? | 1. yes   2. no | · · ☐

If your answer is yes, please write in detail.

8 Please write freely about your comments on theJDS program. (Please write in English.)

Something that left you with good impressions;

Something that left you with unpleasant impressions;

9 Please write freely your message for JICA (any comments, suggestions, questions, and requested are welcome.

   (Please write in English.)

Thank you very much for your cooperation!

Appendix-2　Tabulated Results of Questionnaire Responses

JICA Basic Study:
Factor Analysis of the Output/outcome of JDS

1 Your personal information

Appended table 1 : Gender

	Male	Female	Total
Bangladesh	50	6	56
Cambodia	84	16	100
Kyrgyzstan	18	10	28
Laos	72	32	104
Mongolia	20	50	70
Myanmar	27	58	85
Philippines	28	32	60
Sri Lanka	7	3	10
Tajikistan	5	0	5
Uzbekistan	69	7	76
Vietnam	76	64	140
Total	456	278	734

Appended table 2 : Age at present

	Mean	N	SD
Bangladesh	40.5	56	3.34
Cambodia	34.6	100	4.61
Kyrgyzstan	35.1	28	3.12
Laos	37.1	104	5.02
Mongolia	36.2	70	3.95
Myanmar	40.0	85	4.81
Philippines	38.3	60	3.95
Sri Lanka	40.6	10	2.84
Tajikistan	32.6	5	2.97
Uzbekistan	35.2	76	4.82
Vietnam	35.8	140	4.04
Total	36.9	734	4.75

Appended table 3 :
Age at time of participation

	Mean	N	SD
Bangladesh	33.0	56	3.59
Cambodia	27.3	100	3.97
Kyrgyzstan	29.8	28	2.73
Laos	30.3	104	3.70
Mongolia	29.7	70	3.70
Myanmar	33.0	85	3.80
Philippines	31.9	60	4.14
Sri Lanka	36.0	10	2.98
Tajikistan	29.0	5	3.32
Uzbekistan	27.8	76	3.38
Vietnam	28.1	140	2.69
Total	29.8	734	4.12

Appended table 4 :
Number of years since completing JDS program
(Age at present - Age at time od participation)

	Mean	N	SD
Bangladesh	7.5	56	3.17
Cambodia	7.3	100	3.32
Kyrgyzstan	5.4	28	1.57
Laos	6.8	104	3.48
Mongolia	6.5	70	3.16
Myanmar	7.0	85	2.96
Philippines	6.4	60	2.73
Sri Lanka	4.6	10	3.24
Tajikistan	3.6	5	0.55
Uzbekistan	7.4	76	3.88
Vietnam	7.7	140	3.22
Total	7.0	734	3.27

2 Preparation for JICA JDS program

Appended table 5 :
I applied for JDS program through the public recruitment.

	Yes	No	Total
Bangladesh	46	9	55
Cambodia	81	18	99
Kyrgyzstan	18	7	25
Laos	58	41	99
Mongolia	50	18	68
Myanmar	25	56	81
Philippines	42	15	57
Sri Lanka	4	5	9
Tajikistan	1	4	5
Uzbekistan	49	24	73
Vietnam	124	12	136
Total	498	209	707

Appended table 6 :
I applied for JDS program through from the work place which I belong to when I put in.

	Yes	No	Total
Bangladesh	39	15	54
Cambodia	40	59	99
Kyrgyzstan	24	4	28
Laos	74	22	96
Mongolia	38	28	66
Myanmar	79	5	84
Philippines	51	9	60
Sri Lanka	9	0	9
Tajikistan	5	0	5
Uzbekistan	37	33	70
Vietnam	81	52	133
Total	477	227	704

To what degree did the following factors affect to your decision to participate in JICA JDS program?

Appended table 7 :
I was interested in coming to Japan for its power of economy and high technology.

	Mean	N	SD
Bangladesh	4.25	55	0.89
Cambodia	4.47	99	0.72
Kyrgyzstan	4.50	28	0.92
Laos	4.58	102	0.68
Mongolia	4.33	69	0.78
Myanmar	4.36	85	0.80
Philippines	4.37	59	0.83
Sri Lanka	4.60	10	0.52
Tajikistan	4.20	5	0.84
Uzbekistan	4.35	74	1.09
Vietnam	4.52	140	0.66
Total	4.44	726	0.80

Appended table 8 :
The level of research in my field of specialization is high in Japan.

	Mean	N	SD
Bangladesh	4.00	55	0.79
Cambodia	4.17	100	0.83
Kyrgyzstan	4.57	28	0.63
Laos	4.19	103	0.77
Mongolia	4.17	70	0.96
Myanmar	4.16	85	0.72
Philippines	4.05	60	0.79
Sri Lanka	3.70	10	1.06
Tajikistan	3.80	5	0.84
Uzbekistan	4.30	74	0.86
Vietnam	4.09	140	0.92
Total	4.15	730	0.84

Appended table 9 :
I required new knowledge and skills in performing my job.

	Mean	N	SD
Bangladesh	4.29	55	0.83
Cambodia	4.49	100	0.72
Kyrgyzstan	4.61	28	0.69
Laos	4.65	104	0.62
Mongolia	4.51	70	0.72
Myanmar	4.71	85	0.55
Philippines	4.53	60	0.72
Sri Lanka	4.70	10	0.48
Tajikistan	4.20	5	1.30
Uzbekistan	4.69	75	0.57
Vietnam	4.56	140	0.66
Total	4.57	732	0.68

Appended table 10 :
For my future promotion.

	Mean	N	SD
Bangladesh	3.16	55	1.13
Cambodia	3.94	100	1.02
Kyrgyzstan	4.61	28	0.50
Laos	4.22	103	0.95
Mongolia	4.31	70	0.84
Myanmar	3.76	85	0.97
Philippines	4.47	60	0.65
Sri Lanka	4.40	10	0.70
Tajikistan	4.40	5	0.55
Uzbekistan	4.57	75	0.68
Vietnam	4.21	140	0.94
Total	4.13	731	0.97

Appended table 11 :
I wanted to obtain master degree.

	Mean	N	SD
Bangladesh	4.25	55	1.00
Cambodia	4.60	100	0.74
Kyrgyzstan	4.57	28	0.63
Laos	4.76	104	0.58
Mongolia	4.46	70	0.88
Myanmar	4.60	85	0.89
Philippines	4.77	60	0.46
Sri Lanka	4.20	10	1.32
Tajikistan	4.80	5	0.45
Uzbekistan	4.43	75	0.95
Vietnam	4.71	140	0.59
Total	4.59	732	0.77

Appended table 12 :
I was interested in the contents of the JDS program.

	Mean	N	SD
Bangladesh	4.47	55	0.84
Cambodia	4.43	100	0.71
Kyrgyzstan	4.68	28	0.55
Laos	4.51	102	0.71
Mongolia	4.27	70	0.82
Myanmar	4.45	85	0.66
Philippines	4.60	60	0.62
Sri Lanka	4.70	10	0.67
Tajikistan	4.80	5	0.45
Uzbekistan	4.38	74	0.75
Vietnam	4.44	140	0.71
Total	4.46	729	0.72

Appended table 13 :

I was interested in the Japanese culture/language/history.

	Mean	N	SD
Bangladesh	4.47	55	0.90
Cambodia	4.18	100	0.76
Kyrgyzstan	4.71	28	0.60
Laos	4.51	101	0.69
Mongolia	4.19	70	0.92
Myanmar	4.28	85	0.73
Philippines	4.52	60	0.70
Sri Lanka	4.40	10	0.84
Tajikistan	4.60	5	0.55
Uzbekistan	4.65	75	0.60
Vietnam	4.53	140	0.72
Total	4.43	729	0.76

Appended table 14 :

Colleagues and/or friends also studied in Japan.

	Mean	N	SD
Bangladesh	3.29	55	1.38
Cambodia	3.01	100	1.24
Kyrgyzstan	2.96	28	1.50
Laos	3.40	102	1.18
Mongolia	2.35	69	1.37
Myanmar	3.34	85	1.30
Philippines	3.27	60	1.35
Sri Lanka	3.30	10	1.34
Tajikistan	4.20	5	1.79
Uzbekistan	3.12	74	1.31
Vietnam	3.05	140	1.32
Total	3.11	728	1.33

Appended table 15 :

My supervisor/organization advised me to participate in the JDS Program.

	Mean	N	SD
Bangladesh	2.38	55	1.34
Cambodia	2.13	100	1.28
Kyrgyzstan	2.36	28	1.34
Laos	2.94	102	1.38
Mongolia	2.01	70	1.32
Myanmar	3.35	85	1.23
Philippines	2.73	60	1.45
Sri Lanka	3.40	10	1.17
Tajikistan	2.80	5	1.10
Uzbekistan	2.66	74	1.45
Vietnam	2.48	140	1.30
Total	2.60	729	1.39

Appended table 16 :

My supervisor also joined the JDS program.

	Mean	N	SD
Bangladesh	1.58	55	1.05
Cambodia	1.64	100	1.08
Kyrgyzstan	1.44	27	0.89
Laos	2.27	102	1.41
Mongolia	1.54	69	1.07
Myanmar	2.31	85	1.40
Philippines	1.55	60	1.10
Sri Lanka	2.80	10	1.55
Tajikistan	2.20	5	1.64
Uzbekistan	1.72	74	1.32
Vietnam	1.86	140	1.33
Total	1.85	727	1.28

Appended table 17 :

Full Scholarship offered by Japanese government.

	Mean	N	SD
Bangladesh	4.85	55	0.52
Cambodia	4.66	100	0.64
Kyrgyzstan	4.54	28	1.04
Laos	4.63	102	0.66
Mongolia	4.64	70	0.61
Myanmar	4.67	85	0.68
Philippines	4.70	60	0.56
Sri Lanka	5.00	10	0.00
Tajikistan	5.00	5	0.00
Uzbekistan	4.49	74	0.90
Vietnam	4.53	140	0.83
Total	4.63	729	0.72

Appended table 18 :

My organization/the government would have reserved my position in the same organization or similar organization after completion of JDS program.

	Mean	N	SD
Bangladesh	3.82	55	1.42
Cambodia	2.97	100	1.59
Kyrgyzstan	3.96	28	1.32
Laos	3.42	102	1.37
Mongolia	3.57	69	1.51
Myanmar	3.75	85	1.18
Philippines	3.80	59	1.35
Sri Lanka	3.80	10	1.75
Tajikistan	5.00	5	0.00
Uzbekistan	3.28	75	1.62
Vietnam	3.25	139	1.52
Total	3.46	727	1.48

Prior to your participation in the JDS Program, did you have concrete assignments and/or missions from your organization that were implemented after returning to your country?

Appended table 19 :

	Mean	N	SD
Bangladesh	2.43	54	1.25
Cambodia	2.34	97	1.33
Kyrgyzstan	2.44	27	1.25
Laos	2.95	96	1.28
Mongolia	2.49	67	1.26
Myanmar	3.01	79	1.20
Philippines	3.02	57	1.20
Sri Lanka	3.00	9	1.00
Tajikistan	3.60	5	1.52
Uzbekistan	2.51	74	1.43
Vietnam	2.46	137	1.33
Total	2.64	702	1.31

Appended table 20 :

How much of assignments and/or missions from your organization did you achieve?

	Mean	N	SD
Bangladesh	71.0	10	19.12
Cambodia	78.2	22	13.23
Kyrgyzstan	86.3	4	12.50
Laos	73.4	33	22.17
Mongolia	69.6	14	23.16
Myanmar	66.5	24	23.93
Philippines	88.9	14	15.46
Sri Lanka	70.0	2	14.14
Tajikistan	89.7	3	10.02
Uzbekistan	78.5	20	19.94
Vietnam	82.6	26	24.20
Total	76.4	172	21.21

Appended table 21 :

Prior to your participation in the JDS Program, did you get information on the JDS Program from any ex-participants in your country?

	Yes	No	Total
Bangladesh	39	16	55
Cambodia	59	41	100
Kyrgyzstan	13	15	28
Laos	73	31	104
Mongolia	40	30	70
Myanmar	60	25	85
Philippines	31	29	60
Sri Lanka	4	5	9
Tajikistan	4	1	5
Uzbekistan	42	34	76
Vietnam	70	70	140
Total	435	297	732

Appended table 22 :

Prior to your participation in the JDS Program, did you apply for other scholarship?

	Yes	No	Total
Bangladesh	15	40	55
Cambodia	29	71	100
Kyrgyzstan	2	25	27
Laos	29	75	104
Mongolia	11	59	70
Myanmar	11	74	85
Philippines	6	54	60
Sri Lanka	0	9	9
Tajikistan	0	5	5
Uzbekistan	23	53	76
Vietnam	49	91	140
Total	175	556	731

3 Contents and system on JDS program

How would you evaluate the JDS program about the following points?

Appended table 23 :

The application and selection process was simple and clear.

	Mean	N	SD
Bangladesh	4.45	56	0.89
Cambodia	4.39	100	0.72
Kyrgyzstan	4.36	28	0.83
Laos	4.02	104	1.01
Mongolia	4.68	69	0.63
Myanmar	4.15	85	1.04
Philippines	4.08	60	1.06
Sri Lanka	4.30	10	1.06
Tajikistan	3.80	5	1.10
Uzbekistan	4.43	76	0.87
Vietnam	4.50	140	0.70
Total	4.34	733	0.89

Appended table 24 :

The pre-departure support was sufficient.

	Mean	N	SD
Bangladesh	4.79	56	0.53
Cambodia	4.32	100	0.80
Kyrgyzstan	4.89	28	0.31
Laos	4.22	104	0.90
Mongolia	4.81	70	0.46
Myanmar	4.60	85	0.62
Philippines	4.63	60	0.64
Sri Lanka	4.70	10	0.48
Tajikistan	4.40	5	0.89
Uzbekistan	4.79	76	0.47
Vietnam	4.71	140	0.65
Total	4.60	734	0.69

Appended table 25 :
The support during stay in Japan was excellent.

	Mean	N	SD
Bangladesh	4.86	56	0.35
Cambodia	4.68	100	0.53
Kyrgyzstan	4.86	28	0.36
Laos	4.57	104	0.65
Mongolia	4.80	70	0.44
Myanmar	4.65	85	0.61
Philippines	4.75	60	0.51
Sri Lanka	4.60	10	0.70
Tajikistan	4.60	5	0.89
Uzbekistan	4.80	76	0.59
Vietnam	4.79	140	0.56
Total	4.73	734	0.55

Appended table 26 :
The course offered by the university was relevant to my research topic.

	Mean	N	SD
Bangladesh	4.50	56	0.63
Cambodia	4.09	100	0.74
Kyrgyzstan	4.46	28	0.69
Laos	4.21	103	0.84
Mongolia	4.39	70	0.79
Myanmar	4.42	85	0.70
Philippines	4.57	60	0.65
Sri Lanka	4.50	10	0.97
Tajikistan	4.20	5	0.84
Uzbekistan	4.55	76	0.57
Vietnam	4.25	139	0.73
Total	4.34	732	0.74

Appended table 27 :
I had opportunities to get direct experiences such as site-visits, practical training, discussion and workshops.

	Mean	N	SD
Bangladesh	4.34	56	0.88
Cambodia	4.23	100	0.84
Kyrgyzstan	4.30	27	0.99
Laos	4.38	101	0.85
Mongolia	4.54	69	0.80
Myanmar	4.22	85	0.75
Philippines	4.33	60	0.90
Sri Lanka	4.50	10	0.97
Tajikistan	4.80	5	0.45
Uzbekistan	4.54	76	0.76
Vietnam	4.36	140	0.82
Total	4.36	729	0.83

Appended table 28 :
I was satisfied with my university's support for foreign students.

	Mean	N	SD
Bangladesh	4.75	56	0.44
Cambodia	4.39	100	0.63
Kyrgyzstan	4.71	28	0.46
Laos	4.49	104	0.61
Mongolia	4.69	70	0.58
Myanmar	4.42	85	0.56
Philippines	4.52	60	0.70
Sri Lanka	4.70	10	0.48
Tajikistan	4.60	5	0.55
Uzbekistan	4.72	76	0.53
Vietnam	4.52	140	0.71
Total	4.55	734	0.62

Appended table 29 :
My supervisor guided me well in my research.

	Mean	N	SD
Bangladesh	4.73	56	0.59
Cambodia	4.52	100	0.67
Kyrgyzstan	4.75	28	0.59
Laos	4.53	104	0.79
Mongolia	4.73	70	0.56
Myanmar	4.61	85	0.62
Philippines	4.53	60	0.65
Sri Lanka	4.70	10	0.67
Tajikistan	5.00	5	0.00
Uzbekistan	4.80	76	0.61
Vietnam	4.52	140	0.76
Total	4.61	734	0.68

Appended table 30 :
My supervisor understood the development issues in my country.

	Mean	N	SD
Bangladesh	4.54	56	0.76
Cambodia	4.12	99	0.87
Kyrgyzstan	4.61	28	0.69
Laos	4.34	101	0.75
Mongolia	4.51	70	0.78
Myanmar	4.49	85	0.68
Philippines	4.42	60	0.77
Sri Lanka	4.60	10	0.70
Tajikistan	4.80	5	0.45
Uzbekistan	4.51	76	0.72
Vietnam	4.30	140	0.91
Total	4.39	730	0.80

Appended table 31 :

In my master thesis, I sufficiently analyzed the current issues in my organization and sector.

	Mean	N	SD
Bangladesh	4.38	56	0.93
Cambodia	3.90	100	1.03
Kyrgyzstan	4.39	28	0.63
Laos	4.20	103	0.82
Mongolia	4.37	70	0.85
Myanmar	4.24	85	0.77
Philippines	4.54	59	0.65
Sri Lanka	4.50	10	0.53
Tajikistan	4.20	5	0.45
Uzbekistan	4.03	76	1.14
Vietnam	4.04	140	1.04
Total	4.18	732	0.93

Appended table 32 :

I think my master thesis can lead to practical and effective actions in my country.

	Mean	N	SD
Bangladesh	4.54	56	0.63
Cambodia	4.20	100	0.79
Kyrgyzstan	4.21	28	0.69
Laos	4.28	103	0.77
Mongolia	4.40	70	0.71
Myanmar	4.29	85	0.69
Philippines	4.45	60	0.72
Sri Lanka	4.60	10	0.52
Tajikistan	4.60	5	0.55
Uzbekistan	4.43	76	0.72
Vietnam	4.13	140	0.79
Total	4.31	733	0.74

Appended table 33 :

I think the JDS fellows are influential in my country.

	Mean	N	SD
Bangladesh	4.02	55	0.95
Cambodia	4.04	99	0.86
Kyrgyzstan	4.21	28	0.83
Laos	4.23	103	0.72
Mongolia	4.46	70	0.70
Myanmar	4.04	85	0.85
Philippines	3.67	60	0.73
Sri Lanka	4.30	10	1.34
Tajikistan	3.80	5	1.64
Uzbekistan	3.83	76	1.12
Vietnam	4.10	140	0.84
Total	4.07	731	0.88

Appended table 34 :

I achieved my initial objectives and goals through my participation in the JDS program.

	Mean	N	SD
Bangladesh	4.57	56	0.60
Cambodia	4.44	100	0.57
Kyrgyzstan	4.43	28	0.69
Laos	4.47	103	0.62
Mongolia	4.70	70	0.52
Myanmar	4.54	85	0.55
Philippines	4.35	60	0.73
Sri Lanka	4.50	10	0.71
Tajikistan	4.40	5	0.89
Uzbekistan	4.70	76	0.54
Vietnam	4.51	140	0.65
Total	4.52	733	0.62

Appended table 35 :

After completing JDS Program, the follow-up support by your organization was sufficient.

	Mean	N	SD
Bangladesh	3.46	56	1.39
Cambodia	3.32	99	1.18
Kyrgyzstan	3.25	28	1.53
Laos	3.73	104	1.09
Mongolia	3.45	69	1.25
Myanmar	3.45	85	1.03
Philippines	3.47	60	0.93
Sri Lanka	4.10	10	1.10
Tajikistan	3.80	5	1.10
Uzbekistan	3.49	75	1.46
Vietnam	3.79	140	0.94
Total	3.55	731	1.17

Appended table 36 :

After completing JDS Program, the follow-up support by university was sufficient.

	Mean	N	SD
Bangladesh	3.57	56	1.16
Cambodia	3.33	99	1.00
Kyrgyzstan	3.79	28	1.20
Laos	3.71	104	0.92
Mongolia	3.69	70	1.11
Myanmar	3.53	85	0.89
Philippines	3.35	60	1.04
Sri Lanka	3.90	10	0.88
Tajikistan	3.60	5	1.14
Uzbekistan	3.63	75	1.29
Vietnam	3.74	140	1.04
Total	3.60	732	1.06

Appended table 37 :

After completing JDS Program, the follow-up support
by JICA was sufficient.

	Mean	N	SD
Bangladesh	3.86	56	1.14
Cambodia	3.37	99	1.07
Kyrgyzstan	4.14	28	1.11
Laos	3.82	103	0.86
Mongolia	3.91	70	1.00
Myanmar	3.78	85	0.88
Philippines	3.80	60	0.86
Sri Lanka	4.20	10	0.79
Tajikistan	3.60	5	1.67
Uzbekistan	3.88	76	1.18
Vietnam	3.62	140	1.07
Total	3.75	732	1.03

Appended table 38 :

I could expand international expert's network through
the JDS program.

	Mean	N	SD
Bangladesh	4.23	56	0.95
Cambodia	3.80	100	0.94
Kyrgyzstan	4.33	27	0.78
Laos	3.92	104	0.94
Mongolia	3.97	70	1.04
Myanmar	4.01	85	0.92
Philippines	4.28	60	0.80
Sri Lanka	4.50	10	0.53
Tajikistan	4.20	5	1.30
Uzbekistan	4.13	75	1.03
Vietnam	4.16	140	0.82
Total	4.07	732	0.93

Appended table 39 :

Would you recommend participation in the JDS programs
to your colleagues or subordinates?

	Mean	N	SD
Bangladesh	4.85	55	0.36
Cambodia	4.67	97	0.53
Kyrgyzstan	4.79	28	0.79
Laos	4.75	99	0.46
Mongolia	4.90	69	0.35
Myanmar	4.83	83	0.41
Philippines	4.81	58	0.44
Sri Lanka	5.00	10	0.00
Tajikistan	5.00	5	0.00
Uzbekistan	4.89	76	0.31
Vietnam	4.80	138	0.43
Total	4.81	718	0.44

4 Change in your position and annual income

Change in your position/work in the workplace and increase in annual income

Appended table 40 :

How many rank(s), has your position in your workplace
become higher compared with time before
your JDS participation?

	Mean	N	S D
Bangladesh	1.25	52	1.05
Cambodia	2.51	91	1.82
Kyrgyzstan	1.82	17	1.51
Laos	2.76	95	1.74
Mongolia	2.18	62	1.82
Myanmar	1.82	74	1.31
Philippines	1.55	55	1.68
Sri Lanka	0.75	8	1.04
Tajikistan	2.00	5	1.87
Uzbekistan	2.46	59	1.66
Vietnam	2.34	126	1.65
Total	2.17	644	1.68

Appended table 41 :

Are you currently/Have you been in a position of
making decisions?

	Yes	No	Total
Bangladesh	34	22	56
Cambodia	47	52	99
Kyrgyzstan	11	17	28
Laos	70	31	101
Mongolia	32	37	69
Myanmar	43	40	83
Philippines	48	12	60
Sri Lanka	10	0	10
Tajikistan	1	4	5
Uzbekistan	58	18	76
Vietnam	77	61	138
Total	431	294	725

Appended table 42 :

Have you been assigned to supervise subordinates?

	Yes	No	Total
Bangladesh	44	12	56
Cambodia	74	25	99
Kyrgyzstan	11	17	28
Laos	87	15	102
Mongolia	41	28	69
Myanmar	70	13	83
Philippines	47	13	60
Sri Lanka	10	0	10
Tajikistan	3	2	5
Uzbekistan	56	20	76
Vietnam	97	41	138
Total	540	186	726

Appended table 43 :

Have you been assigned to a position involved
in policy planning and institutional development related
to the field of your study?

	Yes	No	Total
Bangladesh	32	24	56
Cambodia	56	41	97
Kyrgyzstan	10	18	28
Laos	66	36	102
Mongolia	38	31	69
Myanmar	50	32	82
Philippines	35	23	58
Sri Lanka	7	3	10
Tajikistan	3	2	5
Uzbekistan	39	36	75
Vietnam	66	72	138
Total	402	318	720

Appended table 44 :

If your annual income at the time before the JDS is set
at 1 how much volume is your current annual income?

	Mean	N	S D
Bangladesh	4.20	51	4.29
Cambodia	3.89	87	3.20
Kyrgyzstan	2.56	25	1.39
Laos	3.19	96	2.79
Mongolia	3.36	64	2.86
Myanmar	2.82	73	2.45
Philippines	2.58	57	1.41
Sri Lanka	1.86	7	0.69
Tajikistan	2.00	5	0.71
Uzbekistan	4.00	66	3.69
Vietnam	3.69	123	2.28
Total	3.41	654	2.87

Appended table 45 :

To what degree (as a percentage) do you believe that
your participation in the JDS program contributed to
the change in you position in the workplace and
in annual income.

	Mean	N	S D
Bangladesh	47.7	53	36.0
Cambodia	62.7	98	26.1
Kyrgyzstan	50.6	27	34.4
Laos	63.9	104	24.0
Mongolia	54.5	68	30.3
Myanmar	52.1	75	28.0
Philippines	52.0	58	33.8
Sri Lanka	44.4	8	26.0
Tajikistan	65.0	5	38.1
Uzbekistan	62.9	72	26.8
Vietnam	63.0	134	24.4
Total	58.4	702	28.6

Appended table 46 :

After you participated in the JDS program, did you
change departments inside your work place or
change employers?

	did change	didn't change	Total
Bangladesh	33	23	56
Cambodia	65	33	98
Kyrgyzstan	19	9	28
Laos	62	41	103
Mongolia	46	23	69
Myanmar	27	55	82
Philippines	25	34	59
Sri Lanka	6	2	8
Tajikistan	5	0	5
Uzbekistan	51	24	75
Vietnam	84	56	140
Total	423	300	723

Appended table 47 :

If you changed your department or your employer,
is it possible for you to apply the knowledge and
skills you acquired in the JDS Program to
your new work?

	Mean	N	S D
Bangladesh	3.91	33	1.23
Cambodia	4.16	63	0.99
Kyrgyzstan	4.11	19	0.88
Laos	4.25	61	0.96
Mongolia	4.33	45	0.93
Myanmar	4.46	26	0.76
Philippines	4.20	25	0.91
Sri Lanka	4.17	6	0.75
Tajikistan	4.60	5	0.55
Uzbekistan	4.08	50	0.99
Vietnam	4.25	83	0.76
Total	4.20	416	0.93

N: Respondents who changed their department or their employer

Admission to doctoral course

Appended table 48 :
I have been/was admitted to doctoral course after .
completing JDS program

	Yes	No	Total
Bangladesh	17	39	56
Cambodia	15	83	98
Kyrgyzstan	2	26	28
Laos	19	82	101
Mongolia	12	55	67
Myanmar	25	56	81
Philippines	4	56	60
Sri Lanka	1	9	10
Tajikistan	1	4	5
Uzbekistan	12	64	76
Vietnam	41	96	137
Total	149	570	719

Appended table 49 :
I have obtained doctoral degree.

	Yes	No	Total
Bangladesh	10	39	49
Cambodia	4	87	91
Kyrgyzstan	0	23	23
Laos	9	83	92
Mongolia	3	60	63
Myanmar	7	66	73
Philippines	0	56	56
Sri Lanka	0	7	7
Tajikistan	1	4	5
Uzbekistan	3	62	65
Vietnam	17	113	130
Total	54	600	654

Appended table 50 :
I am planning to apply but I have not yet applied.

	Yes	No	Total
Bangladesh	35	18	53
Cambodia	62	33	95
Kyrgyzstan	20	4	24
Laos	66	27	93
Mongolia	37	26	63
Myanmar	49	20	69
Philippines	42	12	54
Sri Lanka	7	2	9
Tajikistan	5	0	5
Uzbekistan	37	30	67
Vietnam	63	62	125
Total	423	234	657

5 Impact of the JDS Program
Applicability of the knowledge and skills acquired through the Training

Appended table 51 :
How much knowledge/skills acquired through the JDS Program
are you currently utilizing in your work?

	Mean	N	SD
Bangladesh	63.2	52	25.7
Cambodia	64.1	93	20.5
Kyrgyzstan	63.6	28	26.6
Laos	74.1	99	16.9
Mongolia	71.9	67	22.9
Myanmar	69.6	78	21.3
Philippines	65.9	59	23.8
Sri Lanka	59.4	9	24.2
Tajikistan	74.0	5	23.0
Uzbekistan	62.9	71	25.8
Vietnam	68.7	134	21.9
Total	67.7	695	22.4

Appended table 52 :
Have you had any opportunity to report on the life
in Japan to your colleagues?

	Yes	No	Total
Bangladesh	52	3	55
Cambodia	93	6	99
Kyrgyzstan	25	3	28
Laos	97	4	101
Mongolia	65	4	69
Myanmar	75	10	85
Philippines	58	2	60
Sri Lanka	8	2	10
Tajikistan	5	0	5
Uzbekistan	72	4	76
Vietnam	125	15	140
Total	675	53	728

Appended table 53 :

Have you shared the contents of your research in
your organization after returning to your country?

	Yes	No	Total
Bangladesh	42	13	55
Cambodia	82	17	99
Kyrgyzstan	22	6	28
Laos	93	8	101
Mongolia	60	9	69
Myanmar	79	6	85
Philippines	50	9	59
Sri Lanka	8	2	10
Tajikistan	5	0	5
Uzbekistan	59	17	76
Vietnam	119	21	140
Total	619	108	727

**Which areas of knowledge and skills you acquired in Japan, do you think, have contributed to
your departments, organization or country?**

Appended table 54 :

Introduction of Japanese disciplines (hard work, punctuality,
and etc.) in your working place

	Mean	N	SD
Bangladesh	4.53	55	0.84
Cambodia	4.38	100	0.96
Kyrgyzstan	4.61	28	0.63
Laos	4.40	104	0.69
Mongolia	4.33	69	0.74
Myanmar	4.32	85	0.69
Philippines	4.53	60	0.68
Sri Lanka	4.78	9	0.44
Tajikistan	4.40	5	0.55
Uzbekistan	4.32	76	0.88
Vietnam	4.41	140	0.76
Total	4.41	731	0.78

Appended table 55 :

Working on your supervisor/organization to develop/establish
any policy/system after returning

	Mean	N	SD
Bangladesh	3.76	55	1.20
Cambodia	3.61	100	1.01
Kyrgyzstan	3.57	28	0.92
Laos	3.86	103	0.94
Mongolia	3.87	69	0.95
Myanmar	3.91	85	0.81
Philippines	4.08	60	0.87
Sri Lanka	4.10	10	0.88
Tajikistan	4.20	5	0.45
Uzbekistan	3.76	76	1.09
Vietnam	3.69	139	0.90
Total	3.80	730	0.96

Appended table 56 :

Projects that you proposed have been implemented in
your organization

	Mean	N	SD
Bangladesh	3.07	55	1.21
Cambodia	3.16	99	0.96
Kyrgyzstan	3.36	28	1.22
Laos	3.49	104	0.99
Mongolia	3.34	68	1.29
Myanmar	3.44	85	1.09
Philippines	3.68	60	1.10
Sri Lanka	3.20	10	0.92
Tajikistan	3.20	5	0.84
Uzbekistan	3.53	76	1.16
Vietnam	3.46	139	1.12
Total	3.40	729	1.11

Appended table 57 :

Establishment or improvement of policies and systems by
national and/or local government

	Mean	N	SD
Bangladesh	3.07	54	1.36
Cambodia	3.07	100	1.00
Kyrgyzstan	3.39	28	0.99
Laos	3.36	104	0.97
Mongolia	3.22	68	1.21
Myanmar	3.21	84	0.99
Philippines	3.36	59	1.01
Sri Lanka	2.80	10	1.55
Tajikistan	3.20	5	0.45
Uzbekistan	3.05	76	1.30
Vietnam	3.06	140	1.13
Total	3.17	728	1.11

Appended table 58 :

Establishment or Improvement of the mechanism/system and management of organizations

	Mean	N	SD
Bangladesh	3.49	55	1.18
Cambodia	3.19	100	0.98
Kyrgyzstan	3.39	28	1.07
Laos	3.63	103	0.90
Mongolia	3.59	68	1.14
Myanmar	3.48	85	0.95
Philippines	3.86	59	0.96
Sri Lanka	3.50	10	1.18
Tajikistan	3.40	5	0.55
Uzbekistan	3.38	76	1.15
Vietnam	3.46	140	1.05
Total	3.49	729	1.04

Appended table 59 :

Establishment or improvement of methods and techniques used at your work place

	Mean	N	SD
Bangladesh	3.69	54	1.16
Cambodia	3.51	99	0.92
Kyrgyzstan	3.89	27	0.85
Laos	3.92	104	0.87
Mongolia	4.01	68	0.95
Myanmar	3.73	84	0.88
Philippines	4.05	60	0.93
Sri Lanka	4.00	10	0.67
Tajikistan	3.20	5	0.45
Uzbekistan	3.68	76	1.16
Vietnam	3.83	139	0.98
Total	3.80	726	0.97

What are the promoting factors for applying your knowledge and skills acquired in Japan?

Appended table 60 :

The mandate of the department/division to which I belong matches to my expertise

	Mean	N	SD
Bangladesh	3.78	55	1.03
Cambodia	3.78	100	0.93
Kyrgyzstan	3.70	27	1.14
Laos	3.82	102	0.85
Mongolia	3.97	69	1.03
Myanmar	3.84	85	0.91
Philippines	4.13	60	1.05
Sri Lanka	3.67	9	0.71
Tajikistan	3.20	5	0.45
Uzbekistan	4.01	76	1.09
Vietnam	3.96	138	0.85
Total	3.89	726	0.95

Appended table 61 :

My manager's understanding toward my expertise

	Mean	N	SD
Bangladesh	3.75	55	0.97
Cambodia	3.99	100	0.93
Kyrgyzstan	3.59	27	1.12
Laos	4.10	103	0.82
Mongolia	3.88	69	0.99
Myanmar	3.96	85	0.75
Philippines	3.93	60	0.97
Sri Lanka	3.70	10	1.06
Tajikistan	3.80	5	0.84
Uzbekistan	3.96	76	1.04
Vietnam	3.98	138	0.81
Total	3.94	728	0.91

Appended table 62 :

My continuous efforts/study after JDS

	Mean	N	SD
Bangladesh	4.44	55	0.71
Cambodia	4.35	100	0.80
Kyrgyzstan	4.22	27	0.75
Laos	4.34	103	0.76
Mongolia	4.10	69	0.81
Myanmar	4.22	85	0.73
Philippines	4.13	60	0.87
Sri Lanka	4.22	9	0.67
Tajikistan	4.20	5	0.84
Uzbekistan	4.22	76	0.99
Vietnam	4.31	138	0.77
Total	4.27	727	0.80

6 Contact/communication with Japanese or Japanese organizations

What kind of contact/communication do you sill keep with any Japanese persons you met during JDS Program?

I maintain contact with:

Appended table 63 :

the professors to ask advice about work-related matters.

	Mean	N	SD
Bangladesh	2.54	54	0.97
Cambodia	2.61	97	1.10
Kyrgyzstan	2.56	27	1.09
Laos	2.50	102	0.97
Mongolia	2.41	69	1.12
Myanmar	2.74	82	1.24
Philippines	2.23	60	1.03
Sri Lanka	3.40	10	0.70
Tajikistan	3.20	5	0.45
Uzbekistan	2.40	73	1.18
Vietnam	2.61	135	1.10
Total	2.54	714	1.09

Appended table 64 :

Japanese friends to ask advice about work-related matters.

	Mean	N	SD
Bangladesh	2.30	54	0.90
Cambodia	2.18	98	1.02
Kyrgyzstan	2.46	28	1.20
Laos	2.45	101	1.00
Mongolia	2.00	69	1.06
Myanmar	2.11	85	1.07
Philippines	2.32	60	1.10
Sri Lanka	1.89	9	0.78
Tajikistan	1.60	5	0.55
Uzbekistan	2.14	74	1.06
Vietnam	2.44	137	1.09
Total	2.26	720	1.05

Appended table 65 :

the host university/organization in Japan to ask advice about work-related matters.

	Mean	N	SD
Bangladesh	1.98	54	1.05
Cambodia	1.87	97	0.95
Kyrgyzstan	1.82	28	1.06
Laos	2.19	104	1.00
Mongolia	1.78	69	0.95
Myanmar	1.98	83	1.08
Philippines	1.75	60	0.88
Sri Lanka	1.67	9	0.87
Tajikistan	1.40	5	0.55
Uzbekistan	1.68	73	1.01
Vietnam	1.99	137	1.01
Total	1.92	719	1.00

Appended table 66 :

Japanese to get beneficial advice or information to facilitate my job or further research.

	Mean	N	SD
Bangladesh	2.22	55	0.94
Cambodia	2.18	98	1.06
Kyrgyzstan	2.14	28	1.18
Laos	2.46	102	1.20
Mongolia	1.96	69	1.12
Myanmar	2.23	84	1.11
Philippines	1.90	60	0.99
Sri Lanka	2.10	10	1.10
Tajikistan	1.60	5	0.55
Uzbekistan	1.95	74	1.16
Vietnam	2.23	139	1.09
Total	2.16	724	1.10

I have participated in any activity , which is intended to reinforce the cooperative relationship between your country and Japan.

Appended table 67 :

	Mean	N	SD
Tajikistan	3.80	5	1.10
Kyrgyzstan	3.61	28	0.96
Cambodia	3.52	97	0.93
Vietnam	3.49	134	1.07
Bangladesh	3.45	51	1.29
Uzbekistan	3.35	71	1.24
Myanmar	3.25	83	1.10
Laos	3.24	87	1.03
Mongolia	3.14	70	1.21
Philippines	2.92	53	1.00
Sri Lanka	2.63	8	1.77
Total	3.33	687	1.11

Have you changed your perception of Japan due to joining the JDS program?

Appended table 68 :

My trust in Japan and the Japanese people has increased.

	Mean	N	SD
Bangladesh	4.95	55	0.23
Cambodia	4.44	100	0.80
Kyrgyzstan	4.68	28	0.86
Laos	4.52	104	0.64
Mongolia	4.67	70	0.61
Myanmar	4.45	85	0.66
Philippines	4.65	60	0.55
Sri Lanka	5.00	10	0.00
Tajikistan	5.00	5	0.00
Uzbekistan	4.87	76	0.38
Vietnam	4.70	140	0.57
Total	4.64	733	0.62

Appended table 69 :

My interest in working with Japanese people has increased

	Mean	N	SD
Bangladesh	4.93	55	0.26
Cambodia	4.20	100	0.85
Kyrgyzstan	4.75	28	0.59
Laos	4.39	104	0.76
Mongolia	4.57	70	0.77
Myanmar	4.38	85	0.69
Philippines	4.70	60	0.53
Sri Lanka	4.80	10	0.63
Tajikistan	5.00	5	0.00
Uzbekistan	4.78	76	0.53
Vietnam	4.54	140	0.66
Total	4.54	733	0.70

Appended table 70 :

I have gained a deeper understanding of Japanese society and culture.

	Mean	N	SD
Bangladesh	4.73	55	0.49
Cambodia	4.46	99	0.66
Kyrgyzstan	4.71	28	0.60
Laos	4.51	104	0.61
Mongolia	4.76	70	0.46
Myanmar	4.38	85	0.65
Philippines	4.82	60	0.43
Sri Lanka	4.70	10	0.48
Tajikistan	4.60	5	0.89
Uzbekistan	4.84	76	0.40
Vietnam	4.69	140	0.51
Total	4.63	732	0.57

7 Relation with JICA after the JDS program

Are you a member of the alumni organization of JICA/JDS participants?

Appended table 71 :

	Yes	No	Total
Bangladesh	52	3	55
Cambodia	87	13	100
Kyrgyzstan	26	2	28
Laos	80	22	102
Mongolia	58	12	70
Myanmar	73	11	84
Philippines	46	13	59
Sri Lanka	5	5	10
Tajikistan	4	1	5
Uzbekistan	56	20	76
Vietnam	119	21	140
Total	606	123	729

What kind of impression do you have towards the alumni of JICA training/JDS participants?

Appended table 72 :

I look forward to the alumni event.

	Mean	N	SD
Bangladesh	4.52	52	0.73
Kyrgyzstan	4.31	26	0.62
Cambodia	4.14	87	0.82
Myanmar	4.04	73	0.79
Vietnam	4.44	118	0.73
Mongolia	4.19	58	1.02
Tajikistan	4.50	4	1.00
Laos	4.19	79	0.77
Philippines	3.93	46	1.00
Uzbekistan	4.27	56	0.98
Sri Lanka	4.00	5	0.71
Total	4.24	604	0.84

Appended table 73 :

I can exchange useful information with alumni members.

	Mean	N	SD
Bangladesh	4.37	52	0.77
Kyrgyzstan	4.23	26	0.71
Cambodia	3.98	87	0.93
Myanmar	3.96	73	0.81
Vietnam	4.31	118	0.79
Mongolia	4.22	58	0.96
Tajikistan	3.50	4	1.29
Laos	4.04	79	0.79
Philippines	4.07	46	0.88
Uzbekistan	4.20	56	0.94
Sri Lanka	4.20	5	0.84
Total	4.14	604	0.86

Appended table 74 :

Events organized by the alumni is meaningful.

	Mean	N	SD
Bangladesh	4.27	52	0.91
Kyrgyzstan	4.35	26	0.69
Cambodia	3.83	87	0.82
Myanmar	4.16	73	0.78
Vietnam	4.22	118	0.88
Mongolia	4.21	58	0.95
Tajikistan	4.25	4	0.96
Laos	4.24	79	0.70
Philippines	3.89	46	0.95
Uzbekistan	4.18	56	0.88
Sri Lanka	3.80	5	0.84
Total	4.14	604	0.86

Appended table 75 :

Being a member of the alumni is advantageous for me.

	Mean	N	SD
Bangladesh	4.17	52	0.94
Kyrgyzstan	4.28	25	0.68
Cambodia	3.82	87	0.91
Myanmar	3.83	72	0.92
Vietnam	4.19	118	0.91
Mongolia	4.07	58	1.17
Tajikistan	4.25	4	0.96
Laos	4.08	79	0.90
Philippines	4.00	46	0.97
Uzbekistan	4.02	56	0.96
Sri Lanka	3.60	5	0.89
Total	4.03	602	0.95

How are you currently involved in the alumni of ex-participants of the JDS program?

Appended table 76 :

I attend the regular meetings of the alumni.

	Mean	N	SD
Bangladesh	3.09	54	1.32
Cambodia	2.50	94	1.01
Kyrgyzstan	3.18	28	1.22
Laos	2.32	97	1.10
Mongolia	2.67	69	1.28
Myanmar	2.56	82	1.09
Philippines	2.05	58	1.13
Sri Lanka	2.20	10	1.40
Tajikistan	3.75	4	0.96
Uzbekistan	2.84	70	1.40
Vietnam	2.84	133	1.21
Total	2.64	699	1.22

Appended table 77 :

I participate in events to introduce Japanese culture.

	Mean	N	SD
Bangladesh	2.64	53	1.16
Cambodia	2.62	94	0.98
Kyrgyzstan	2.93	27	1.17
Laos	2.40	99	1.02
Mongolia	2.36	70	1.13
Myanmar	2.20	81	0.94
Philippines	2.22	59	1.07
Sri Lanka	1.89	9	1.05
Tajikistan	3.00	4	1.83
Uzbekistan	2.50	70	1.24
Vietnam	2.32	137	0.98
Total	2.42	703	1.07

Appended table 78 :
I exchange information on Japan with other alumni members.

	Mean	N	SD
Bangladesh	3.21	56	1.16
Cambodia	2.72	97	1.04
Kyrgyzstan	3.48	27	1.37
Laos	2.57	98	1.02
Mongolia	2.64	69	1.25
Myanmar	2.66	85	1.02
Philippines	2.77	60	1.16
Sri Lanka	2.30	10	1.57
Tajikistan	3.25	4	1.26
Uzbekistan	2.92	71	1.34
Vietnam	2.91	137	1.08
Total	2.81	714	1.15

Appended table 79 :
I exchange knowledge and skills obtained in Japan with other alumni members.

	Mean	N	SD
Bangladesh	3.27	56	1.23
Cambodia	2.79	96	0.91
Kyrgyzstan	3.30	27	1.35
Laos	2.68	98	1.10
Mongolia	2.73	70	1.10
Myanmar	2.70	84	1.07
Philippines	2.72	60	1.06
Sri Lanka	2.11	9	1.27
Tajikistan	3.50	4	1.29
Uzbekistan	2.92	73	1.30
Vietnam	2.85	136	0.96
Total	2.83	713	1.10

Appended table 80 :
I propose activities applying knowledge and skills obtained in Japan (to JICA alumni).

	Mean	N	SD
Bangladesh	2.96	54	1.44
Cambodia	2.14	96	1.09
Kyrgyzstan	2.96	27	1.29
Laos	2.11	99	1.13
Mongolia	2.27	70	1.21
Myanmar	2.15	84	1.17
Philippines	2.02	59	1.04
Sri Lanka	1.56	9	0.73
Tajikistan	3.25	4	1.71
Uzbekistan	2.52	71	1.40
Vietnam	2.24	134	1.14
Total	2.29	707	1.22

After completingthe JDS program, do you have any connection with JICA?

Appended table81 :
I work as a counterpart for JICA projects or for experts.

	Mean	N	SD
Bangladesh	1.68	56	1.15
Cambodia	1.99	98	1.28
Kyrgyzstan	1.96	26	1.46
Laos	2.11	102	1.39
Mongolia	1.67	70	1.13
Myanmar	1.87	84	1.31
Philippines	1.47	60	0.93
Sri Lanka	2.00	9	1.32
Tajikistan	2.00	5	1.73
Uzbekistan	1.49	75	0.92
Vietnam	1.88	138	1.30
Total	1.82	723	1.24

Appended table 82 :
I work as a volunteer counterpart.

	Mean	N	SD
Bangladesh	1.48	56	0.99
Cambodia	1.43	98	0.90
Kyrgyzstan	1.50	26	0.99
Laos	1.47	101	0.81
Mongolia	1.41	70	0.88
Myanmar	1.58	85	0.94
Philippines	1.35	60	0.80
Sri Lanka	1.33	9	0.71
Tajikistan	1.80	5	1.79
Uzbekistan	1.43	76	0.91
Vietnam	1.53	137	1.01
Total	1.47	723	0.92

Appended table 83 :
I consult or contact the JICA office about projects.

	Mean	N	SD
Bangladesh	1.61	56	1.04
Cambodia	1.95	98	1.21
Kyrgyzstan	2.04	26	1.46
Laos	1.96	102	1.18
Mongolia	1.69	70	1.07
Myanmar	1.78	85	1.12
Philippines	1.52	60	0.85
Sri Lanka	1.56	9	0.88
Tajikistan	2.40	5	1.67
Uzbekistan	1.68	76	1.12
Vietnam	1.80	137	1.19
Total	1.79	724	1.14

Appended table 84 :
I participate in events or training/seminar programs organized by JICA.

	Mean	N	SD
Bangladesh	2.02	56	1.33
Cambodia	2.57	98	1.18
Kyrgyzstan	2.48	27	1.25
Laos	2.44	102	1.27
Mongolia	2.09	70	1.18
Myanmar	2.60	85	1.23
Philippines	2.45	60	1.11
Sri Lanka	1.89	9	1.27
Tajikistan	3.40	5	0.89
Uzbekistan	2.32	76	1.35
Vietnam	2.26	137	1.27
Total	2.37	725	1.25

After completing the JDS Program, do you have any connection with any Japanese?

Appended table 85 :

	Yes	No	Total
Bangladesh	23	33	56
Cambodia	53	47	100
Kyrgyzstan	6	21	27
Laos	56	46	102
Mongolia	28	42	70
Myanmar	60	25	85
Philippines	22	38	60
Sri Lanka	2	8	10
Tajikistan	2	3	5
Uzbekistan	31	45	76
Vietnam	80	59	139
Total	363	367	730